



# SEND AND INCLUSION POLICY (inc. SEN Information Report)

Reviewed: March 2018

Next Review Date: March 2019

Related Documents:

Equal Opportunities, Bullying & Cyber-bullying, Admissions, Safeguarding & Child Protection, Disability Equality Scheme & Action Plan, PSHE, Intimate Care, Educational Visits, Behaviour & Discipline, Local Offer, Complaints, First Aid, Administering Medication and Teaching & Learning Policies

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## 1. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

The SEN Information Report we produce is in line with [Section 69 of the Children and Families Act 2014](#), [Regulation 51 and Schedule 1 of the SEND Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

This policy also has due regard to legislation, including, but not limited to the Health and Social Care Act 2012, Equality Act 2010, Mental Capacity Act 2005, Children's Act 1989

## 2. Mission Statement

Our school is committed to providing an appropriate and high-quality education for all of the children in our school. We believe that all children, including those identified as having special educational needs and disability, are entitled to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life. We are committed to maximum inclusion commensurate with meeting individual needs, the highest quality of education for all children and the efficient use of resources.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We aim to identify these needs as early as possible and to provide teaching and learning contexts which enable every child to achieve to his or her full potential.

At our school the learning, achievements, attitudes and well being of all students and staff are of upmost importance. We aim to promote a sense of community and belonging, ensuring that the culture, policies and practices in the school respond to the diversity of the pupils. These differences make the school a richer environment for all. We believe that Inclusion is about equal opportunities for all learners regardless of their:

- Ability
- Age
- Gender
- Ethnic origin
- Religious belief
- Impairment
- Looked after status
- Social, economic or cultural background (this includes asylum seekers and refugees, young carers and those at risk of disaffection and exclusion)

### 3. Definition of SEND

A child has Special Educational Needs and/or Disability if he/she has difficulties with their learning that call for special educational provision to be made. A child who has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age

Children must not be regarded as having a learning difficulty solely because their home or first language is different from the language which they will be taught.

### 4. Aims and Objectives

- To ensure the SEND Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and disability.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having additional needs or an Education Health Care (EHC) Plan.
- To ensure that pupils with SEN are perceived and treated positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision-making that affects them.
- Parents have a vital role to play in supporting their child's education

### 5. Roles and Responsibilities

The new code identifies the roles and responsibilities for the governing body, headteacher, teaching and support staff and SENCO.

**The current SENCO, Mrs Liz Knox**, is a qualified senior teacher and has completed a SENCO qualification. As SENCO she will:

- oversee the day-to-day operation of the policy
- coordinate provision for pupils with SEND
- liaise with the Designated Teacher where a looked after pupil has SEND
- advise on the graduated approach to providing SEND support
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with parents of pupils with SEND
- liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- work with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensure that the school keeps the records of all pupils with SEND up to date
- Writing, recording implementing and reviewing targets on Individual Education Plans (IEPs) at SEND Support level and on Education, Health and Care (EHC) Plan.

## **The Governor responsible for SEND is Mrs Jennifer Kay.**

The Governing Body has a statutory duty to ensure that the needs of children with SEND are met. The Head teacher (SENCO) has overall responsibility for managing the provision of the education for pupils with SEND; he has the responsibility to keep the governing body fully informed. The Headteacher (SENCO) and SEND Governor meet regularly. The SEND Governor informs the Standards and Improvement Committee who inform and update the Governing Body.

**The class teacher** has responsibility for pupils with SEND within their individual classes. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. (SEND Code of Practice, 2014) Their role includes the following:

- Identifying pupils with SEND
- Seeking advice from the SENCO
- Informing persons with responsibility when a child has been identified as having SEND
- Collation and analysis of data
- Liaising with LSAs and the SENCO and attending reviews
- Liaising with parents regarding IEP targets and discussing ways in which they can be reinforced at home
- Giving consideration to classroom organisation, teaching materials, learning styles and differentiation. These should be developed so that the pupil is enabled to learn effectively.
- Maintaining the class file containing information, IEPs and guidance about pupils with additional needs.
- Attending Annual Review and other outside agency meetings.

**Teaching Assistants (TAs)** liaise with class teachers and the SENCO regarding involvement with children identified with SEND. Their role may include the following:

- Working with individual/groups of children in or withdrawn from the classroom depending on individual needs
- Planning programmes with staff for identified children
- Recording pupils' progress
- Planning and implementing specialist programmes
- Involvement with review meetings for pupils with an EHC Plan.
- Attending training to support pupils with SEND
- Attending review and other outside agency meetings.

