

ETTINGTON C of E PRIMARY SCHOOL



*Ettington Church of England
Primary School*

January 2025

*Learning for Fullness of Life
Trust-Respect - Love*

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Special Educational Needs and Disability (SEND) Policy

Please read in conjunction with Ettington C of E Primary School's Local Offer (also known as SEN information report) and other policies written below.

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Introduction

As a school, we aspire to live out God's plan for all to flourish.

We believe in providing our children with opportunities to use and develop the gifts and talents they have been blessed with, to ensure they embrace 'Life in its fullness' (John 10:10) following the teachings of Jesus.

Our vision is to place the child at the heart of everything we do, Learning for the Fullness of Life'.

It is to work together, where everyone is a partner in learning; providing a safe, happy, caring and stimulating community, where children are given opportunities to reach their true potential.

A team of highly qualified and expert staff oversees the provision for pupils with special educational needs and/or disabilities (SEND). This team works closely together to identify exactly what support each pupil needs to ensure that they achieve the best they can. The team helps teachers to adapt lessons for individual pupils. Teachers follow the advice. As a result, pupils with SEND achieve well. (Ofsted Nov 2019)

'Pupils who have special educational needs and/or disabilities (SEND), receive highly personalised learning experiences to meet their diverse needs.' and 'The school's RE curriculum is effective. Leaders ensure it has a high priority and profile. It meets the needs of all pupils including those with SEND.' (Statutory Inspection of Anglican and Methodist Schools (SIAMS) report. November 2023)

1.0 COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014 revised April 2015) 3.65 and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010: advice for schools Department of Education February 2013
- SEND Code of Practice 0-25 (revised April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The policy was created by the school SENDco, Assistant SENDco and SEND governor, and with consultation from SLT and all staff. It will be reviewed every three years, or sooner if required, and the views of parents and carers and those children with SEND will be considered in the reviews.

2.0 Aims of this Policy

The aims and objectives of implementing this policy are that every teacher, supported by the senior leadership team, the governing body and support staff, is a teacher of every child or young person including those with Special Educational Needs and Disability. In our whole school approach, we will create an atmosphere of encouragement, acceptance, and respect for all achievements.

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her potential, by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables; assessment systems that engage pupils in having a say about their progress and additional provision.

We work in partnership with the child, parents and carers, governors, other schools, the local community and external agencies.

We will be sensitive to individual needs and we will:

- Provide all pupils with access to a broad and balanced curriculum that is appropriate to the individual's age, needs and capacity to learn. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Create an environment and high-quality provision that meets the special educational needs of each child.
- Ensure that the special educational needs of children are identified, assessed and provided for.
- Identify pupils requiring SEN provision as early as possible in their educational years.
- Focus on inclusive practice and removing barriers to learning.
- Endeavour to meet the individual needs of every child and to fully participate in school life and fulfil their potential.
- To work collaboratively and in partnership with the Local Authority and outside agencies including health and social care professionals, in a multi – agency approach, to meet the needs of vulnerable learners.
- Create an environment that meets the special educational needs of each pupil in order that they can achieve their learning potential and engage in the full range of activities offered by the school alongside pupils who do not have SEND.
- Work in partnership with our parents/carers, by requesting, monitoring and responding to their views, and keeping them informed of their child progress and attainment, to enable them to be part in the decision-making and supporting their child's education.
- Work in partnership with our children, by requesting, monitoring and responding to their views, involving them where possible, in decisions affecting their future SEND provision.
- Enabling children and their parents to participate in decision-making.
- Have high expectations and aspirations for children and young people with SEND and ensure all children have a growth mind-set and the necessary dispositions to work hard to progress from their starting points to enable them to become confident individuals living fulfilling lives and successfully prepare them for adulthood.
- Assist all staff in the delivery of educational entitlement for all by maintaining a reasonable level of staff knowledge, through well-targeted continuing professional development and ensure all staff are aware and supportive of a child's individual needs.

3.0 Four Areas of SEND

At Ettington C of E Primary School, we use the definition for SEN and for disability from the SEND Code of Practice (p.15/16 Code of Practice 2015).

