



MORTIMER PRIMARY SCHOOL
SEN INFORMATION REPORT
2017

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This document outlines the SEN Information School Report and Mortimer Primary School Special Educational Needs and Disability (SEND) Policy 2017.

1. POLICY STATEMENT

This policy details the ways in which SEN is managed in Mortimer Primary School and sets out the responsibilities of the school, Governors and the Local Authority when making sure that the additional needs of all pupils who have been identified as having Special Educational Needs are met in a way that works for the pupil without the need for too many meetings and paperwork.

Mortimer Primary is a mainstream primary school in South Tyneside. We are committed to equality of opportunity and aim to provide full access to the National Curriculum for all pupils, including those with special educational needs.

We recognise that every teacher is a teacher of special and additional needs and disabilities. Our challenge is to recognise and then to support the needs of all pupils in our care.

2. INTRODUCTION

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

We recognise that some children have barriers to learning that mean they have special needs and require particular action by the school. Teachers take account of these requirements and make provision where necessary to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

3. DEFINITION OF SPECIAL EDUCATIONAL NEEDS (SEN)

A child has a learning difficulty when:

- He/she has a significantly greater difficulty in learning than the majority of children of the same age
- He/she has a disability, which either prevents or hinders him/her from making use of facilities of a kind generally provided for children of the same age in schools.

Special educational provision is educational or training provision that is **additional to** or **different from** that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching'. **SEN Code of Practice (2015)**

The school recognises that children with special educational needs may have difficulties in all or some of the following 4 areas:

- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Sensory and/or physical.

4. AIMS

1. To identify through appropriate assessment those pupils with special educational needs
2. To ensure that all pupils have access to a broad, balanced and relevant curriculum and a range of educational opportunities
3. To ensure that all pupils receive an education appropriate to their age, aptitude and ability
4. To ensure that SEN provision in the school is effective in meeting the needs of pupils with SEN
5. To ensure that every effort is made to allow all pupils with SEN to experience educational success and to feel that they are valued members of Mortimer Primary School
6. To ensure that all pupils enjoy equality of educational opportunity through the planning, organisation and implementation of an appropriately modified curriculum

7. To recognise and allow for individual differences between pupils, understanding that:

- children develop intellectually, emotionally and physically at different rates
- children's needs change with time and circumstances
- educational provision must be adapted to keep pace with these changes.

5. OBJECTIVES

The whole staff will work together to achieve these aims by:

- Early/prompt identification of those pupils who may have special educational needs
- Assessing the pupil's individual needs as soon as possible after a cause for concern has been raised
- Monitoring and reviewing pupils' performance and progress, implementing agreed targets via Individual Education Plans (IEPs) and evaluating these at least twice yearly
- Providing appropriate support to those with special educational needs
- Working in partnership with parents by liaising and supporting parents/carers to ensure that they play an active and valued role in the education of their children
- Working in partnership with appropriate outside agencies to ensure a multidisciplinary approach to planning and implementing appropriate and effective support
- Working in partnership with pupils to ensure that they play an active and valued role in their own learning, including setting targets, monitoring and reviewing their own progress.

6. EDUCATIONAL INCLUSION

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our

children to feel they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences
- may at some time need provision if they are unable to attend school.

Teachers respond to children's needs by:

- providing support for children who need help with accessing the curriculum
- planning to develop children's understanding through the use of available resources
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Children are included in activities outside the classroom by ensuring that school visits and activities are available to all. Risk assessments are carried out and procedures are put in place to enable all children to take part. However if it is deemed that an intensive 1:1 support is required a parent or carer may be asked to accompany their child during an activity. Mortimer Primary School also has a rich and varied programme of after school and lunchtime clubs and activities for pupils.

Some children with additional or Special Educational Needs may qualify for **Pupil Premium**. Please see information regarding Pupil Premium on the school website.

7. SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including educational visits, and physical education. Some children with medical conditions may be disabled and

where this is the case the school will comply with its duties under the Equality Act 2010.

If a pupil has a medical need, a Care Plan is compiled by the School Nurse in consultation with parents/carers. This is displayed in the Staff Room and in practical areas throughout the school, so it is available to all adults who may work with the child.

Staff are made aware of pupils who have asthma, allergies and other medical conditions and keep information on individual pupils on record. Staff also receive training from the School Nurse on the use of EpiPens and how to support children with allergies. A number of teachers, teaching assistants and supervisory assistants have regular First Aid Training.