## **6. Allocation of Resources**

The Head teacher (SENCO) is responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN.

## **7. Access to the Curriculum**

The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEND are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs.

Pupils with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities. Some pupils will be provided with additional literacy and/or numeracy support, emotional support or physical/speech therapy according to their identified SEND need in order for them to fully access the curriculum. A flexible approach to timetabling such provision is needed. The pupil is involved, through their support review with their teacher, in identifying his/her difficulties and strengths, in setting goals, agreeing a development strategy and in the monitoring and reviewing his/her progress. The PHSE curriculum teaches pupils about issues of disability, difference and valuing diversity. Advice will be sought from appropriate organisations on appropriate resources.

## 8. Identifying Pupils with SEND

A clear and defined system for identifying and acting upon SEND is set out in the *Special Educational Needs and Disability Code of Practice: 0 – 25 years*. This document establishes a graduated approach to identifying pupils with SEND.

It is our aim to identify pupils with SEND as early as possible. During both formal and informal discussions with staff, parents often pass on their concerns over such things as delayed speech, eye-sight/hearing difficulties, asthma, behavioural difficulties etc. This information is often supplemented by contact with health visitors, school doctor/nurse etc. However, within the school, it is the responsibility of the class teacher to initially identify pupils with Special Educational Needs and bring them to the attention of the SENCO depending on the Key Stage of the pupil. All teaching staff at our school are fully aware of the importance of early identification, as identified in the SEN and D Code of Practice (July 2014).

In accordance with the SEND Code of Practice (July 2014), the four broad areas of need are:

1. **Communication and interaction** – A pupil may have difficulty saying what they want to, understanding what is being said to them or they may not understand or use social rules of communication.
2. **Cognition and learning** - Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate differentiation. This area of need includes pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD), e.g. dyslexia, dyspraxia, dyscalculia etc.
3. **Social, emotional and mental health difficulties** - Pupils and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.
4. **Sensory and/or physical needs** - Some pupils and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This area of need includes pupils with visual impairments (VI), hearing impairments (HI) and multi-sensory impairment (MSI).

### 8.1 Identification, Assessment & Review Procedures

Assessment and monitoring of all children is an integral part of teaching and learning and is identified in a number of ways:

- School records i.e. outcomes from Foundation Stage Profile (FSP) results, baseline assessment results, performance level descriptions within the National Curriculum, P levels and EYFS goals
- Transfer documents
- Pupil Progress Meetings
- Support Plans (records, assessment and outcome)
- Observation by class teacher/learning support staff in a variety of contexts over a period of time
- Concern raised by staff/parents/carers with responsibility for the pupil
- Discussion with the pupil
- Standardised tests to include annual tests carried out across the school i.e. SALFORD, NFER group reading tests / non-verbal reading tests
- Reports from outside agencies e.g. (SALT, HEPs, BST etc.)

### 8.2 Early Identification

The class teacher has overall responsibility for the pupil with SEND. Progress is observed and assessed by the class teacher to provide information where a child is not making satisfactory progress, even though the teaching and learning has been differentiated. Concern expressed by a member of staff, parents/carers health or social care professionals may also trigger intervention. Should the concern persist despite this initial intervention, the pupil may be moved onto the SEND Register if he/she:

- Makes little or no progress even when teaching/learning approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy and/or mathematics skills which result in poor attainment in some curriculum areas

- Presents persistent emotional/behaviour difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory/physical difficulties and continues to make little/no progress despite the provision of specialist equipment
- Has communication/interaction difficulties and continues to make little/no progress despite provision of a differentiated curriculum.

The class teacher will inform the parents that SEND provision is being made for the child and consult them for their views. A support plan may be drawn up.

