



LIFE Education Trust

Learning Is For Everyone

Our Aim is that every School will be:

- An efficient school
- An effective School
- An enriching school
- An enabling school

SEND AND INCLUSION POLICY

Policy	SEND and Inclusion Policy
Policy adopted by Trust Board	19/11/18
Reported to LGB for implementation	19/11/18
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KEY DEFINITIONS USED IN THIS POLICY:

The Trust	LIFE Education Trust
The Board/Directors/Trust Board	The Board of Directors of LIFE Education Trust
School/Trust school	An Academy or school within LIFE Education Trust
Staff	All staff employed by LIFE Education Trust and working with academies, schools or units within LIFE Education Trust

All schools within the LIFE Education Trust are legally defined as academies, regardless of whether the term “school” is used to describe them in the following policy.

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PRINCIPLES UNDERPINNING POLICY FOR SEND

- 1.1. Principles that are fundamental to the SEND Policy are:
 - 1.1.1. All aspects of the curriculum should be accessible to all students, regardless of ability or disability.
 - 1.1.2. All students should be given equal opportunity to fulfil their potential in a socially and educationally integrated setting.
 - 1.1.3. The education of students with special educational needs and disability is the responsibility of ALL staff.
 - 1.1.4. The views of parents/carers and students are always sought and taken into account.
- 1.2. To enable every individual to fulfil his or her potential to the highest possible standard, it is essential that the development of the whole individual, social and emotional as well as academic, is taken into account. Every student needs to feel that their views are considered, their efforts are recognised and their achievements are worthwhile. In particular, the safeguarding needs of the most vulnerable students, including those with SEND, are considered as a priority by the Designated Safeguarding Lead.
- 1.3. Special Educational Needs and Disabilities are regarded as part of the continuum of individual needs. The differentiated curriculum makes allowances for the needs of most students. However, students whose needs are exceptional require enhanced provision to enable them to fulfil their potential. The school allocates considerable resources to providing appropriately qualified and experienced staff to meet the needs of exceptional students. Where provision is needed beyond that which is normally available in the classroom, it is the role of the SEND department to ensure appropriately modified provision.
- 1.4. Modified provision is made in consultation with the student, parents/carers and teaching staff. Parents/carers are encouraged to be supportively involved with their child's education.
- 1.5. The school's SEND Policy is guided by the requirements of the National Curriculum, the SEND Code of Practice 2014. It takes account of the Government's strategy for SEN 'Removing Barriers to Achievement' 2004.
- 1.6. The admissions policy of the Trust makes no distinction regarding students with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of any student whose parent/carer wishes to register her at the school.

SPECIAL EDUCATIONAL NEEDS DISABILITIES

- 2.1. Special Educational Needs and Disabilities include all learning difficulties except those arising solely because of a different language between the student's home and the school. The continuum of special educational needs and disabilities includes students with relatively minor and transient problems as well as those with severe and complex learning difficulties.
- 2.2. A differentiated approach in the classroom will meet the learning needs of most students. A student has a learning difficulty if there are serious barriers preventing her from benefiting from the provision made for the majority of her peers.
- 2.3. Learning difficulty may arise from a number of causes: general high or low ability, specific cognitive difficulties, social, emotional and mental health difficulties, physical disability, sensory impairment or medical problems. It should not be assumed that special needs can be equated with general low ability.
- 2.4. The Special Educational Needs Code of Practice (2014) defines a student as having special educational needs and disability if he/she has a learning difficulty which calls for special

educational provision to be made.

2.5. Children have a learning difficulty if they:

2.5.1. Have a significantly greater difficulty in learning than the majority of children of the same age; or

2.5.2. Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.

2.6. In accordance with the requirements of the SEN and Disability Act (2001) the school does not discriminate against disabled students. All reasonable efforts are made to ensure that disabled students are not placed at a substantial disadvantage in comparison with their non-disabled peers.

2.7. A student may be deemed to require special educational provision if modification to the curriculum is necessary in order to enable full access. Curriculum development and delivery through high quality teaching must take account of the needs of all students. A whole-school approach to special educational provision ensures a curriculum with which all students can interact positively.

AIMS AND OBJECTIVES

AIMS

3.1. To ensure access for students with special educational needs to a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.

3.2. To educate students with SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents/carers and the necessity to meet individual needs.

3.3. To stimulate and/or maintain student curiosity, interest and enjoyment in their own education.

3.4. To identify and assess students with SEND as early and thoroughly as is possible and necessary.

3.5. To fully involve parents/carers and students in the identification, assessment and delivery of support provision and to strive for close co-operation between all agencies concerned.

3.6. To meet the needs of all students who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

OBJECTIVES

Objectives relate directly to the above aims of the SEND policy and are intended to show how the structures and systems that are in place actually put the aims into practice. Please refer to the relevant appendices for either Primary or Secondary Schools within the Trust.

This policy should be read in conjunction with each school's statutory SEND information report.

STAFF WITH RESPONSIBILITIES FOR SPECIAL EDUCATIONAL NEEDS

The CEO of LIFE Trust has overall responsibility for ensuring that the SEND and Inclusion policy is implemented in each of the Trust schools.

The headteacher of each Trust school is the responsible person for ensuring that SEND and Inclusion are implemented in their school.

Every Trust school will have a named SENDCo, who has the statutory qualification of the NASENCO award or will qualify for the award within three years of being in post as required by the SEND Code of Practice. The SENDCo is responsible for the implementation of the SEND and Inclusion policy and the daily management and operation of the SEND policy.

In each of the Trust's school is a member of the local governing body with a special interest in SEND and Inclusion.

Appendix for SEND provision in Secondary Schools within the Trust including Frances Bardsley Academy and The Bridge:

OBJECTIVES

1. These objectives relate directly to the above aims of the SEND Policy and are intended to show how the structures and systems that are in place actually put the aims into practice.
- 1.1. (Aim 3.1) The school provides a caring environment within which students can learn and develop to their full potential. The Trust expects that schemes of work allow for differentiation according to individual needs and offer equality of opportunity and access to the different curricular and skill areas.
- 1.2. (Aim 3.2) All students have access to a broad, balanced and differentiated curriculum as specified in the National Curriculum. SEND staff offer advice and training opportunities to subject teachers and other departments on employing teaching methods and resources that allow all students (irrespective of their gender, ethnic origin, academic ability, special needs, etc.) to have equal access to the curriculum and to experience success and enjoyment in their work. The SEND staff support students in mainstream lessons as often as possible and/or appropriate through high quality teaching.
 - The SEND staff ensure that staff are fully informed as to the special educational needs and disabilities of any students in their charge.
 - The SENDCo ensures that other schools or colleges to which they may transfer know our students' Special Educational Needs and Disabilities.
- 1.3. (Aim 3.3) All students are seen as individuals and differing interests, knowledge and skills are valued. The school values the contribution and achievements of all students and endeavours to ensure the growth of self-esteem and that all students experience success. Staff provide a variety of experiences and activities during a course of study and within each lesson if possible. There are opportunities for individual and/or group activities.
 - Lessons are conducted in a secure, supportive and disciplined manner. The students and the staff interact in a manner that demonstrates mutual respect.
 - Staff are encouraged to have high expectations of all students.
 - Staff use a reward scheme and keep a record of achievement. This encourages students to work to their full potential and to experience a sense of achievement.
- 1.4. (Aim 3.4) Support is seen as an entitlement for students who need it rather than as a special addition to their education. The process of identification and assessment normally starts through liaison with the Trust's Primary feeder schools. The member of staff designated to be responsible for Primary Liaison, visits the Trust's feeder schools to meet prospective students and teachers during the year prior to commencement. The SENDCo will attend Person Centred Review Meetings as requested by the Primary Schools to ensure any additional support needed is put in place prior to the students' first day at Secondary school. During the Summer term, Year 6 students are invited to attend two induction days. On one of those days students are assessed using Cognitive Abilities Tests (verbal, non-verbal and quantitative abilities – CAT4). Identification of students needing support will be partly based on the results of these tests. Requests for support are also received from various sources including parents/carers and teachers. Some students may personally request support and the school will endeavour to assess, identify and intervene as far as is possible within the limits of the resources.
- 1.5. (Aim 3.5) The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and her parents/carers. Parents/carers are always