8. THE SEN CO-ORDINATOR

The designated teacher responsible for the day to day operation of the SEN policy is **Mrs V Coyne**, who is employed part-time in this capacity. She has non-contact time for one afternoon for SENCo administration. She also teaches SEN pupils from Year 1 to Year 6 in small withdrawal groups.

Mrs Coyne's main base is in the Year 1 conservatory, where she may be located by parents before and after school on **Monday (all day) and Tuesday, Wednesday, and Thursday (am only)**. Appointments may also be made through the school office (telephone number **0191 455 4504**). She is happy to discuss the special needs of any pupil with their parent/carer.

Mrs Coyne has many years teaching experience as well as additional qualifications in Special Educational Needs.

9. THE ROLE OF THE SENCO

All staff share the responsibility for the implementation of the SEN policy but it is the specific role of the SENCo to:

- co-ordinate the provision for pupils with SEN throughout the school

- oversee the day to day running of the school's SEN policy in line with the Code of Practice 2015
- liaise with, advise and support other members of staff with SEN related issues
- co-ordinate and monitor information and reports involved in the staged assessment process, including IEPs, Early Help Plan Reviews and Annual Reviews
- liaise with multi-disciplinary agencies involved in the education and welfare of students with SEN
- liaise with parents/carers of students with SEN, keeping them fully informed and involved at all stages of their child's education
- liaise with SEN pupils, keeping them fully informed of their targets, programmes of work, progress, monitoring and reviews
- liaise with the school governor for SEN, keeping him/her up to date with SEN issues
- prepare and be involved in reviewing the SEN policy
- maintain and develop resources for SEN within the school
- report to the school governors on SEN issues within the school via the Head Teacher
- contribute to the in-service training of school staff
- liaise with transition learning mentors and SENCOs in secondary schools.

10. THE ROLE OF THE GOVERNORS

The governing body, in particular the named governor for SEN, currently **Mrs A Alcock**, use their 'best endeavours' to ensure the best possible provision for SEN within the school. The SENCO provides updated information on SEN issues annually and the Head Teacher presents this to the governing body. The governors use this information to decide the effectiveness of the SEN policy.

11. ADMISSION ARRANGEMENTS

Children with special educational needs are considered for admission to the school on exactly the same basis as for children without these needs. No pupil will be refused permission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and will take all reasonable steps to provide effective educational provision. Children

identified prior to joining the school as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

12. SPECIALIST FACILITIES AND STAFFING

The school has wheelchair access via the Nursery and main school entrance as well as internal ramps and a disabled toilet. There are also signs around the school building for the partially sighted and disabled parking spaces in the car park.

Pupils have access to several computers in the activity areas and are able to work independently using programs such as R.M. Maths. Phonics and reading programs are also used in year groups either in the activity areas or in the classroom by means of laptops and iPads. Pupils are often supported by teaching assistants individually or in groups with specific learning programs.

Mrs Coyne, the SEN teacher is assisted by **Mrs Middleton**, the SEN teaching assistant, who works with both individual and groups of children throughout the school. Both Mrs Coyne and Mrs Middleton attend relevant training courses connected to SEN.

Some pupils who need a higher level of support may have a teaching assistant working with them on a 1:1 basis within the classroom for part of, or all of the school day.

13. RESOURCE ALLOCATION

Resources for SEN are included in the school's SEN budget, which is allocated each financial year. This is used to secure specialist equipment, or a high level of staffing support for children with additional needs. If a higher level of prolonged support is necessary, the school will apply to the Local Authority for High Needs Block Funding.

The SENCo is also allocated a budget annually to purchase equipment to make classroom life easier for pupils with additional needs. This includes:

- reading books, programs and games
- photocopiable resources
- computer software

- sensory cushions
- writing aids

These resources are located in the year 1 and year 5 conservatory.