SEN: 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: - has a significantly greater difficulty in learning than the majority of others of the same age - or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Broad Areas of Need:

We know children may need help if:-

- Concerns are raised regarding a child's level of progress or inclusion. These concerns may be raised by
 - parents/carers,
 - teachers and their assessment,
 - the child's previous school or setting,
 - information from the Local Authority or outside agencies.
 - Observation and assessments by made school or outside agencies
- And these concerns indicate that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND. The four areas of needs are:

3.1 Communication and interaction: Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understand what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASC, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

3.2 Cognition and learning: Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation given at the quality first teaching stage. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), 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 (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, dysgraphia and dyspraxia.

3.3 Social, emotional and mental health: 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 such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

3.4 Sensory/physical: 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 with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children with an MSI have a combination of vision and hearing difficulties. Some with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

(Children's area/s of need may change over time)

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability and Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour (this is an underlying response to one of the four broad areas of need)
- Trauma
- Adverse Childhood Experiences (ACES)

4.0 Disability

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '**...a physical or mental impairment which has a long-term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day to day activities.**' This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

What the Equality Act means to our school

As a school we must not discriminate against a pupil:

- in the way we provide education for the pupil;
- in the way we allow the pupil access to a benefit, facility or service;
- by not providing education for that pupil;

- by not affording the pupil access to a benefit, facility or service;
- by subjecting the pupil to any other detriment.

As a school we must not directly or indirectly discriminate against, harass or victimise disabled children and young people. Our school's duty to our pupils goes beyond just the formal education we provide and covers all school activities such as collective worship, extra-curricular and leisure activities, after-school and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities. The school has a duty to make reasonable adjustments for disabled people. The Equality Act extends the duty to make reasonable adjustments to cover the provision by a school of auxiliary aids and services. The Act specifically identifies provision of information in an accessible format as a reasonable adjustment. The duty to make reasonable adjustments sits alongside the duties of a school and of local authorities. In some cases, the support a disabled pupil may receive under the SEND framework may mean that they do not suffer a substantial disadvantage and so there is no need for additional reasonable adjustments to be made for them. In other cases disabled pupils may require reasonable adjustments in addition to the special educational provision they are receiving. There are also disabled pupils who do not have special educational needs, but still require reasonable adjustments to be made for them.

5.0 The kinds of special educational needs for which provision is made at the school

Children and young people with SEND have a range of needs. Ettington C of E Primary is an inclusive school and welcomes children with Special Educational Needs and Disabilities, where those needs can be reasonably met in a mainstream setting and where this is in the best interest of all children. For children with an Education, Health and Care Plan (EHCP) parents have the right to request a particular school and the Local Authority must comply with that preference, naming the school in the Education, Health and Care Plan unless:-

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

(Special educational needs and disability code of practice: 0 to 25 years (section 9.79): January 2015)

Before making the decision to name our school in a child's EHCP, the local authority will send school a copy of the EHCP for consultation. School and governors will give judicious consideration as to whether the child's needs can be reasonably met in a mainstream setting and whether this is in the best interests of all children taking into account the views and opinions of professional in the school. The Local Authority will then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

If a child is placed in our school at the wishes of the parent, where governors have judged those needs cannot be reasonably met in our mainstream setting or that the placement is not in the best interest of all children, the school will seek for this outcome to be recorded on the EHCP by the local authority. Governors will be informed of this.

Parents of a child with an EHCP also have the right to seek a place at a school with specialised provision if they consider that their child's needs can be better met there.

6:0 Identification, assessment and review of SEND

The benefits of early identification are widely recognised, where need is identified and then effective provision made at the earliest point. This improves long-term outcomes for the child. A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. Special educational provision is underpinned by high quality first teaching. Pupils' current skills and levels of attainment are assessed on entry, building on information from previous settings and key stages where appropriate. All pupils have access to a broad and balanced curriculum. We set high expectations for every pupil, whatever their prior attainment. We use appropriate assessment to set targets which are deliberately ambitious but achievable. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Our school provides a focus on outcomes for our children and this does not always equate to hours of provision or support. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. We are alert to emerging difficulties and respond early. We listen, value and understand when parents/carers express concerns about their child's development. We also listen to and address any concerns raised by children themselves. Where there are concerns, we assess to determine whether there are any causal factors such as:

- undiagnosed learning difficulties
- difficulties with communication or mental health issues.
- housing, family or other domestic circumstances
- bullying
- bereavement.