contacted if assessment or referral indicate that a child has SEND. The parents/carers are consulted, along with the student, with respect to the background history, current and future needs and aspirations. Once identification and assessment have taken place and intervention has been initiated, students and parents/carers are kept regularly informed by means of personal contact, reports and reviews.

- 1.6. (Aim 3.6) Safety is always a major concern, particularly when working in the science, technology and physical education areas.
- 1.7. The school implements a graduated response to meeting special educational needs and disabilities based upon that described in the Code of Practice (2014).

THE ARRANGEMENTS FOR COORDINATING PROVISION FOR SPECIAL EDUCATIONAL NEEDS

- 2.1. The Responsible Person for Special Educational Needs and Disabilities is the Headteacher. The Assistant Vice Principal i/c Inclusion is the named senior member of staff/SENDCo, with responsibility for the implementation of the SEND Policy. The SENDCo is responsible for the daily management and operation of the SEND Policy and management of the SEND department.
- 2.2. The SEND department works closely with the SENDCos of feeder primary schools, and with parents/carers of prospective students, in making decisions about the most appropriate provision for individual students with special educational needs and disabilities. Wherever possible provision is made within the context of the mainstream curriculum.
- 2.3. The school enable good access to most parts of the school for students with mobility difficulties, although wheelchair users may require some assistance. The Trust continually reviews aspects of physical access.
- 2.4. The majority of special needs support is offered through the mainstream curriculum in consultation with other departments and teaching staff. In-class hover support to develop independent learning skills is available by negotiation throughout Years 7 to 11 in all curriculum areas. Where additional provision is needed, students may be withdrawn from lessons for individual or small group tuition.
- 2.5. Learning Support is offered by the SEND department to students in Years 9, 10 and 11 to support access to GCSE courses. Students with SEND may opt to take fewer GCSE courses in order to benefit from this support. General or pastoral support may be given in these sessions as well as support with GCSE course-work.

RESPONSE TO SPECIAL EDUCATIONAL NEEDS AND DISABILITIES: IDENTIFICATION, ASSESSMENT AND PROVISION

- 3.1. For the majority of students, educational needs are met through curriculum planning, including the use of setting, and through differentiation in the classroom. Curriculum content or speed of lesson presentation is varied to reflect the particular needs of a class group. Subject teacher planning is flexible in recognising the needs of all students as individuals and ensuring progression and relevance. Student views are encouraged as part of the review process. Reporting to parents/carers takes place through in house systems, annual reports and consultation evenings. If parents/carers have particular concerns, they are encouraged to contact the school for an interim report on progress.
- 3.2. Many students who have SEND are identified by the primary schools. Liaison with primary schools enables the school to plan for meeting these needs. Information from primary schools is used to provide starting points.
 - 3.2.1. Early action is taken to support students in class.

- 3.2.2. Ongoing observation provides regular feedback on students' achievements and aids planning.
- 3.2.3. Opportunities for students to demonstrate their knowledge and understanding are maximised.
- 3.2.4. Students are involved in planning and agreeing appropriate outcomes
- 3.2.5. Parents/carers are involved in developing and implementing a joint approach at home and in school.
- 3.3. Other students are identified through:
 - 5.3.1. Cognitive Ability Tests
 - 5.3.2. The school's systems for observing and assessing individual progress
 - 5.3.3. Expressions of concern by parents/carers or teaching staff
- 3.4. The Trust uses a graduated intervention approach to meeting individual needs. At all stages, parents/carers are kept informed of any findings and are consulted before any special provision is made.
- 3.5. The initial response to a student's difficulties is to review the strategies being used and ways in which they might be developed:
 - 3.5.1. Further curriculum differentiation
 - 3.5.2. Realistic and relevant outcomes
 - 3.5.3. Advice from the teaching staff or SEND team
 - 3.5.4. Adaptations to the environment
- 3.6. If a student's difficulties are not sufficiently responsive to these strategies, intervention moves to the next stage.

CRITERIA FOR PLACEMENT IN 'STUDENTS WITH ADDITIONAL NEEDS' CATEGORY

Please note: The Students with Additional Needs category is not a requirement of the new SEND Code of Practice but one that enables the SEND department and teachers to monitor those who may need differentiated work within the classroom.

- 3.7. One or more of the following may be evident. The student:
 - 3.7.1. Makes little or no progress in his/her identified area of need
 - 3.7.2. Has significant difficulty developing numeracy or literacy skills
 - 3.7.3. Is working at National Curriculum levels significantly below expectation
 - 3.7.4. Presents persistent social emotional and/or mental difficulties despite intervention
 - 3.7.5. Has sensory or physical problems and continues to make little or no progress despite specialist equipment or resources
 - 3.7.6. Needs a higher level of intervention to improve communication or social skills

- 3.8. Strategies can be very varied to meet a wide range of individual needs, but may include:
- 3.8.1. Additional support from a learning support assistant in the classroom
 - 3.8.2. Use of information technology
 - 3.8.3. Different learning materials
 - 3.8.4. Different means of recording
 - 3.8.5. Small group or individual support within the class
 - 3.8.6. Special equipment
 - 3.8.7. A range of teaching approaches
 - 3.8.8. A range of management strategies
 - 3.8.9. Specialist advice may be sought from support agencies.
 - 3.8.10 Support to access tests and examinations
- 3.9. If the strategies used at the Student with Additional Needs level do not enable the student to make satisfactory progress, intervention moves to the next stage, SEN Support.

SEN SUPPORT: CRITERIA FOR PLACEMENT IN 'SEN SUPPORT' CATEGORY

- 3.10. One or more of the following may be evident. The student:
- 3.10.1 Continues to make little or no progress in her identified area of need over a long period
 - 3.10.2 Continues to have significant difficulty developing numeracy or literacy skills
 - 3.10.3 Continues to work at National Curriculum levels significantly below that expected of students of a similar age.
 - 3.10.4 Presents persistent social emotional and/or mental health difficulties that substantially and regularly interfere with their own learning or that of others in the class
 - 3.10.5 Has sensory or physical problems and requires regular advice or intervention from a specialist service
 - 3.10.6 Has ongoing communication or social difficulties, which cause substantial barriers to learning.
- 3.11. At SEN Support, the SENDCo will request permission from the parents/carers to seek support, advice and/or further assessment from the relevant specialist service. The review process and resulting Pupil Passport will set out new strategies for supporting the student. Implementation will be, as far as possible, in the normal classroom setting.