14. SPECIALIST SERVICES AND EXPERTISE

The school via the head teacher **Mr G Seagrove**, deputy head **Mrs G Cunningham** and SENco **Mrs V Coyne** is able to access the following:

- Educational Psychologist
- Educational Psychology Teachers
- School Nurse (Reception upwards)
- Health Visitor (Nursery pupils)
- Speech and Language Therapists
- Language Outreach Support
- Occupational Therapy and Physiotherapy
- Portage and Pre-School Service
- Social Services
- Children and Young People's Services
- Emotional Resilience Officers
- Family Outreach Workers (children 0-4)
- Education Welfare Officer
- Ashley Child Development Centre
- Hearing Impairment Team and Teachers for the Deaf
- Early Help Intervention (formerly CAAT team)
- Developmental and Co-ordination Disorder Clinic
- Paediatric Services
- Advise Parents/Carers to Short Break and Respite Service
- Advise Parent/Carers to SEND Voluntary groups such as SNIPS

An Educational Psychologist is allocated to each school. He/she works directly with pupils whose needs are quite considerable and have not responded well to the interventions put in place for them.

15. THE IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN

The school uses a model of graduated response to the identification of pupils with SEN, in accordance with the Code of Practice 2015. We are continually assessing, planning, implementing and reviewing our approach to teaching pupils in our school. We therefore:

Assess – the pupil’s needs.

Plan – what provision is needed and what outcome should be achieved.

Do – put the provision in place.

Review – what difference it is making towards outcomes

The school’s system for regularly observing, assessing and recording the progress of **all** pupils is used to identify those who are not progressing satisfactorily and who may have additional needs. Evidence of progress and attainment is taken from a variety of sources including; observations, work scrutiny, Reading Ages, Baseline Assessments, Foundation Stage Profiles, mid-year assessments, end of year assessments and SATs results.

Individual pupil progress is tracked termly for reading, writing and maths, using assessment data. Initially, pupils who are not making adequate progress, receive differentiated support within the class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. The pupil’s needs will be provided for within the whole class planning framework.

Sometimes, groups of children are targeted to receive additional support in maths, reading, writing, and spelling. This is provided throughout the school by teachers and teaching assistants with expected outcomes discussed, agreed and planned for.

Continued lack of progress, despite differentiation, will trigger the involvement of the SENCo. This frequently occurs at review time but can happen at any time of the year, particularly as early identification is a key factor.

The class teacher, having consulted the parents/carers, consults the SENCo, who may undertake further assessments or observations if necessary. The results of these assessments, combined with further discussion with the class teacher and

parents/carers, will determine whether the pupil needs further support or intervention strategies.

16. SUPPORTING, MONITORING AND REVIEWING PROGRESS FOR PUPILS WITH SEN

We maintain a school register of all pupils identified as having Additional Needs. These children are known as being in receipt of **SEN Support**. The register is updated twice a year and shows changes in pupils' needs.

There are three stages of SEN Support within our school. Most pupils will be at the first stage of SEN Support. The length of time spent by pupils on the SEN register, and within the different stages, will vary greatly. Both will be influenced by the outcomes of termly reviews, analysis of assessment data and teacher assessments. During the process we will consider the following:

- Are pupils on track to meet their end of year/key stage target?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEN and all pupils?

Parents' and pupils' views will be sought and they will be fully informed.

Stage 1 (previously known as School Action)

Within Stage 1:

- The class teacher in conjunction with the SENCo, parents/carers and pupil will set targets in the form of an Individual Education Plan
- The class teacher and SENCo will ensure that the IEP focuses on 3 or 4 SMART targets (Specific, Measurable, Achievable, Relevant, Time bound) and that it includes teaching strategies, provision, review details and success or exit criteria
- The class teacher and SENCo will ensure that the IEP records only strategies additional to or different from the normally differentiated curriculum
- The class teacher, in consultation with the SENCo, parents/carers and pupil, will review the IEP at least twice yearly. Parents will be consulted at parents evenings and will be invited to attend school at a more convenient time when

appropriate. Failing that, a copy of the IEP (plus an extra one to keep at home for reference) will be sent home for parents to sign and return to school

- Extra support may be arranged to meet the requirements of the IEP
- The process of monitoring and review will determine whether the pupil's support should discontinue/continue or whether he/she should move to the next stage
- If the pupil makes significant progress the support will discontinue and parents/carers will be informed by the class teacher or SENCo at Parents Evening or a Review Meeting.

Stage 2 (previously known as School Action Plus)

If the pupil continues to have significant difficulties, particularly if the gap between his/her peers widens, then outside specialists may need to be involved.

