



## **1 Introduction**

- 1.1 Our schools provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children may have barriers to learning that may require a particular action or reasonable adjustments to be made by the school. This provision may be called Special Educational Needs and/or Disabilities known as SEND.
- 1.2 Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and enable them to participate effectively in all curriculum and assessment activities. These children may need additional or different help from that given to other children of the same age.
- 1.3 Children may have SEND either throughout or at any time during their school career. This policy ensures that curriculum planning assessment for children with SEND takes account of the type and extent of the challenges, which may be temporary or long term, that are experienced by the child.

## **2 Aims and objectives**

The aims of this policy are:

- To create an environment that meets the SEND of each child
- To ensure that the Special Education Needs of children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's SEND
- To enable all children to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that our children and parents/carers have a voice in this process

## **3 Inclusion**

- 3.1 In our schools 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 that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
  - Have different educational needs and aspirations
  - Require different strategies for learning
  - May require support in maintaining appropriate behaviour
  - Acquire, assimilate and communicate information at different rates
  - Need a range of different teaching approaches and experiences

### 3.2 Teachers respond to children's needs through:

- Providing support for children who need extra help
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in all aspects of learning
- 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
- Strategies to support inclusion, high expectations and progress for all

## 4 Provision for children with Special Educational Needs and/or Disability

- 4.1 Children with Special Educational Needs have learning or behavioural difficulties that call for special or additional provision to be made for them. Children have a learning difficulty if:
- They have significantly greater difficulty in learning than the majority of children of the same age
  - They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age
- 4.2 Some of the children who join our schools have already attended an early education setting. Children may join us with their needs already assessed. All our children are assessed when they join our schools, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.
- 4.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will make provision which is different from or additional to the provision made as part of the school's usual working practices. The class teacher will keep parents or carers informed and draw upon their additional information. The Special Educational Needs Co-ordinator (SENDCO) will become involved if the teacher and parents/carers feel that the child would benefit from further support. The class teacher is initially responsible for monitoring and making the initial provision for the child. The SENDCO may then take the lead in further assessments of the child's needs when requested to do so.
- 4.4 We will record the strategies used to support the child within a Pupil Profile which outlines the strengths and weaknesses of the child and also includes targets in the form of Steps to Success. The Steps to Success will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the target to be reviewed. These targets will be reviewed at least termly.
- 4.5 When the child's progress is reviewed it may be identified that support is needed from outside services and we will consult parents prior to any support being requested. In

most cases, children will be seen in school by external support services. This may lead to additional or different strategies being employed at an enhanced level. These strategies will, wherever possible, be implemented in the child's normal classroom setting.

- 4.6 If the child continues to demonstrate significant cause for concern, a request to the Local Authority for a Needs Assessment can be made which may inform an Education, Health and Care Plan. A comprehensive range of evidence about the child will be gathered and shared with the parents/carers to support the request.

## 5 Arrangements for coordination of SEND provision

### 5.1 The government body will ensure that:

- It has due regard to the Code of Practice when carrying out its duties towards all pupils with SEND
- It does its best to secure the necessary provision for any pupil identified as having SEND. The governors report annually to parents on the success of the school's policy for children with SEND.
- It has identified a governor with specific oversight of the schools' provision for pupils with SEND
- All governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

### 5.2 The **Special Educational Needs Co-ordinator (SENDCo)** is responsible for:

- Managing the day-to-day operation of the policy
- Helping staff to identify children with SEND and carry out detailed assessments and observations where needed
- Assisting in the monitoring and evaluation of progress of children with SEND
- Maintaining the school's SEND register and the records of all children with Special Educational Needs
- Liaising with parents when required to do so
- Acting as a link with external agencies and other support agencies
- Monitoring and evaluating the special education needs provision and reporting to the governing body
- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs
- Contributing to the professional development of all staff

### 5.3 The **Head Teacher** has responsibility for:

- Managing all aspects of the school's work, including provision for children with SEND
- Keeping the governing body informed about SEND issues
- Ensuring that the progress and attainment of children with SEND is monitored and evaluated
- Making all staff aware of the need to identify and provide for children with SEND

## **6 Allocation of resources**

- 6.1 The SENDCo is responsible for resourcing special needs provision with the schools, including the provision for children with EHCPs.
- 6.2 The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3 The Headteacher, SENDCo and Finance Officer are directly responsible for funding directly related to all children with SEND.

## **7 Arrangements for monitoring and evaluation**

The school has a rigorous schedule of monitoring the progress, attainment and quality of provision for all children including those with SEND; this is an ongoing process and includes:

- Lesson observations
  - Data analysis
  - Pupil Progress Meeting between the Headteacher, Assistant Head, Class Teacher and SENDCo
  - Scrutiny of children's work
  - Monitoring of children's voice
  - Peer assessment
  - Monitoring of parent's/carer's voice
- 7.1 Early identification of any needs is vital, The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The SENDCo may work with teachers to plan an appropriate programme of support.
- 7.2 The assessment of children reflects as far as possible their ability to participate in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to provide detailed and accurate indicators. The results of such assessments can then be used to plan activities which will aid progress.

## **8 Access to the curriculum**

- 8.1 All children have an entitlement to a broad and balanced curriculum delivered by the teacher known as Quality First Teaching. Both schools use the 'Lesson Study' model to embed the principles of the EEF '5-a-day' approach of – explicit teaching, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology.
- 8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives, work is planned appropriately and assessments are used to inform the next stage of learning.
- 8.3 Pupil Profiles including Steps to Success feature in the provision made for SEND in the schools. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers. Wherever possible, we do not withdraw children from the classroom situation. At times, to maximise learning, children will work in small groups, or in a one-to-one situation outside the classroom.

## **9 Partnership with Parents/Carers**

- 9.1 The schools work closely with parents/carers in the support of children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with them. Parents/carers have every opportunity to contribute to supporting their child.
- 9.2 The school prospectuses contain details of our policy for Special Educational Needs, and the arrangements made for these children in our schools. The Governors' Annual Report to parents/carers contains an evaluation of the policy in action. A named governor takes a special interest in SEND and is always willing to talk to parents/carers.
- 9.3 Review of Steps to Success is completed termly with parents/carers and any requests for outside intervention and advice and reports are shared with them.

## **10 Pupil participation**

- 10.1 As part of the culture of our schools, we encourage children to take responsibility and make decisions for their learning. We ensure that every child and young person, including those with SEND, receives the very best education so that they are empowered to develop, learn and achieve to the best of their ability.
- 10.2 Children are involved at an appropriate level in setting targets in their Steps to Success and are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

## **11 Monitoring and evaluation**

- 11.1 The SENDCO monitors the movement of children on the SEND register. The SENDCO provides the Headteacher and governors with a summary of the impact of the policy on the practice of each school.
- 11.2 This policy is reviewed every two years and the governor with responsibility for SEND may report the outcome of the review to the full governing body.

Date: March 2023

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