STATUTORY ASSESSMENT

- 3.12. For very few students the support given at SEN Support is not sufficient to enable them to make adequate progress. The school will then consider, in consultation with the parents/carers and specialist services, whether to ask the LA to make a statutory assessment. The LA will conduct an assessment in collaboration with parents/carers, the school and support agencies. Following assessment the LA may decide to issue an Education Health Care Plan (EHCP) which specifies the student's needs and the provision which must be made to meet

those needs. A statutory assessment does not always lead to an EHCP; the LA may decide that a note in lieu setting out the provision of additional equipment, expert advice or alternative strategies would help the student to make progress.

PARENTAL INVOLVEMENT

4.1. The education of young people is a collaborative enterprise involving teachers, parents/carers and the students themselves. Regular, meaningful, positive communication between teachers and parents/carers is of fundamental importance. Parents/carers are sufficiently informed that they can be fully involved with the measures that the school is taking to meet their child's special educational needs and disabilities. Communication takes place by means of:

SEND Review meetings

4.1.1 SEND Review / Pupil Passport meetings are held regularly to discuss the progress of individual students supported at SEN Support and students who have an EHCP. These meetings involve the students themselves, the parents/carers, the SENDCo and any other agencies working with the student. An assess, plan, do and review approach forms part of the SEND Review and the information and advice are collated to develop a Pupil Passport for the student. The Pupil Passport specifies areas the student has recognised they need support with and the action that needs to be taken to support these areas. Students with Additional Needs are monitored through data via their teachers and in consultation with parents/carers, teachers and the SEND department.

Parents/carers' Consultation Evenings

4.1.2 Annual consultation evenings are always attended by the SENDCo. Parents/carers may use this opportunity to discuss students, refer students for assessment or to make an appointment for further discussion. Additional consultation meetings are held to discuss specific issues, e.g. option choices.

Written Communications

4.1.3 Parents/carers and teachers may contact each other informally by means of notes or messages in the student planner, formally by means of letters and reports and via documentation following review meetings.

Telephone Communications

4.1.4 Parents/carers may contact the SEND department by telephone. If the person required is not available, a message can be left and the call will be returned.

Complaints Procedure

4.1.5 Parents/carers are encouraged to discuss any problems or grievances with the school. Problems should be referred to the SENDCo in the first instance. Parents/carers are asked to refer to the Trust Complaints Policy for full details of the complaints procedure. A copy is available on the school's website.

PROFESSIONAL DEVELOPMENT AND TRAINING

5.1. SEND issues are an important aspect of staff development and training.

5.2. General educational issues, which are explored on training days within the school, encompass the needs of all students, including those with SEND.

5.3. Training days frequently take a specifically SEND issue, such as the implementation of the new SEND Code of Practice, as the main focus.

- 5.4. Where a range of opportunities are offered during a training day, options relating to SEND are included.
- 5.5. Subject specialists are encouraged to explore SEND issues within their field through courses held outside the school.
- 5.6. SEND staff participate in a wide range of external courses pertaining to meeting special needs.
- 5.7. SEND staff working in classrooms in a support role are able to share their experience with subject teacher

LIAISON AND INVOLVEMENT WITH OUTSIDE AGENCIES AND SCHOOLS

- 6.1. The school supports a multi-disciplinary approach to maximise the educational provision for students. Many agencies and services work closely with the school to help to identify, assess and provide support for students with special educational needs and disabilities. These agencies include a wide variety of specialist teachers and other professionals.
- 6.2. The SENDCo is the school's named contact with the support services.
- 6.3. The SEND department works closely with the following services provided by the LA:
 - 6.3.1. Educational Psychology Service
 - 6.3.2. Education Welfare Service
 - 6.3.3. Alternative Provision Service
 - 6.3.4. The Acorn Centre
 - 6.3.5. Social Services
 - 6.3.6. CAMHS
 - 6.3.7. Central Essex Community Services (Central Clinic)
 - 6.3.8. ADHD Services
- 6.4. Specialist Teaching Team – staff specialising in supporting students with:
 - 6.4.1. Hearing impairment
 - 6.4.2. Visual impairment
 - 6.4.3. Physical impairment
 - 6.4.4. Autism/ASD
 - 6.4.5. Speech and language
 - 6.4.6. General and specific difficulties
- 6.5. The school always consults appropriate agencies when a student is assessed as needing support at SEN Support.
- 6.6. Links are maintained with local special schools to enable the school to benefit from their advice and experience.
- 6.7. A representative of the school's SEND department liaises directly with local primary schools to collect information about the needs of students with special educational needs before they transfer to The Frances Bardsley Academy. In the case of students with an EHCP, the SENDCo will attend the student's Year 6 annual review.

MONITORING AND EVALUATING THE SEND POLICY

- 7.1. A nominated governor for Special Educational Needs and Disabilities links the SEND department with the local governing body. This governor meets termly with the SENDCo to review progress. A brief information report is then presented to the subsequent Local

Governing Body meeting.

- 7.2. Effective monitoring and evaluation of SEND provision is dependent upon the maintenance of accurate and up-to-date records. The criteria by which the monitoring and evaluation of SEND provision is undertaken are described below:

STUDENTS

- 7.3. The number of students receiving additional support
7.4. Student achievement, e.g. monitoring reports or review notes
7.5. Feedback from students

PARENTS/CARERS

- 7.6. The degree to which parents/carers participate in decisions about SEND provision, including the number who attend review meetings
7.7. Feedback from parents/carers

STAFF TRAINING

- 7.8. Senior leadership team, particularly the Associate Assistant Vice Principal i/c Inclusion, taking an active role in promoting inclusion
7.10. Involvement of staff in courses relating to SEND issues
7.11. Effective involvement of departments in catering for students with SEND

BUDGET

- 7.12. The amount of budget allocated to SEND provision
7.13. Changes in budget allocation to reflect changing needs

Appendix for SEND provision in Benhurst Primary School within the Trust:

OBJECTIVES

1. These objectives relate directly to the above aims of the SEND Policy and are intended to show how the structures and systems that are in place actually put the aims into practice.
 - 1.1. (Aim 3.1) The school provides a caring environment within which children can learn and develop to their full potential. Children are encouraged to follow Benhurst Primary School's Core values: Responsibility, Respect, Courage, Justice, Wisdom, Belief and Compassion so that they become embedded in their daily routines. The Trust expects that schemes of work allow for differentiation according to individual needs and offer equality of opportunity and access to the different curricular and skill areas.
 - 1.2. (Aim 3.2) All children have access to a broad, balanced and differentiated curriculum as specified in the National Curriculum. The SENDCo offers advice and training opportunities to teachers on employing teaching methods and resources that allow all children (irrespective of their gender, ethnic origin, academic ability, special needs, etc.) to have equal access to the curriculum and to experience success and enjoyment in their work. The Teachers and Support Staff support children in mainstream lessons as agreed with the SENDCo and according to resources available and where appropriate through high quality intervention/booster sessions.
 - The SENDCo ensures that staff are fully informed as to the Special Educational Needs and Disabilities of any children in their charge.
 - The SENDCo ensures that other schools to which they may transfer know our children's Special Educational Needs and Disabilities.
 - 1.3. (Aim 3.3) All children are seen as individuals and differing interests, knowledge and skills are valued. The school values the contribution and achievements of all children and endeavours to ensure the growth of self-esteem and that all children experience success. Staff provide a variety of experiences and activities during a course of study and within each lesson if possible. A range of different learning opportunities are provided. For example, individual, paired work, group work etc.
 - Lessons are conducted in a secure, supportive and disciplined manner. The children and the staff interact in a manner that demonstrates mutual respect in line with Benhurst's Core values.
 - Staff are encouraged to have high expectations of all children.
 - Staff use the school agreed reward schemes and keep a record of achievement. This encourages children to work to their full potential and to experience a sense of achievement.
 - Successes are celebrated in books, within the class, during assemblies and through social media such as Twitter. .
 - 1.4. (Aim 3.4) Support is seen as an entitlement for children who need it rather than as a special addition to their education. The process of identification and assessment normally starts through liaison with the Trust's feeder nurseries, current and previous class teachers and, where applicable, previous schools. Early Years staff visit the Trust's feeder nurseries to meet prospective children and nursery staff during the term prior to commencement. The SENDCo and/or the EYFS Lead will attend Person Centred Review Meetings as requested by the nurseries to ensure any additional support needed is put in place prior to the children's first day at Primary school. During the Summer term, future Year R children are invited to attend at least one taster session with their parents/carers. Nurseries are invited to visit. EYFS staff contact feeder nurseries to meet children, where possible, and share relevant transition

information about each child. Home visits are offered to all parents/carers. This enables children to meet school staff in a familiar environment. Additional visits/taster sessions are arranged for children as appropriate. Requests for support are received from various sources including parents/carers.

- 1.5. (Aim 3.5) The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents/carers. Parents/carers are always contacted if assessment or referral indicate that a child has SEND. The parents/carers are consulted, along with the child where appropriate, with respect to the background history, current and future needs and aspirations. Once identification and assessment have taken place and intervention has been initiated, children (where applicable) and parents/carers are kept regularly informed by means of personal contact, reports and reviews.
- 1.6. (Aim 3.6) Safety is always a priority.
- 1.7. The school implements a graduated response to meeting Special Educational Needs and Disabilities based upon that described in the Code of Practice (2014).

THE ARRANGEMENTS FOR COORDINATING PROVISION FOR SPECIAL EDUCATIONAL NEEDS

- 2.1. The Responsible Person for Special Educational Needs and Disabilities is the Headteacher. The Assistant Headteacher is the named senior member of staff/SENDCo, with responsibility for the implementation of the SEND Policy. The SENDCo is responsible for the daily management and operation of the SEND Policy.
- 2.2. The SENDCo works closely with the SENDCos of feeder nurseries and onward Secondary schools. S/he also works closely with parents/carers of prospective children, in making decisions about the most appropriate provision for individual children with special educational needs and disabilities. Wherever possible provision is made within the context of the mainstream curriculum.
- 2.3. The school enables good access to most parts of the school for children with mobility difficulties, although wheelchair users may require some assistance. The Trust continually reviews aspects of physical access.
- 2.4. The majority of special needs support is offered through the mainstream curriculum in consultation with teaching staff. In-class support is available (if needed) by negotiation throughout Years R to 6 in all curriculum areas. Where additional provision is needed, children may be withdrawn from lessons for individual or small group tuition as appropriate.

RESPONSE TO SPECIAL EDUCATIONAL NEEDS AND DISABILITIES: IDENTIFICATION, ASSESSMENT AND PROVISION

- 3.1. For the majority of children, educational needs are met through curriculum planning, including the use of setting, and through differentiation in the classroom. Curriculum content or speed of lesson presentation is varied to reflect the particular needs of a class group. Teacher planning is flexible and meets the needs of all children as individuals, ensuring progression and relevance. Student views are encouraged as part of the review process. Reporting to parents/carers takes place through in house systems, annual reports and consultation evenings. If parents/carers have particular concerns, they are encouraged to contact the school for an interim report on progress.
- 3.2. Some children who have SEND are identified by nurseries. Liaison with feeder nurseries enables the school to plan for meeting these needs. Information from nurseries is used to provide starting points. If a child has SEND, this will often be identified whilst they are at Primary School. Relevant information pertaining to a child's SEND is shared with onward Secondary schools. Pupils on the SEND register are offered a Person Centred review (if representatives from receiving Secondary schools are able to attend) as part of their transition arrangements.

- 3.3 The SENDCo liaises with SENDCos of onward secondary schools for children in Year 6 and onward schools for children in Years R-5 who have SEND. Where appropriate and possible, a Person Centred Review will be arranged to support identified children's transition. Secondary Schools offer children in Year 6 the opportunity to experience a taster day at their new school prior to September. Additional visits to the receiving Secondary School may be arranged in consultation with the school if needed.
 - 3.3.1. Early action is taken to support children in class.
 - 3.3.2. Ongoing monitoring provides regular feedback on children's achievements and aids planning.
 - 3.3.3. Opportunities for children to demonstrate their knowledge and understanding are maximised.
 - 3.3.4. Children and parents/carers are involved in planning and agreeing appropriate outcomes
 - 3.3.5. Parents/carers are involved in developing and implementing a joint approach at home and in school.
- 3.4. Other children are identified through:
 - 3.4.1. The school's systems for observing and assessing individual progress
 - 3.4.2. Expressions of concern by parents/carers or teaching staff
 - 3.4.3. Consultation with external agencies with parental consent
- 3.5. The Trust uses a graduated intervention approach to meeting individual needs. At all stages, parents/carers are kept informed of any findings and are consulted before any special provision is made.
- 3.6. The initial response to a student's difficulties is to review the strategies being used and ways in which they might be developed:
 - 3.6.1. Further curriculum differentiation
 - 3.6.2. Realistic and relevant outcomes
 - 3.6.3. Advice from teaching staff or SENDCo
 - 3.6.4. Adaptations to the environment if possible
- 3.7. If a student's difficulties are not sufficiently responsive to these strategies, intervention moves to the next stage.

CRITERIA FOR PLACEMENT IN 'CHILDREN WITH ADDITIONAL NEEDS' CATEGORY

Please note: The Children with Additional Needs category is not a requirement of the new SEND Code of Practice but one that enables the school and teachers to monitor those who may need differentiated work within the classroom.

- 3.8. One or more of the following may be evident. The child:
 - 3.8.1. Makes little or no progress in his/her identified area of need
 - 3.8.2. Has difficulty developing numeracy or literacy skills
 - 3.8.3. Is below age related expectations.