Within Stage 2:

- The SENCo will ensure that all relevant records/information are up to date and available for external specialists. Referral forms will be completed if necessary
- The SENCo will liaise with the external specialists and ensure that new information and advice is made available to class teachers and parents/carers.
- A new IEP will be drawn up to incorporate any specialist advice given.
- Parents and pupils will be fully informed of any changes in provision or support and will be involved at all stages of the decision making process through regular Review Meetings.

In some cases formal assessment may be recommended by professionals or requested by parents. In such circumstances:

- The Head Teacher, in consultation with the SENCo, refers the pupil to the LEA for a statutory assessment of SEN.
- A referral needs to demonstrate that:
 1. The child/young person's needs are 'exceptional' i.e. they have a significant and complex learning difficulty and/or an enduring disability

which affects their everyday functioning. These children/young people have significantly greater needs than others of the same age.

2. The pupil's needs are severe and complex, and have highly specialised or expensive long term resource implications.

- If deemed appropriate, the LEA arranges an inter-disciplinary assessment and considers the need for an Education Health and Care Plan (formerly a Statement of Educational Needs.)

Stage 3 – The Education Health and Care Plan or Statement of SEN

Within Stage 3:

- The LEA will issue an EHC Plan outlining the pupil's needs and the educational provision that is required.
- This is monitored and reviewed by the LEA via Annual Reviews.
- The SENCo makes arrangements for the Annual Review. Relevant external agencies are involved and reports are prepared and circulated before the meeting. Recommendations are submitted to the LEA with the full involvement and approval of parents/carers and pupil.

For a summary of the above, please see *Appendix A – Summary of Provision Made by Schools* and *Appendix B – Summary of Provision for Children with SEN at Mortimer Primary School*.

17. A COMMON SYSTEM OF RECORD KEEPING

In addition to the normal class records, each class teacher will have a green SEN folder, which is checked and updated by the SENCo twice yearly. This will contain:

- A class record of the children with additional needs and/or disabilities
- Relevant information on the children which incorporate IEP's/reviews/assessments/reports.

All confidential information regarding SEN pupils is kept by Mrs Coyne, the SENCo, after having been read and its existence been noted by the appropriate member of staff.

18. SEN TRAINING FOR STAFF

The SENCo attends courses related to SEN issues run by the LEA and other organisations, including network meetings and SENCo Conferences. Teachers and teaching assistants are also encouraged to attend courses run by the LEA. Several members of staff apply for courses on Autism, Dyspraxia, Dyslexia and Speech and Language and have gained experience in this field. Teaching assistants have received training on motor skills development, reading and phonics, and Speech and Language development.

The SENCo disseminates relevant articles /information to staff and SEN issues are addressed at staff meetings. The SENCo may also liaise with other services for specialised inset when appropriate. All adults in school have training in Child Protection and abuse awareness which is updated annually.

19. PUPIL INVOLVEMENT

In our school we encourage our children to make a positive contribution by taking responsibility and making decisions. In lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets and in the form of high quality marking which provides children with a target TMLO ('To Move Learning On'). They share in individual target setting across the curriculum so that they know what their targets are and why they have them.

Pupils with additional needs are involved in target setting and the development of their IEP as appropriate. They use a target card to monitor their progress and encourage them. Children with an EHC Plan are invited to attend and/or contribute to their Annual Review. Some children put forward suggestions and opinions at the School Council Meetings which take place on a regular basis.

20. PARTNERSHIP WITH PARENTS/CARERS

Parental involvement and input is an essential element in a child's education, as well as an important part of the assessment, monitoring and reviewing process. We give parents/carers opportunities to play an active and valued role in their child's

education and make them feel welcome. We will listen, act appropriately and arrange meetings to discuss ways in which they and the school can help their child.

When a teacher has a concern regarding the progress of a child the parents/carers will be contacted at the earliest opportunity. Parent's views will be sought in the writing and implementing of IEP targets. Outside agencies will not be involved without parental permission and parents/carers will be informed and given support during the assessment and any related decision-making process.

Parents can consult with staff at parent's evenings and may be invited to attend at other appropriate times to discuss their children's progress. They will be invited to attend regular Review Meetings if necessary. They are welcome to ring the school to make an appointment to see the SENCo at any time.

Parents/carers of children with an Education Health Care Plan will be 'involved in discussions and decisions about every aspect of their SEN, planning outcomes and making provision to meet those outcomes' as outlined in the Code of Practice 2015.