### **8.3 Graduated Approach to SEND Support**

#### **8.3.1. Early SEND Support**

At the Early SEND Support stage the SENCO and class teacher decide on the action needed to help the child to progress in the light of their earlier assessment. SEND Support interventions are provided that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum. The SENCO and class teacher will:

- Collate relevant information
- If appropriate, collate further information from sources outside the school
- Draw up a support plan that is pupil friendly, setting targets to ensure that progress is tracked and achievement identified and celebrated
- Monitor and review the pupil's attainment and progress on a termly basis
- Consult the pupil and parent at each support plan review

Early SEND Support might include the following:

- Provision of different learning materials
- Specialist equipment
- Individual/group support with the class teacher or LSA
- Staff development or training in alternative strategies
- Adult time to plan interventions and/or monitor progress
- Occasional advice from outside agencies

If a pupil continues to make little/no progress in learning or behaviour, the pupil will be moved to a higher level of SEND Support and school will seek further help from outside agencies such as the Educational Psychologist, Primary Behaviour Support and therapists in the Health Service.

#### **8.3.2. Higher Level SEND Support**

For those children whose needs are more complex they may be placed at a higher level of SEND Support where additional provision may be included to match specific needs. According to the needs of the child support may be given in the following ways:

- Support may be given in or outside the classroom
- The learning programme may be delivered by the class teacher, or the LSAs
- Records will be kept of the pupil's progress, including behaviour logs, programmes and reports from outside agencies, support plans, reading and spelling records where appropriate. Termly reviews involving the relevant staff will take place to monitor and update progress. This will be recorded on the pupil's support plan.
- Liaison between staff, parents/carers and the pupil as regards to programmes and strategies, takes place between the reviews where necessary i.e. a flexible system is available to meet the needs of the pupil.

At both levels of SEND Support the school applies the **ASSESS – PLAN – DO – REVIEW** cycle described above to ensure the needs of the child are met.

## **8.4. SEN Support – Four Part Cycle**

### **Assess**

The class or subject teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment and this will be recorded and the minutes shared with all relevant parties. If any pupil has been identified with SEN the parents will be asked to agree to their child being added to the SEN list.

### **Plan**

Parents will be formally notified and will receive a copy of the 'meeting around a child' minutes. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the school information system.

### **Do**

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. Mr Naughton as SENCO will support the above.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists.

## **8.5. Education, Health and Care (EHC) Plan (Replacing Statements of Special Educational Need)**

Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND, Code of Practice, 2014) Further information about formal assessment can be found in the following - Education, Health and Care Plan: a guide for parents and carers and SEND Code of Practice 2014

## **8.6. SEND Support Plans**

A SEND Support Plan is a planning, teaching and reviewing tool. A support plan should be drawn up as soon as a pupil has been identified as having a Special Educational Need or Disability. The support plan should only include actions that are additional to or different from the normally differentiated curriculum plan. The support plan should be developed in consultation with parents and pupils. At this level, options for action include:

- Use of extra or different learning materials
- A systematic small steps programme to address areas of weakness
- Use of special equipment, which could include priority access to ICT
- Additional support in a group or individually in class or withdrawn
- A home learning programme agreed with parents
- Extra time allocated to SENCOs, class teacher and adult support for curriculum planning
- Staff development and training to raise staff confidence and help produce more effective strategies
- Occasional access to LA services for advice/consultation

It is the class teacher's responsibility to ensure that the SEND support plan is shared with the pupil and their parent, as well as any support staff who will be carrying out any one-to-one or group work with the pupil. It is also the class teacher's responsibility to review and update the support plan regularly. At our school, SEN support plans will be reviewed at least three times a year. It is the SENCO's responsibility to monitor and review the use of SEND support plans across the school.

At our school, a report to parents on their pupil's progress is received annually. A mid-year report is also sent to parents in February/March. Similarly, parents are kept up-to-date through Parents' Evening or informal meetings with the class teacher or SENCO.

Where a pupil is receiving SEND support, discussions with parents take place regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Meetings for pupils on the SEND register should take place at least three times a year in accordance with the SEND Code of Practice (July 2014). At our school, this helps us increase parental engagement in the approaches and teaching strategies that are being used. These meetings are also useful as they can provide us with essential information on the impact of SEND support outside of school and any changes in the pupil's needs.

These discussions are usually led by the SENCO and are attended by the class teacher who has a good knowledge and understanding of the pupil and who is aware of their needs and attainment. The meeting should provide an opportunity for the parent to share their concerns and, together with the teacher and SENCO, agree their aspirations for the pupil.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff. This record is also given to the pupil's parents.

## **9. The Role of the Pupil**

Pupils and young people have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like. As such, it is the philosophy at our school that they should, wherever possible, participate in all the decision-making processes that occur in education including the setting of learning targets.