- 3.8.4. Presents persistent social emotional and/or mental difficulties despite intervention
- 3.8.5. Has sensory or physical problems and continues to make little or no progress despite specialist equipment or resources
- 3.8.6. Needs a higher level of intervention to improve communication or social skills
- 3.9. Strategies can be very varied to meet a wide range of individual needs, but may include:
 - 3.9.1. Additional support from a learning support assistant in the classroom
 - 3.9.2. Use of information technology
 - 3.9.3. Different learning materials
 - 3.9.4. Different means of recording
 - 3.9.5. Small group or individual support within the class
 - 3.9.6. Special equipment
 - 3.9.7. A range of teaching approaches
 - 3.9.8. A range of management strategies
 - 3.9.9. Specialist advice may be sought from external agencies.
- 3.10. If the strategies used at the Child with Additional Needs level do not enable the child to make satisfactory progress, intervention moves to the next stage, SEN Support.

SEN SUPPORT: CRITERIA FOR PLACEMENT IN 'SEN SUPPORT' CATEGORY

- 3.11. One or more of the following may be evident. The child:
 - 3.11.1 Continues to make little or no progress in his/her identified area of need over a long period
 - 3.11.2 Has significant difficulty developing numeracy or literacy skills
 - 3.11.3 Continues to work below age related expectations.
 - 3.11.4 Presents persistent social emotional and/or mental health difficulties that substantially and regularly interfere with their own learning or that of others in the class
 - 3.11.5 Has sensory or physical problems and requires regular advice or intervention from a specialist service
 - 3.11.6 Has ongoing communication or social difficulties, which cause substantial barriers to learning.
- 3.12. At SEN Support, the SENDCo will request permission from the parents/carers to seek support, advice and/or further assessment from the relevant specialist service. The review process and resulting Individual Education Plan will set out new strategies for supporting the child. Implementation will be, as far as possible, in the normal classroom setting.

STATUTORY ASSESSMENT

- 3.13. For very few children the support given at SEN Support is not sufficient to enable them to make adequate progress. The school will then consider, in consultation with the

parents/carers and specialist services, whether to ask the LA to make a statutory assessment. The LA will conduct an assessment in collaboration with parents/carers, the school and support agencies. Following assessment the LA may decide to issue an Education Health Care Plan (EHCP) which specifies the student's needs and the provision which must be made to meet those needs. **A statutory assessment does not always lead to an EHCP.**

PARENTAL INVOLVEMENT

- 4.1. The education of young people is a collaborative enterprise involving teachers, parents/carers and the children themselves. Regular, meaningful, positive communication between teachers and parents/carers is of fundamental importance. Parents/carers are sufficiently informed that they can be fully involved with the measures that the school is taking to meet their child's special educational needs and disabilities. Communication takes place by means of:

Review meetings

- 4.1.1 Children supported at SEN Support are monitored through data, and in consultation with parents/carers, teachers and external agencies. Individual Education Plan(IEP) meetings are held regularly to discuss the progress of individual children supported at SEN Support and for children who have an EHCP. These meetings involve the children themselves, the parents/carers and the class teacher, and may include the SENDCo and any other agencies working with the child. EHCP review meetings are held regularly to discuss the progress of individual children. These meetings involve the children themselves, the parents/carers, the class teacher, the SENDCo and any other agencies working with the child. Information and advice are collated to develop an IEP for the child. The IEP specifies areas with which the child needs support and the action that needs to be taken to support these areas.

Teaching and Learning Conferences

- 4.1.2 The SENDCo is available to meet with parents/carers, should they wish, at Termly Teaching and Learning Conferences. Parents/carers may use this opportunity to discuss children, or to make an appointment for further discussion. Student's IEPs are often reviewed with the child and parent/carer during these meetings.

Complaints Procedure

- 4.1.3 Parents/carers are encouraged to discuss any problems or grievances with the school. Problems should be referred to the Class Teacher or SENDCo in the first instance. Parents/carers are asked to refer to the Trust Complaints Policy for full details of the complaints procedure. A copy is available on the school's website.

PROFESSIONAL DEVELOPMENT AND TRAINING

- 5.1. SEND issues are an important aspect of staff development and training.
- 5.2. General educational issues, which are explored on training days and during staff meetings within the school, encompass the needs of all children, including those with SEND.
- 5.3. Training days frequently take a specific SEND issue, such as the implementation of the new SEND Code of Practice, Positive Handling Training, Precision Teaching as the main focus.
- 5.4. Where a range of opportunities are offered during a training day, options relating to SEND may be included.
- 5.5. Class Teachers are encouraged to explore SEND issues through courses held outside the school in addition to INSET.

- 5.6. School staff participate in a range of external courses pertaining to meeting special needs.
- 5.7. Staff working in classrooms in a support role are able to share their experience with the Class Teacher

LIAISON AND INVOLVEMENT WITH OUTSIDE AGENCIES AND SCHOOLS

- 6.1. The school supports a multi-disciplinary approach to maximise the educational provision for children. Many agencies and services work closely with the school to help to identify, assess and provide support for children with special educational needs and disabilities. These agencies include a wide variety of specialist teachers and other professionals.
- 6.2. The SENDCo is the school's named contact with external agencies/ support services.
- 6.3. The SENDCo works closely with the following services provided by the LA:
 - 6.3.1. Educational Psychology Service
 - 6.3.2. Education Welfare Service
 - 6.3.3. Alternative Provision Service
 - 6.3.4. The Acorn Centre
 - 6.3.5. Social Services
 - 6.3.6. CAMHS
 - 6.3.7. School Nurse
 - 6.3.8. Speech and Language therapist and Havering team
- 6.4. Specialist Teaching Team – staff specialising in supporting children with:
 - 6.4.1. Hearing impairment
 - 6.4.2. Visual impairment
 - 6.4.3. Physical impairment
 - 6.4.5. Speech and language
 - 6.4.6. General and specific difficulties
 - 6.4.7. Behaviour difficulties
 - 6.4.8. Learning Support
- 6.5. The school consults relevant agencies if appropriate when a child is assessed as needing support at SEN Support.
- 6.6. Links are maintained with local special schools and nurseries to enable the school to benefit from their advice and experience.
- 6.7. The SENDCo liaises directly with local secondary schools to disseminate information about the needs of children with special educational needs before they transfer to their chosen Secondary School. In the case of children with an EHCP, the SENDCo of the receiving school will be invited to attend the student's Year 6 annual review.

MONITORING AND EVALUATING THE SEND POLICY

- 7.1. Effective monitoring and evaluation of SEND provision is dependent upon the maintenance of accurate and up to date records. The criteria by which the monitoring and evaluation of SEND provision is undertaken is described below.

CHILDREN

- 7.2. The number of children receiving additional support
- 7.3. Child achievement, e.g. monitoring reports or review notes, impact of interventions
- 7.4. Feedback from children

PARENTS/CARERS

- 7.5. Class teachers consult the SENDCo for further advice and support regarding children causing concern. The SENDCo discusses what support has been provided to the child so far and the outcomes of this support. Parents/carers' views will also be sought. If it is felt that a referral to external agencies would be beneficial, the SENDCo will meet with both the Class Teacher and the student's parent/carer to discuss this possibility and if agreed the necessary referral forms will be completed with the parent/carer. If a decision is made to consider adding a child to the SEN register; this will be discussed with the student's parents/carers and, if applicable, with the child. Parents/carers' views are regularly sought regarding provision made and the involvement of external agencies. If a child is added to the SEN register, they will be invited to attend IEP reviews and involved in discussing and agreeing support provided along with setting outcomes. Historical support is also discussed as appropriate. Parents/carers are encouraged to attend IEP/EHCP review meetings, to share their views on the IEP and to sign the IEP. Children also attend IEP review meetings where possible and are encouraged to share their views and sign the IEP.