21. LINKS WITH OTHER SERVICES

By law, **the Local Authority** has to publish the arrangements for SEN, setting out information about provision available for children and young people who have SEN, including those who do not have EHC plans. Further details are available in the Local Authority Local Offer at: www.southtyneside.info/sendlocaloffer

Parents can contact their local **Parent Partnership Service** for impartial information, advice and support in relation to their child's SEN and/or disability:

Email – parentpartnership@southtyneside.gov.uk

Phone – 0191 4246345

Effective working links can also be maintained with:

Educational Psychology Service

Email – eps@southtyneside.gov.uk

Phone – 0191 4268100

South Tyneside Council Support

Website: <http://www.southtyneside.info/article/11254/Help-for-parents-of-children-with-SEN>

The PLACE (Project for Looked After Children)

Email – theplace@southtyneside.gov.uk

Phone – 0191 4273490

CYPS (Children and Young People Services)

Phone – 0191 5665500

22. TRANSITION TO SECONDARY SCHOOL

We ensure early and timely planning for transfer to secondary school and offer transition meetings to pupils in receipt of Additional SEN Support and all those with Education Health and Care Plans in the year before they leave.

The relevant SENCo's are invited to Review Meetings and Annual Reviews in year 6 and there is liaison between the SENCo and the SEN departments of the comprehensive schools to exchange information and documents before the end of the year. Class teachers also meet with Year 7 staff from the relevant schools to discuss and share information on all children. Additional visits to the comprehensive school may be arranged for pupils with SEN in addition to any 'class transition days'.

Some pupils may also be referred to the Emotional Resilience Support Team in the last term of primary school, who can offer help in coming to terms with moving on to their new school and familiarising them with changes.

23. COMPLAINTS PROCEDURE

Parents are encouraged to discuss any problems with the school via the class teacher and the SENCo and then if necessary the Head Teacher. Any unresolved problems may then be taken to the governor for SEN. Information regarding this is available from the school.

24. THE SEN DEVELOPMENT PLAN

The Head Teacher, Deputy Head Teacher and the SENCo meet annually to review the previous year's plan and to set targets for the forthcoming year. Short term, medium term and long term targets are set.

25. REVIEW OF THE SEN POLICY

This is reviewed annually by the Head Teacher, Deputy Head Teacher, the governors and the SENCo. They evaluate the success of the policy using the following criteria:

- the existence of accessible, accurate, updated records;
- the number of pupils with SEN who are receiving support;
- the progress made by pupils with SEN, which can be evaluated by teacher assessment, test results and movement between the stages of SEN;
- feedback from parents and pupils;
- staff participation in SEN training;
- the effectiveness of the school development plan;
- Ofsted inspection reports;
- whether any complaints have been dealt with adequately.

26. SUMMARY

All involved with Mortimer Primary School realise the responsibility we have when working with a child with SEN. Each child with additional needs in our school is valued and catered for in all aspects of school life because we appreciate the right of all children to have access to a curriculum that is appropriate to them. Special Educational Needs might be an explanation for delayed or slower progress but it is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

APPENDIX A – SUMMARY OF PROVISION MADE BY SCHOOLS

<p>1. All children and young people</p>	<ul style="list-style-type: none"> • Trained SENCO with QTS who has a direct link to the Senior Management Team. • SEN Policy, with provision and practice in place. • Accessibility Plan in line with Equality Act 2010. • Information on Inclusion and SEN provided to <u>all</u> parents/carers. • SEN Governor. • SEN Development Plan. • Inclusive ethos and curriculum. • Range of teaching strategies and learning opportunities. • Range of ICT equipment. • Target setting and tracking process.
<p>2. Children and young people with additional needs (SEN.) (Previously School Action and School Action Plus.)</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> • Assessment of: learning environment; grouping of children/young people; teaching styles; curriculum materials; individual children's/young people's physical, sensory, and cognitive barriers; children's/young people's social and emotional needs and other relevant circumstances. • Additional and different provision such as individualised or small group planning. • Increased use of ICT resources. • Staff collaboration with specialists within the school and with outside agencies. • More detailed planning incorporating specialist information. • Individualised programmes in more than one foundation curricular area. • Increased classroom and small group support. • Environmental adaptations.
<p>3. Statutory provision as specified in a Statement of SEN or an Education Health and Care Plan (EHCP.)</p>	<p>As above, plus:</p> <ul style="list-style-type: none"> • Very detailed planning and tracking. • Individualised programmes in several areas of the curriculum. • Arranging the provision specified in Part 3 of a Statement of SEN or EHC Plan. • Arranging the annual review of a Statement of SEN or EHC Plan and submitting recommendations to the LA.