Such events will not always lead to children having SEND but can have an impact on well-being and sometimes this can be severe. We ensure we make appropriate provision for a child's needs in order to prevent problems escalating through a multi-agency approach.

Slow progress and low attainment do not necessarily mean that a child has SEND and does not automatically lead to a pupil being recorded as having SEND. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. We recognise that some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties. Identifying and assessing SEND for children whose first language is not English (EAL) requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN. When reviewing and managing special educational provision the broad areas of need and support outlined below are taken into account, and we review how well-equipped we are to provide support across these areas. These four broad areas give an overview of the range of needs. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. Children often have needs that cut across all these areas and their needs may change over time. Our detailed assessment of need aims to ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment.

6.1 What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning then please discuss these initially with your child's teacher. This may result in a referral to the SENDCo. Parents may also contact the SENDCo directly if they feel this is more appropriate. All parents will be listened to. Your views and aspirations for your child will be central to the assessment and provision that may be provided by the school.

More procedural information is available on the school's local offer (SEND information report).

6.2 SEN Support in our school

All children are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. We identify and address the SEND of the pupils after high quality first teaching that is differentiated and personalised for the pupil and the use of short-term interventions to address the barriers to learning. Our school will:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs - this means doing everything it can to meet children and young people's SEND - determining the policy and establishing the appropriate staffing and funding arrangements.
- endeavour to make sure all reasonable adjustments are made to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have SEND.
- designate a teacher to be responsible for co-ordinating SEND provision; the SENDCo.
- ensure parents/carers and the pupil are informed and involved when the school is making special educational provision for their children.
- prepare a SEND Information Report.
- plan for the admission of disabled children.

A named member of the governing board has specific oversight of the school's arrangements for SEN and disability. In this school, Heather Fletcher is the named SEND Governor.

The governors, Head, SENDco and Assistant SENDco regularly review how SEND expertise and resources are used to build the quality of whole-school provision as part of our approach to school improvement. Our 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.

We aim to:

- Deliver high quality first teaching, differentiated for individual pupils.
- Regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress when deciding whether to make special educational provision. This includes high quality and accurate formative assessment, using effective tools and assessment materials.
- Have arrangements in place to draw on more specialised assessments from external agencies and professionals for higher levels of need.

- Have an early discussion with the pupil and their parents/carers. We will develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. We also tell parents/ carers about the cluster's and local authority's information, advice and support service. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.
- Include outcomes needed to make successful transitions between phases of education and to prepare for adult life. The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEND engage in school activities together with those who do not have SEND.
- Review progress with the parent, pupil and teaching staff and ensure everyone is clear about how they will help the pupil reach the expected outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEND, the decision is recorded in the school records and the pupil's parents are formally informed that SEND Support is being made.
- Our arrangements for supporting children who are Looked After by the local authority and have SEND follow this policy and the LA's policy for Children Looked After. The Code of Practice outlines a graduated response to meeting pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

6.3 Monitoring

Provision for pupils with SEND is monitored through the school's self-evaluation processes where we will gather information about the following:

- Outcomes for pupils
 - Cognition and learning
 - Social and emotional
 - Communication and interaction
 - Sensory and physical

This information will be gathered by:

- Observations
- Reports
- Input from other professionals
- Team around the child meetings
- Information from children
- Information from parents
- Progress data tracking

This information will be evaluated against the school's offer and improvement planning put in place

7.0 Assess, Plan, Do, Review Cycle

7.1 Assess:

In identifying a child as needing SEND support the class teacher, working with the SENDco, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. This ensures that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effectiveness is seen. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDco will only contact them with parental agreement.