STAFF TRAINING

- 7.6. All staff actively promote inclusion. Outcomes from training attended by staff is disseminated during staff meetings and INSET days. The SENDCo also provides timely INSET at agreed staff meetings and during INSET days.
- 7.7. All staff are able to attend courses relating to SEND issues with the agreement of the Head Teacher.
- 7.8. All staff are responsible for ensuring that the needs of children with SEND are met and that barriers to learning are addressed.

Appendix for SEND provision in Margaretting CofE Primary School within the Trust:

Objectives:

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- Involve parents in a partnership of support.
- Work with and in support of outside agencies when a pupil's needs cannot be met by the school alone.
- Monitor and evaluate children's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- To work within the guidance provided in the SEND Code of Practice, 2014

Identification of SEND (Special Educational Needs and/or Disability):

The Code of Practice (2014) identifies a pupil as having SEND *if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or*
 - (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*
- The Equality Act 2010 identifies a person as having a disability if *the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day to day activities.*

The Code of Practice (2014) identifies four broad areas of SEND:

- **Communication and interaction:** Children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- **Cognition and learning:** Learning difficulties covers a wide range of needs, including moderate learning difficulties, severe learning difficulties, where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties. Specific learning difficulties, affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.
- **Sensory and/or physical needs:** Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support.

These four broad areas give an overview of the range of needs that need to be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Margaretting Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just their special educational needs.

Behaviour issues will not be identified as SEND but will, rather, be described as an underlying response to a previously listed need.

Other factors may impact upon progress and attainment in school but are not in themselves a special educational need. However, pupils who fall into these categories will receive the same support and entitlement:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

A Graduated Approach to ‘SEN Support’:

The arrangements for supporting pupils with SEND follows a graduated approach.

High Quality Teaching:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Most children will have their needs met within class through high quality teaching. Pupil’s progress and achievement will be monitored and any pupil not making expected progress will be given further targeted support as part of high quality teaching. The Essex ‘Provision Guidance’ document is used to support teachers in the identification of high quality classroom provision.

The SENCo and Headteacher meet at least termly to analyse pupil assessment, looking at previous progress and attainment and comparisons with peers and national data. Examples of data that are analysed include:

- Target Tracker data
- ASP (Analyse School Performance) data
- Individual assessments
- In class assessments
- Reading and spelling ages
- QCA and SAT’s assessments (optional and end of year Key Stage assessments).

Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored by their class teacher, Headteacher and the SENCo. The child’s class teacher will take steps to provide differentiated learning opportunities that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Advice and support, with further assessment of the pupil’s strengths and weaknesses, problem solving and advising of the implementation of effective provision will be provided by the SENCo. The SENCo may also wish to observe the pupil in class.

The SENCo meets regularly with teachers and LSA’s to give them the opportunity to discuss any concerns about a pupil. Due to a concern by a parent or teacher, or where a pupil is still not making expected progress despite high quality teaching, an ‘Initial Concerns Form’ is completed by the teacher with the support of the SENCo to help assess whether or not the child needs to be placed on the SEN register. Any concerns will be discussed with parents informally or during parents’ evenings and they are encouraged to share information and knowledge about their child with the school.

In deciding whether or not to make special educational provision, the teacher and SENCo consider all of the information gathered about the pupil’s progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

A pupil that has been identified by school or in partnership with another agency, as requiring provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, will be placed on the SEN register under 'SEN Support.' Parents will be formally advised of this, they are also informed of the provision being made for their child. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning.

SEN Support:

The support provided for pupils on the SEN register consists of a four-part process - **Assess, Plan, Do, Review**. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess:

Once a child is placed on the SEN register, a 'One-page profile' will be created by the SENCo through gathering information from the pupil, school staff and parents to establish how best to support the child.

The SENCo uses the Essex 'Provision Guidance' document which helps to provide an evidence-based reference for schools to help assess and meet the needs of children under each area of need as outlined in the Code of Practice. It follows a graduated approach whereby each area of need is divided into three levels of need:

- **High Quality Teaching** – This is the foundation of all teaching, assessment and intervention for all pupils.
- **Additional school Intervention and Support** – building on high quality teaching where a pupil may need more input and advice may be sought from professionals to support individual assessments and interventions.
- **High Needs** – for pupils with more complex or enduring needs, whose effective access to the curriculum and learning require coordinated and highly personalised advice and support.

A number of assessment tools can also be used to further support the assessment of children's needs, for example:

- Tick lists for ADD, ADHD, Autism and dyslexia
- Visual stress assessment
- Salford Reading age assessment
- Vernon Spelling age assessment

The SENCo is also used for class and school based observations and an observation pro-forma is completed as a record of any formal observations made.

The SENCo also meets regularly with teachers and LSA's to discuss the progress and well-being of children on the SEN register as well as training and resourcing needs.

For higher levels of need we draw on more specialised assessments from external agencies and professionals, including Specialist Teachers, health professionals from Provide (e.g. Occupational Therapists, Physiotherapists, Paediatricians, and Speech and Language therapists), EWMHS, Social care, Educational Psychologists and Counsellors in accordance with their referral criteria. Parents are consulted about any outside agency intervention.

Plan:

A termly person-centred One Planning meeting is held, where possible, with the child, their parents, their teacher, their Learning Support Assistant(s) (LSA), the SENCo and where

appropriate, any external agencies involved to agree the outcomes, interventions and support that is required and a clear date for review.

An individual One Plan is then produced by the SENCo to identify SMART targets that will help to meet the desired outcomes and an individual provision map is created to state the provision a child will receive to achieve the outcomes stated in their One Plan.

Parents and all those working with the pupil, including support staff will be given a copy of the child's One Plan so that they are aware of the child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do:

The class teacher remains responsible for working with the child on a day-to-day basis and for the progress of all pupils in their class, including pupils with SEND. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. The class teacher holds the responsibility for evidencing progress according to the outcomes described in a child's One Plan. They will work closely with LSAs to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review:

Reviews of a child's progress will be made at least termly through the person-centred One Planning meeting. The review process evaluates the child's progress, looking at the impact and quality of the support and interventions provided so that any modifications to their provision or desired outcomes can be made.

The child's One Plan and One Page Profile are updated by the SENCo following the meeting using any further information gathered. Any changes to a child's special educational provision as a result of the meeting are updated onto their individual provision map.

Referral for an Education, Health and Care Plan (EHCP):

Some children may require a statutory assessment to support their needs, in line with the Local Authority criteria, this is usually requested by the school but can be requested by a parent. This may result in an Education, Health and Care Plan (EHCP). The decision to make a referral for an EHCP will be taken at a One Plan meeting. Information will be gathered relating to the current provision provided, action points that have been taken, and the outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Once an EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil at an Annual Review. This enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Criteria for exiting the SEN register:

When children have completed an intervention, assessment will take place and the effectiveness of the intervention considered. If a pupil has made accelerated progress and they are considered 'on track' against end of year expectations or are working broadly in line with their peers, they will be removed from the SEN register, the exit date is formally recorded on the SEN register. Parents will be informed of this decision. These children will be closely monitored to ensure that progress remains in line with age related expectations.