Pupils are therefore invited to attend all support plan reviews with their parents if they so wish. Pupil views will be recorded and stored with all other documentation. The class teacher/SENCO/ external specialist will talk openly with the pupil regarding their views, and every attempt will be made to incorporate these into the new targets.

## **10. SEN in the Early Years**

The Early Years (EY) is the statutory framework for pupils aged 0 to 5 years. All early years providers **must** follow the safeguarding and welfare requirements of the EY and the learning and development requirements, unless an exemption from these has been granted.

In assessing progress of pupils in the early years at our school, EY staff can use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young pupil is developing at expected levels for their age. The guidance sets out what most pupils do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding of the world
- expressive arts and design

Pupils will progress at different rates during the Early Years and by the end of Reception class, some will have achieved beyond the expectations set out in the Early Learning Outcomes, whilst others may still be working towards the outcomes.

If a pupil continues to demonstrate difficulties despite differentiation and support within the EY curriculum and requires support which is additional or different to that within the normal classroom, then the class teacher will approach the SENCO who in consultation with the pupil's parents will place the pupil on the SEND register. If the intervention does not enable the pupil to make satisfactory progress, the SENCO may need to seek advice and support from external agencies.

The review process in Early Year's education mirrors that in place in the primary phase where both parents and pupils themselves play a pertinent role. Reviews are carried out at least three times a year depending on when the pupil was identified as having a special educational need.

## **11. Inclusion**

All pupils at our school have access to all educational, social and spiritual aspects of school life. Inclusion is continually developed at our school, by recognising that the school provides for the needs of all pupils in the community, by:

- Working with pupils, parents/carers, governors and staff to embed inclusive practices
- Ensuring that staff have the necessary skills, capacity and confidence to provide for the diversity of children with special educational needs
- Identifying any barriers to inclusion that prevent a pupil from learning
- Matching levels of support as closely and effectively as possible to the identified needs of children and the development of inclusive provision for them
- Taking opportunities to improve and develop provision for children with special educational needs, through extended services cluster working, behaviour improvement partnerships and education improvement partnerships.
- Evaluating the success of provision.

## **12. Use of data and Record Keeping**

The SENCO's are responsible for maintaining a Special Educational Needs and Disability register for our school, detailing individual pupils, their SEND and action being taken.

- A formal written record of steps taken to meet the needs of individual pupils on the SEND register is made and this is kept alongside the SEND support plan for the pupil. On this record sheet notes regarding reviews, teacher/parent meetings pupil observations etc. made by the SENCO are detailed.
- Pupils who have been identified as having SEND may have a file in which examples of work completed in relation to their SEND support plan are kept.
- Assessment and record keeping procedures aim to ensure that pupils with SEND are working at the appropriate levels for any given attainment target and programme of study. Information about the progress of individual pupils is passed on from teacher to teacher, and to parents.

The SENCO will use a variety of resources for assessment and identification purposes, e.g. Phonological tests/assessments etc. Teachers may also use PIVATS assessments to provide a summative judgement of where each pupil is currently working. These PIVATS assessments will be used to inform future targets.

## **13. Monitoring and Evaluating the Success of Provision**

A variety of methods are used to monitor and evaluate the provision and achievements for the young people with SEND:

- Regular observation of teaching by the senior leadership team
- Analysis of assessment data, with at least two levels of progress expected between key stage 1 and 2 for all students.
- Assessment records that illustrate progress over time – e.g. reading ages,
- pre and post assessments for those students who are withdrawn for targeted interventions Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEND
- The views of parents/carers and students
- Regular meetings between SENCO and senior leaders
- Provision Mapping – used as a basis for monitoring the impact of interventions.

## **14. SEND Information Document**

This report can be found on the school website. It outlines the provision our school makes for all pupils with SEND and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical.

## **15. Transition Arrangements**

Transition is carefully planned. In order to ensure successful transition to secondary education the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEND provision will be shared with the next school /setting through the review process.

## **16. Partnership with Parents/Carers**

Our school has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEND list and the graduated response, outlined in the Code of Practice, is explained to them. They are fully involved in the review process. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare.

## **17. Staff Development:**

The SENCO ensures staff are informed of local and national developments in relation to SEND and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO. Where appropriate outside services are brought in to deliver training on particular aspects of SEND.

## **18. Medical Conditions**

Our school will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEND, their provision will be planned and delivered in a coordinated way with their healthcare plan.