7.2 Plan

If review of the action taken indicates that "additional to and different from" support will be required, all professionals involved, including the parents and the pupil, will agree on the adjustments, interventions and support to ensure that a child centred approach will be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents/carers will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

7.3 Do

SEND support will be recorded on a Pupil Profile plan (PP) that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets. The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to assess the impact of support and interventions and how they can be linked to classroom teaching. The outcomes of the intervention will be recorded. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

7.4 Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date, usually on a termly basis. Pupil progress data will also be reviewed regularly at parent/teacher meetings. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDco, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about

the impact of the support and interventions provided, enabling them to be involved in planning next steps. Where a pupil has an EHC plan, the local authority will review that plan as a minimum every twelve months. Our school will co-operate with the local authority in the review process and, as part of the review.

8.0 MANAGING PUPILS' NEEDS ON THE SEND REGISTER

For all children on the SEND register a description of need details important information about the child, including areas of strengths and weaknesses. Information is held in relation to outside agencies working with the pupil. Interventions are provided and their impact monitored as part of the graduated approach. They are reviewed regularly to meet the needs of our pupils. Formal review meetings take place termly, where pupils and parents are involved in reviewing progress and setting new targets.

8.1 Involving specialists.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school considers involving specialists. Our first step would be to seek advice from STS, the Specialist Teacher Service who offers advice to the school. We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions with parental agreement. We always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents are involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where assessment indicates that support from specialist services is required, we aim for the children to receive it as quickly as possible. Warwickshire's Local Offer (<http://www.warwickshire.gov.uk/send>) sets out clearly what support is available from different services and how it may be accessed. Our school works closely with the local authority to agree the range of local services and clear arrangements for making appropriate requests. Such specialist services include, but are not limited to:

- Educational psychologists
- Child and Adolescent Mental Health Services (RISE, previously CAMHS)
- Specialist teachers or support services, including specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Specialist Teaching Service and SEND Supported

The SENDco and class teacher, together with the specialists, and the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

8.2 How will the curriculum be matched to each child's needs?

Teachers plan from a range of evidence gathered about children to meet their needs and plan lessons that strive to help all children to learn what is expected. Adaptations may include strategies suggested by the SENDco, Assistant SENDCo and/or external agencies. In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT, physical resources and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

At Ettington C of E Primary, we do not group children by ability. We do not limit learning in this way. Specific barriers to learning will be addressed as effectively as possible and teaching will be modified to help all children access the learning. We differentiate the teaching not the expected outcome. Differences are an ordinary aspect of the human condition, therefore our teachers are equipped to think about everybody in the class and how they will work together as opposed to only differentiating on the basis of what children cannot do compared to others of a similar age. In this way our teachers will extend the range of options that are available to everyone in the community of the classroom.

All of our classrooms are fully inclusive, we follow the Autism Education Trust's Standards in creating Autism friendly classrooms and learning environments which are suitable and accessible for all learners. When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted if required by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. As a school we will then, where possible, make these changes a part of our universal design for learning.

9.0 CRITERIA FOR EXITING THE SEND REGISTER

If it is felt that children are making progress which is sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDco, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed to take the pupil off the register then all records will be kept until the pupil leaves the school and then they will be passed onto the next setting. The pupil will continue to be monitored through the school monitoring procedures, such as pupil progress meetings and data tracking. If it is felt that the pupil requires additional assistance, the procedures set out in this policy will be followed.

10.0 ACCESS ARRANGEMENTS

Class teachers, in partnership with the SENDco, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENDco will liaise with the class teacher to assess pupils' eligibility for access arrangements.

11.0 TRAINING AND RESOURCES

Most of the funding to support children with additional needs, including pupils with SEN and disabilities, is determined by the local authority's funding formula. This notional SEND budget is an amount of money delegated as part of the whole school budget to meet the needs of all pupils with SEN, at all but the most exceptional levels of need. It is not linked to individual pupils. We use these funds to meet the needs of pupils with SEND, as outlined in this policy. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation. 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. The school's SENDco regularly attends cluster and network meetings in order to keep up to date with local and national developments in SEND.