Supporting pupils and families:

The Essex Local Offer is for children and young people with SEN and/or disabilities (SEND) and their parents and carers, its aims are to:

- Give information about education, health and care services.
- Give information about leisure activities and support groups.
- Make it easier for young people/parents to find out what they need to know.
- Help families to be less dependent on word of mouth.
- Help families find the nearest and most suitable services.
- Help families to provide feedback about what is needed, raise concerns or make a complaint.

The Essex Local Offer can be accessed at: www.essexlocaloffer.org.uk

Schools have a statutory requirement to provide a **SEN Information Report**, giving more detailed information (than the Local Offer) about their arrangements for identifying, assessing and making provision for pupils with SEN. This can be found on our school website: www.margaretting.essex.sch.uk

Links to other agencies that can support pupils and families can also be found on our school website: www.margaretting.essex.sch.uk

Transition arrangements:

Transition plan arrangements for transfer from pre-schools/nursery schools to Margaretting Primary School:

- We have strong links with our feeder pre-schools. Staff from our reception class visit feeder schools to discuss and meet with children in their pre-school setting. Where a child already has identified special educational needs, the SENCo will also visit the child in their pre-school setting.
- When transferring from a pre-school, all children who were on the SEN register at pre-school remain on the SEN register at Margaretting Primary School. All provision, programmes and outside agency support in place will continue.
- All children with SEND visit the EYFS classroom on several occasions to familiarise themselves with the staff, school structure, and main sites including toilets, hall, playground etc.
- The SENCo and Reception class staff will attend pre-school TAC meetings prior to a child with SEN attending school if appropriate.
- The SENCo holds liaison meetings with the Reception class teacher and LSAs to transfer information from nursery to school prior to the start of term.

Transition plan arrangements for transfer from class to class:

- Prior to the start of a new academic year, the SENCo will inform teachers and their LSAs about the SEN children in the class and provide them with any information about the child, including their One Plan and One Page Profile.
- Relevant courses will be arranged for the teacher and/or LSA.

Transition plan arrangements for transfer from Margaretting Primary School to another primary school or secondary school:

- Where children are transferring to Secondary School, the SENCo will contact the SENCo's of each secondary school to transfer SEN information.
- All SEN school records will be passed on to the secondary school or any other school the child may transfer to, regardless if the child has been removed from the register or is borderline to go on to the register in case the transition causes the onset of any problems.
- Parents of children who have a statement or EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review Meeting.
- All pupils in Y6 are offered transition visits to their secondary school to ensure a smooth transition.

Supporting pupils at school with Medical Conditions:

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips 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. Some may also have special educational needs and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2014) is followed.

Monitoring and Evaluation of SEND:

The quality of SEND provision is regularly monitored and evaluated to promote an active process of continual review and improvement of provision for all pupils as part of our ongoing school improvement cycle. This is done in a number of ways:

- A whole school Survey of Parent Views is carried out annually.
- The SENCo meets with the SEN Governor on a termly basis to monitor SEND provision.
- The views of all stakeholders, parents, young people and staff are sought regularly.

Training and Resources:

SEN is funded by the school budget, additional funding from those awarded with an EHCP, or, in the case of a child with SEND being eligible for free school meals, through Pupil Premium funding.

The SENCo is a qualified teacher who holds the National Award for SEN Co-ordination. S/he attends regular up-date meetings and relevant courses run relating to the needs of pupils within the school. S/he also attends termly SENCo cluster meetings which are held for local SENCos covering a range of SEN topics with speakers.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Staff training is identified through appraisals, action plans and the School Development Plan.

Regular opportunity is given to LSA's and the SENCo to attend courses on relevant SEN topics and give feedback at meetings run by the SENCo. An up to date list of all the courses teaching and support staff have attended can be obtained from the school office. Training needs are also supported through peer mentoring, modelling, observation, working with outside agencies and staff meetings.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

Roles and Responsibilities:

The key responsibilities of the SENCo include:

- Overseeing the day-to-day operation of the school's SEND policy
- Monitoring pupil assessment data with the Head teacher at least termly.
- Reporting regularly to the head teacher about SEND provision and issues.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers and LSAs.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support staff and educational psychology services, health and social services and voluntary bodies.
- Chairing Annual Review meetings and One Planning Meetings.
- Attending courses to keep skills and knowledge up to date.
- Planning interventions to be used in school.

- Writing and updating the SEND policy.
- Writing and updating the SEND action plan.
- Writing and updating the SEND Information Report.

The role of the governing body:

The SEN Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

In particular, the governing body has a legal duty to:

- Do its best to ensure that all pupils with special educational needs and/or disabilities are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life.
- Ensure that parents are notified of a decision by the school that their child has special educational needs.
- Establish a SEND policy which is publicly available and can be easily understood by parents; and review that policy on a regular basis.
- Report on how the school's SEND policy is being implemented and how resources are allocated in the governing body's Annual Report to Parents.
- Ensure that the SEND Code of Practice is followed.
- Meet the SENCo on a termly basis to gain information about the provision made for pupils with SEND and to monitor the implementation of the SEND policy and report back to the governing body on a regular basis.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that pupils with SEND are actively involved in all aspects of school life.
- Take opportunities to meet and talk with parents of children with SEND.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.

The Key responsibilities of the Headteacher include:

- Involvement with parents as partners in the learning process.
- Liaising regularly with the SENCo.
- Liaising with the LEA with respect to policy and enactment.
- Ensuring that the SEND Policy is implemented as described.
- Involvement in how children with SEND are integrated within school as a whole.
- Ensuring that the legal requirements of current legislation are met within the school.
- Keep the Governing Body well informed about SEND within the school.
- Ensure that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- Ensure the SENCo receives training and induction in their role, including training in managing other colleagues and working with support staff and keeping their skills and knowledge up to date.
- Give the SENCo sufficient resources of money, time, space and administrative back-up to fulfil the role to reflect the responsibilities included.
- Give sufficient non-contact time appropriate to the numbers of children and young people with special educational needs within the school.
- Dealing with queries or complaints from parents.

Other roles and responsibilities:

The **Learning Support Assistants (LSAs)** work under the guidance of the Class Teacher, SENCo and external agencies to support the education of pupils who need particular help to overcome barriers to learning.

The designated teacher with responsibility for **safeguarding** is Mrs. M.O'Regan.

The member of staff responsible for managing the schools responsibility for **supporting pupils with medical conditions** is the Headteacher, Mrs. M.O'Regan.

The member of staff responsible for managing the **Pupil Premium Grant (PPG)/Funding for Looked After Children (LAC)** is the Headteacher, Mrs. M.O'Regan.

Storing and Managing Information:

All confidential files relating to the Special Educational Needs of individuals are kept in a locked filing cabinet in the SENCo's office or electronically, on a secure part of the school server. Day to day formative and summative assessment information is kept by the class teacher. Documents are stored until a child changes school, all information is passed on to next providers when children move to another school.