## **19. Admission Arrangements**

The school has adopted the criteria set out in the Diocesan admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEND.

## **21. The Complaints Procedure**

Initially an attempt will be made to resolve a complaint about SEND provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and /or head teacher becomes involved. Parent partnership may also become involved at this stage.

If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.

## **22. Access to Facilities and Provision**

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our school is a purpose built single story building with access to disabled toilets. Medicines are kept in school according to our Managing medicines policy which can be found on our school website.

## **23. Links with external services**

Links with a range of external services are well established including the following – Educational Psychology, School Health, SEN Teaching and Support Service, Paediatric Therapy Services and, when appropriate, Social Services and Looked After Children Team.

## Appendix 1: SEN Information Report

The SEN Information Report we produce is in line with [Section 69 of the Children and Families Act 2014](#), [Regulation 51 and Schedule 1 of the SEND Regulations 2014](#) and [paragraphs 6.79-6.81 of the SEND Code of Practice](#).

<b>What types of SEN do we provide for?</b>	<ul style="list-style-type: none"><li>• Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties</li><li>• Cognition and learning, for example, dyslexia, dyspraxia,</li><li>• Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),</li><li>• Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy</li><li>• Moderate/severe/profound and multiple learning difficulties</li></ul>
<b>How do we identify and assess pupils with SEN?</b>	<p>We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"><li>• Is significantly slower than that of their peers starting from the same baseline</li><li>• Fails to match or better the child's previous rate of progress</li><li>• Fails to close the attainment gap between the child and their peers</li><li>• Widens the attainment gap</li></ul> <p>This may include progress in areas other than attainment, for example, social needs.</p> <p>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.</p> <p>When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p>
<b>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</b>	<p>The Special Educational Needs Co-ordinator (SENCO) is Mrs Liz Knox who can be contacted through the School Office (01207 270396)</p>
<b>What is our approach to teaching pupils with SEN?</b>	<p>Teachers are responsible and accountable for the progress and development of all the pupils in their class.</p> <p>High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.</p> <p>We will also provide the following interventions:</p> <ul style="list-style-type: none"><li>• Where appropriate Individually tailored programs to support learning inclass/out of class with LST</li><li>• Toe by Toe (Reading)</li><li>• Power of 1 and 2 (numeracy)</li></ul>

<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>We work closely with outside agencies to gain extra support and insight in barriers of learning if necessary. These include Speech and Language Service, Educational Psychologist Service, School Nursing Team, Emotional Wellbeing Team, Children's and Young Persons Service(CYPS), LINT(for hearing/sight impairment and HINT (for a specific learning need)</p> <p>We make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> <li>• Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.</li> <li>• Adapting our resources and staffing</li> <li>• Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.</li> </ul> <p>Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc</p>
<p><b>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</b></p>	<p>All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.</p>
<p><b>How do we consult parents of pupils with SEN and involve them in their child's education?</b></p>	<p>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> <li>• Everyone develops a good understanding of the pupil's areas of strength and difficulty</li> <li>• We take into account the parents' concerns</li> <li>• Everyone understands the agreed outcomes sought for the child</li> <li>• Everyone is clear on what the next steps are</li> </ul> <p>Notes of these early discussions will be added to the pupil's record and given to their parents.</p> <p>We will formally notify parents when it is decided that a pupil will receive SEN support.</p>
<p><b>How do we consult pupils with SEN and involve them in their education?</b></p>	<p>Children are involved in their support plan review at the end of each term. They are given to opportunity to reflect on their learning, what helped, what didn't and how we can improve learning for them. They have the chance to write their own targets and suggest ways they would like to achieve them. Apart from this timetabled reflection, children are encouraged to discuss their learning, strengths and weaknesses throughout their school year. Resulting in a flexible individualized learning plan.</p>
<p><b>How do we assess and review pupils' progress towards their outcomes?</b></p>	<p>We have termly reviews of children's support plans with the child, CT, SENCo and parents. These reviews look at progress based on CT and LST assessments (such as reading and spelling age) and observations. New targets are set through discussion of all parties concerned.</p>