12.0 ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a responsibility for the whole school. The governing body, in consultation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

12.1 Governors will ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2015).
- Parents are notified if the school decides to make SEND provision for their child.
- They are fully informed about SEND issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.
- There is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
- A link governor for SEND is appointed.

The Link Governor (Heather Fletcher) is responsible for:

- Raising awareness of SEND issues at governing board meetings.
- Monitoring the quality and effectiveness of SEND provision within the school and updating the governing board on this.
- Working with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

The Head Teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with SEND.
- Keeping the governing body informed about SEND issues.
- Working with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- The deployment of all SEND personnel within the school.
- Monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole.
- Making sure that the SENDCO has enough time to carry out their duties.

The **SENDCo** is responsible for:

- overseeing the day-to-day operation of the school's SEND policy.
- co-ordinating provision for children with SEND and advising on the graduated approach for SEN support.
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Advising on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils ensuring that an agreed, consistent approach is adopted.
- Providing professional guidance to colleagues and liaising and working with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- working with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school.
- being a key point of contact with external agencies, especially the local authority and its support services.
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- working with the Senior Leadership Team and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- ensuring that the school keeps the records of all pupils with SEND up to date and accurate, and when a pupil moves to a different environment of education to make sure that all relevant information about a pupil's SEN and the provision for them are sent to all relevant parties in a timely manner.
- monitoring to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- regularly reviewing and evaluating the breadth and impact of the SEND support the school offers and identify any patterns, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Preparing and reviewing information for inclusion in the school's SEN information report and any updates to this policy and publishing these on the school website.
- Provide an annual report for governors on SEND in school and the impact of provision.
- Taking into account the views of the parent/carer in any decisions made about the pupil.
- Ensuring the pupils' views are taken into account in making decisions that affect them, whenever possible.

Class teachers are responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- assessing pupils' needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil, in liaison with the SENDco, parents and pupil.

- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- making themselves aware of the school's SEND policy and SEN information report and understand procedures for identification, monitoring and supporting pupils with SEND.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil
- Considering the views of the parent/carer in any decisions made about the pupil
- Ensuring the pupils views are considered in making decisions that affect them, whenever possible.

12.5 Teaching Assistants should:

- be fully aware of the school's SEND policy and SEN information report and understand procedures for identification, monitoring and supporting pupils with SEND.
- use the school's procedures for giving feedback to teachers about pupils' progress.
- work as part of a team with the SENDco and the class teachers, supporting pupils' individual needs and ensuring inclusion of pupils with SEND in and out of the classroom.

13.0 TRANSITION SEN

Support includes planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school shares information and plans arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. We engage with other educational establishments and secondary schools to help plan for these transitions.

14.0 LINKS TO OTHER POLICIES AND DOCUMENTS

This policy links to the following policies and documents

- SEN School information report/School local offer
- Accessibility plan
- Positive Children's Behaviour policy
- Data Protection Policy
- First Aid and Medicine policy
- Intimate Care
- Mental Health and Well Being
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

15.0 Review

The SEND governor, the Headteacher and SENDco will liaise to ensure optimum use of resources, will monitor the policy by the examination of children's progress, and ensure that this policy is reviewed every year.

16.0 GLOSSARY OF ABBREVIATIONS

ASC Autistic Spectrum Condition

ADHD Attention Deficit Hyperactivity Disorder

EHCP Education Health and Care Plan

EP Educational Psychology

EPS Educational Psychology Service

MASH Multi Agency Safeguarding Hub

OT Occupational Therapy

PSHE Personal, Social & Health Ed

RISE Previously Child and Adolescent Mental Health Service

SALT Speech and Language Therapy

SEN Special Educational Needs

SENDco Special Educational Needs and Disabilities Co-ordinator

SEND Special Educational Needs and Disabilities

SENDIAS SEND Information Advice and Support Service

STS Specialist Teaching Service

Appendix 1 – Pathway to SEND identification