Accessibility:

The school's Accessibility Plan is available in school and is updated yearly. Pupil's needs are constantly reviewed and actions are carried through, the school constantly reviews accessibility issues which affect learning, modifying learning areas, purchasing specialised equipment and involving experts in their field.

School increases and promotes access for disabled pupils to the school curriculum and the wider curriculum including after-school clubs and school visits. This is achieved by:

- Purchase of ICT software
- More LSA hours for classes when necessary
- After school clubs open for all
- Opportunities for all children to take part in school activities, visits and extra-curricular activities with appropriate support when needed
- Resources to support teaching and learning
- Use of visual timetables
- Use of pictures to help children make choices when needed
- Coloured overlays for reading white paged books when needed
- Having a disabled toilet
- Having ramps at exits

Dealing with Complaints:

At Margaretting Primary School we encourage parents to get in touch if they have concerns about their child's learning. However, if they are unhappy with the special educational provision that their child is receiving:

- Their first approach is to the class teacher either through a Home/School book, by letter or telephoning the school office to make an appointment.
- If parents are still unhappy, the next step is to talk to the SENCo by arranging an appointment through the school office or e-mailing her directly (krosam@margaretting.essex.sch.uk).
- If necessary, the next step is to approach the Head Teacher, in person, by letter or telephone. It is the Head's job to hold his staff to account if things are not right, or to explain why the school is unable to meet a request. No problem that the school is ignorant of will be able to be resolved, we encourage parents to share concerns early so that they do not become a problem.
- The school's Governors are the next stage in trying to resolve a complaint. The **named Governor for SEND is Mrs J. Stringer** and all concerns should be put in writing and delivered to the school office for her consideration. The Trust Complaints Procedure can be found on the Trust website

Bullying:

At all times our aim is to safeguard the needs of pupils with SEND, promote their independence and build resilience in their learning. The school's behaviour policy outlines the steps that are taken to ensure and mitigate the risk of bullying to children with SEND.

Our school behaviour policy can be found on our school website: www.margaretting.essex.sch.uk

Appendix for SEND provision in Dame Tipping CofE Primary School within the Trust:

Introduction

At Dame Tipping Church of England Primary School we believe that all should feel welcomed, valued and nurtured as part of our small community. This inclusion is essential for our children as they prepare to make a positive contribution to the multi-cultural, multi-faceted world in which we live. Our core Christian values of *Respect, Truthfulness, Friendship, Compassion, Forgiveness and Perseverance* underpin all our work and practice and, as such, encourage us to provide an environment where all feel valued and free from discrimination.

We are committed to promoting the understanding of the principles and practices of equality- treating all those associated with our school as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively promote an anti-bullying stance which includes making explicit the unacceptability of racist, disablist and homophobic remarks: we actively seek to combat all forms of negative discrimination.

Special Educational Needs

Within the umbrella of inclusion we understand that, as individuals, adults and children alike all require some form of support. We recognise that for some this may be specific and sometimes require the help of professionals and outside agencies.

Our SEN 'school offer' report includes a more detailed breakdown of how we support individuals with Special Educational Needs.

Accessibility

The school is working hard to make the building and grounds as accessible as possible. However, should any individual encounter any difficulties with our provision, we would actively seek to support them.

The Curriculum

At Dame Tipping Church of England Primary School we provide a broad and balanced curriculum that is accessible to all children, recognising individual needs and working in close partnership with parents and other professionals. We plan our curriculum to extend our children's knowledge and experience of Christianity as a global faith and of other religions, cultures, languages and celebrations. We ensure that our curriculum echoes the diversity of our society. Our curriculum planning, the resources we select and the behaviour we expect reflect the commitment from staff, parents/carers and volunteers to actively include all our children.

Educational inclusion is about equal opportunities, for all children, whatever their age, gender, ethnicity, attainment and background. It ensures particular attention to the provision made for the achievement of different groups of pupils within a school. We are aware that specific groups of children are more likely to under-achieve and/or suffer discriminatory practice than others within our society.

These groups include:

- girls and boys; transgender children;
- children who are, or who are perceived to be homosexual;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- pupils where family members are in prison;
- pupils who need support to learn English as an additional language (EAL);
- pupils with disabilities;
- pupils with special educational needs;
- gifted and talented/able pupils;
- children 'looked after' by the local authority;

- other groups of children (such as sick children, young carers and children under stress, children from single parent families, children with parents/carers with drug or alcohol dependency issues, children with same sex parents/carers);
- any pupils who are at risk of disaffection and exclusion.

At Dame Tipping Church of England Primary School we are committed to constantly monitoring, evaluating and reviewing our practice to ensure that the entire school community and in particular, our pupils:

- make good progress and achieve
- are able to learn effectively without interference and disruption
- are treated respectfully
- receive additional help according to their needs
- have access to a broad and balanced curriculum
- feel safe, secure and happy within the school setting.

What types of SEN do we provide for?

Dame Tipping is a small, inclusive mainstream school. We fully comply with the requirements in the Special Educational Needs and Disability Code of Practice (2015). Staff have training and experience to be able to meet the needs of learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

We will always make reasonable adjustments to our practices in order to comply with the Equality Act (2010).

In addition to using our own staff's knowledge and experience, we work closely with a range of outside agencies from education, health and social services to support a wide range of special educational needs.

How do we identify and assess pupils with SEN?

As a small, caring school community we know and value all of our children. We have ongoing teacher assessments and termly pupil progress meetings with all members of teaching staff to identify those pupils making less than expected progress. This is recorded in a Venn Diagram and is monitored by the class teacher, SENCO and Senior Learning Mentor. The first response to less than expected progress is high quality targeted teaching by the class teacher. When progress continues to be less than expected the class teacher will discuss their concerns with the SENCO. When deciding whether to make special educational provision, the teacher, SENCO and Senior Learning Mentor will consider all of the information gathered from within the school about the pupils' progress, alongside national data and expectations of progress. The information gathering will include an early discussion with parents/carers, and where appropriate the child. There begins a four part cycle (assess, plan, do review) through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated response which draws on more detailed approaches and more specialist expertise in successive cycles. If the support needed can be provided by adapting the school's core offer than a child might not be considered SEN or placed on the SEN register. If, however, the support required is **'different from or additional to'** what is ordinarily offered by the school, the child will normally be placed on the SEN register. The school will then seek to remove barriers to learning and put effective special educational provision in place.

Parents are encouraged to speak to the class teacher or the school's SENCO about any concerns they have regarding their child's needs. . The Trust Complaints Procedure can be found on the Trust website

Who is our Special Educational Needs Co-ordinator (SENCO) and how can he/she be contacted?

The School SENCO is Annabel North and the school's Senior Learning Mentor and Student and Family Support Lead is Gemma Luxford.

Both can be contacted at office@dametipping.havering.sch.uk or on 01708 745409.

What is our approach to teaching pupils with SEN?

Every teacher is teacher of every child, including those with SEND. At Dame Tipping we believe that every child has a right to broad and balanced curriculum. High quality teaching, differentiated for individual pupils, is always the first step in responding to pupils with SEN. All staff members are committed to creating an inclusive learning environment in their classrooms and around the school with the belief that this is the key to ensuring children with SEND are making good progress