**APPENDIX B – SUMMARY OF PROVISION FOR CHILDREN WITH SEN AT
MORTIMER PRIMARY SCHOOL**

Type of SEN for which provision is made at the school	Type of support
<p>Communication and Interaction Needs (e.g. Autistic Spectrum Disorders and Speech, Language and Communication Needs).</p>	<ul style="list-style-type: none"> • Use of Individual Education Plans or Intervention Profiles involving pupils, parents and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources • Visual timetables • Areas of low distraction • Support/supervision at unstructured times of the day. • Social skills programme/support including strategies to enhance self-esteem. • Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. • ICT is used to reduce barriers to learning where possible. • Strategies/programmes to support speech and language development. • Strategies to reduce anxiety/promote emotional wellbeing. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Fully qualified/trained SENCO who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
<p>Cognition and Learning Needs (e.g. Moderate Learning Difficulties).</p>	<ul style="list-style-type: none"> • Use of Individual Education Plans or Intervention Profiles involving pupils, parents and staff in the formulation, review and implementation of these documents. • Differentiated curriculum and resources. • Strategies to promote/develop literacy and numeracy. • Provision to support access to the curriculum and to develop independent learning. • Small group targeted intervention programmes are delivered to pupils

	<p>to improve skills in a variety of areas, i.e. reading skills groups etc.</p> <ul style="list-style-type: none"> • ICT is used to reduce barriers to learning where possible. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Planning, assessment and review. • Access to teaching and learning for pupils with SEN is monitored through the schools self-evaluation process. • Teaching resources are routinely evaluated to ensure they are accessible to all pupils. • All school-related activities are evaluated in terms of their positive impact upon the learning success and inclusion of pupils with SEN. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Fully qualified/trained SENCO who can provide advice and guidance to staff. • All staff have completed, and will continue to receive, ongoing training in relation to meeting pupils' needs within the classroom. • Behaviour and anti-bullying policies are evaluated on a regular basis with a focus on the impact upon pupils' with SEN. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
<p>Behavioural, Emotional and Social Development (e.g. Behavioural Needs, Social Need and Emotional Health and Wellbeing).</p>	<ul style="list-style-type: none"> • The school ethos values all pupils. • Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices. • The schools behaviour policy identifies where reasonable adjustments/changes can be made to ensure the need for exclusion is kept to a minimum. • Risk assessments are used and action is taken to increase the safety and inclusion of all pupils in all activities. • The school provides effective pastoral care for all pupils. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Support and advice is sought from outside agencies to ensure any barriers to success are fully identified and responded to. • Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. • There is a Buddy System in place at lunch times/break times to support vulnerable pupils. • Access to information and support is available within school for behavioural, emotional and social needs. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer.
<p>Sensory and Physical Needs (e.g. Hearing/Visual Impairment, Multi-</p>	<ul style="list-style-type: none"> • Advice and guidance from the Local Authorities Sensory Impaired Service is sought and acted upon to ensure barriers to success are

<p>sensory Impairment and Physical and Mental Needs).</p>	<p>reduced or removed.</p> <ul style="list-style-type: none"> • ICT is used to increase access to the curriculum. • Provision to support access to the curriculum and to develop independent learning. • Support staff are placed where needed throughout the school to ensure pupil progress, independence and value for money. • Advice and guidance is sought and acted upon to respond to pupils who have significant medical needs. • Access to Medical Interventions. • Access to strategies/programmes to support Occupational Therapy/Physiotherapy. • Support with personal care if and when needed. • Staff receive training to ensure they understand the impact of a sensory need upon teaching and learning. • Staff understand and apply the medicine administration policy. • The SENCO completes any necessary training in order to offer advice and guidance to staff about the needs of pupils. • The school works hard to ensure that parents/carers are able to work in partnership with them to support their children. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. • All entrances to the school have ramps fitted to allow wheelchair access. • The school has disabled toilets/facilities.
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