<p><b>How do we support pupils moving between different phases of education?</b></p>	<p>We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.</p>
<p><b>How do we support pupils preparing for adulthood?</b></p>	<p>????????????????????????????????????</p>
<p><b>How do we support pupils with SEN to improve their emotional and social development?</b></p>	<p>We provide support for pupils to improve their emotional and social development in the following ways:</p> <ul style="list-style-type: none"> <li>• Pupils with SEN are encouraged to be part of the school council</li> <li>• Pupils with SEN are also encouraged to participate in after school clubs to promote teamwork/building friendships etc.</li> <li>• In each classroom children have access to a 'worry box' to post notes for the teacher to read and discuss at a more suitable opportunity.</li> <li>• Staff meetings are an opportunity for staff to discuss any issues that the staff as a whole could help with.</li> </ul> <p>We have a zero tolerance approach to bullying.</p>
<p><b>What expertise and training do our staff have to support pupils with SEN?</b></p>	<p>Our SENCO has 2 years in this role and has worked as the LST for 7 years They are allocated 3 afternoons a week to manage/deliver SEN provision. We use specialist staff for hearing impaired support</p>
<p><b>How will we secure specialist expertise?</b></p>	<p>School staff are trained in specific areas where there is a current need. The Head teacher collects information on areas for development through appraisals and staff meetings and asks the appropriate professionals to deliver it as whole staff or individual training. Managers of Literacy and Numeracy areas find appropriate specialist support training and enrol staff on courses. Training is also provided for staff when students are admitted to school with a SEND that no-one in school has experience of.</p>
<p><b>How will we secure equipment and facilities to support pupils with SEN?</b></p>	<p>If equipment is required to remove a barrier to learning then school will use their contacts with outside specialist agencies such as LINT to provide radio aids for the hearing impaired children. Other necessary equipment will be made available through the school, such as wobble cushions, timers, pencil grips, and coloured paper.</p>
<p><b>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</b></p>	<p>Depending on a child's needs we may draw on support from</p> <ul style="list-style-type: none"> <li>• Speech and Language Therapy</li> <li>• Occupational Therapy</li> <li>• Educational Psychology</li> <li>• Educational Welfare Officer</li> <li>• Hearing-impaired service</li> <li>• Visual impaired service</li> <li>• School Nursing Service</li> <li>• Behaviour Support Service</li> <li>• Social Services</li> <li>• Police Community Support</li> <li>• Autism Advisory Service</li> <li>• Child and Adolescent Mental Health Service</li> </ul>

	<ul style="list-style-type: none"> <li>• Young Carers</li> <li>• Youth On Track</li> </ul> <p>. The SENCo will approach the family/or families will ask for support. A discussion with the SENCo allows information to be gathered and then a referral to the most appropriate agency.</p>
<p><b>How do we evaluate the effectiveness of our SEN provision?</b></p>	<p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> <li>• Reviewing pupils' individual progress towards their goals each term</li> <li>• Reviewing the impact of interventions after 12 weeks. However it is done sooner if the rate of progress is deemed too slow</li> <li>• Using pupil questionnaires</li> <li>• Monitoring by the SENCO</li> <li>• Using provision maps to measure progress</li> <li>• Holding annual reviews for pupils with statements of SEN or EHC plans</li> </ul>
<p><b>How do we handle complaints from parents of children with SEN about provision made at the school?</b></p>	<p>Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's complaints policy.</p> <p>The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> <li>• Exclusions</li> <li>• Provision of education and associated services</li> <li>• Making reasonable adjustments, including the provision of auxiliary aids and services</li> </ul>
<p><b>Who can young people and parents contact if they have concerns?</b></p>	<p>Firstly their child's Class teacher, then Mrs Knox (SENCo) or Mr Naughton (Head Teacher)</p>
<p><b>What support services are available to parents?</b></p>	<p><a href="https://www.gateshead.gov.uk/DocumentLibrary/Education/transend/5-16-Brochure.pdf">https://www.gateshead.gov.uk/DocumentLibrary/Education/transend/5-16-Brochure.pdf</a></p> <p>These can include the School nurse service, Emotional Wellbeing Service, CYPS, and Family Intervention Team</p>
<p><b>Where can the LA's local offer be found? How have we contributed to it?</b></p>	<p>Our contribution to the local offer is:</p> <p>Our local authority's local offer is published here:  <a href="http://www.gateshead.gov.uk/Education%20and%20Learning/Special-educational-needs/home.aspx">http://www.gateshead.gov.uk/Education%20and%20Learning/Special-educational-needs/home.aspx</a></p>