



**SPECIAL EDUCATIONAL NEEDS AND INCLUSION
POLICY**

Incorporating

Special Educational Needs Information Report

in compliance with

**Statutory Instrument: Special Educational Needs
(Information) Regulations**

(Clause 65)

and

**Special Educational Needs and Disability Code of Practice
(2014)**

“Together We Learn”

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Inclusion Statement

At Bridgewater Primary School we endeavour to achieve maximum inclusion whilst meeting the individual needs of our children. We respect the right of all children in our school, irrespective of differences in ability, to access their learning and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

Teachers provide differentiated learning opportunities for all children within the school, by “Differentiation through Challenge” and through providing educational opportunities and materials appropriate to children’s interests and abilities. This ensures that all children have full access to the school curriculum.

We strive to make a clear distinction between “underachievement” and special educational needs. Some pupils in our school may be below age-related expectations but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. We focus on individual progress as the main indicator of success. Other pupils will have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement).

Whilst a Special Educational Need might be an explanation for delayed or slower progress it is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others, so that they have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school’s budget.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning English as part of our provision for vulnerable learners. See our EAL policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable – specifically, all teachers are teachers of pupils with special educational needs/disability and EAL. Staff members are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) 2014
- Ofsted Section 5 Inspection Framework August 2015
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Objectives

The aims of our inclusion policy and practice in Bridgewater Primary School are:

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of participation from pupils, parents and carers.
- To give the opportunity for each child to express their views regarding their own Special Educational Needs, and to involve the pupil wherever possible in the planning and target setting of his/her programme of work.
- To establish good home school communications and to encourage parents to acknowledge their vital role in supporting their child’s education by working in partnership with the school.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development, including regular training, coaching and development for all staff.
- To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2000).
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review provision termly for budgeting, planning and resourcing for SEND to determine what constitutes best practice and greatest impact for the pupils.
- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.

- To determine any resource implications and establish whether they will be provided within school or through external sources such as specialist advice from outside agencies and to make appropriate referrals.
- To assist the governing body in fulfilling their duties regarding provision for pupils with SEND

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the headteacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role may be also included within the SENCO role).

The Designated Teacher for Looked after Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the SEN co-ordinator.

Mrs Frances Troop

Contact via the School Office or by calling 01604 637056

Email: senco@bridgewater-pri.northants-ecl.gov.uk

The name and contact details of the Ethnic Minority Achievement (EMA) and English as an additional language co-ordinator (EAL.)

Miss Beth Conroy

Contact via the School Office or by calling 01604 637056

The name and contact details of the Designated Teacher for Looked After Children

Mrs Frances Troop

Contact via the School Office or by calling 01604 637056

Email: senco@bridgewater-pri.northants-ecl.gov.uk

SEN INFORMATION REPORT

- **The kinds of Special Educational Needs which are provided for in our school are detailed below:**

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed.

This has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
- Learning Difficulties
- Physical Difficulties
- Visual Impairment
- Hearing Impairment
- Social, Emotional and Mental Health needs

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

SEN INFORMATION REPORT

- Our school's policies for identifying children and young people with SEN and assessing their needs
- Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.
- Our approach to teaching children and young people with SEN
- How adaptations are made to the curriculum and learning environment of children and young people with SEN
- How our school evaluates the effectiveness of its provision for children and young people with SEN.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions noted here and also quoted through the policy:

“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. This is special educational provision under Section 21 of the Children and Families Act 2014.”

SEN Code of Practice (2014: Para 1.24)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014

Stages of Provision

Stage 1- Universal Entitlement of well-differentiated, quality first teaching

The first stage is well-differentiated, quality first teaching for all pupils. Some pupils may require additional support for a number of reasons (vulnerable learners) and will require adaptations to teaching and resources as part of expected good practice and may additionally

have access to carefully-chosen and well-matched interventions. These will be pupils who have been identified by the school as needing to make accelerated progress, or who belong to an identified group, such as those in receipt of Pupil Premium, but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

Provision Map

All vulnerable learners will be included on a detailed provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles/baseline assessments, EYF Profile scores, an EAL document for assessment and other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns by tracking individual children's progress over time
- liaison with feeder nurseries on transfer
- liaison with parents, usually in their home setting, before entry
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- under-taking, when necessary, a more in depth individual assessment, carefully chosen to deliver appropriate, useful information on a pupil's needs.

- involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of approaches to address targets identified for individual pupils.

- teachers differentiate work, through our “Differentiation through Challenge” approach, as part of quality first teaching and our commitment to children learning together
- pre-learning and over-learning
- appropriate interventions and booster groups
- other small group withdrawal
- individual class support / individual withdrawal when appropriate
- homework/learning support club
- nurture provision, when relevant

Interventions are designed carefully to meet the learning needs of children and to fill skill gaps, including behaviour, social and language skills. *“This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”* “Achievement for All” (National Strategies: 2009)

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom visits and learning walks by the SLT and including the SENCO/ EMA
- ongoing assessment of progress made by intervention groups through professional dialogue and analysis of the provision map
- work sampling on a termly basis by Core Subject Leaders as well as SENCO and Senior Leaders
- scrutiny of planning – in phases and teams, as well as by SLT
- teacher reviews through Pupil Progress meetings (PPM)
- informal feedback from all staff, including drop-in sessions for support and to discuss any concerns

- pupil progress tracking using assessment data (whole-school processes)
- attendance records and referrals
- termly reports to parents/carers
- head teacher's report to governors
- termly and annual reviews as appropriate

Stage 2 Additional SEN Support

Identification

At the heart of the work of every school and every class lies a cycle of planning, teaching and assessing. These general arrangements in a school take account of the wide range of abilities, aptitudes and interests that children bring to school. The majority of children will learn and progress within these arrangements. Those who have difficulty in doing so may have special educational needs which require special provision to be made. The Children and Families Act 2014 and the 2014 Code of Practice define special needs as follows:

“Special educational provision is educational or training provision that is “additional to or different from” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching,” SEN Code of Practice (2014.) Under-achieving pupils and pupils with EAL who do not have SEND will not be placed on the list of pupils being offered additional support (but will be on the school's provision map).

In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the school provision map.

Definition

1. A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him/her.
2. A child of compulsory school age has a learning difficulty or disability if he or she has:
 - a) a significantly greater difficulty in learning than the majority of others of the same age, or
 - b) 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.

3. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 2 above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

Disabled children and young people

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 and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

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. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Section 20 Children and Families Act, 2014/ Code of Practice, 2014 p. 4 - sections xi), xii), xiii), xiv)

High Needs Funding

It may be decided that a very small number, but not all, of the pupils on the SEND list will require additional High Needs funding, for which an application will be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. This will occur when the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether an Additional Support Plan (previously IEPs) is required.

Our approach to IEPs/ Additional Support Plans, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows.

Additional Support Plans (ASP)

- Our ASPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents, which can be constantly refined and amended.
- Our ASPs will only record that which is *additional to* or *different from* the differentiated curriculum which is in place as part of provision for all children.
- Targets will address the underlying reasons or skill gaps that relate to why a pupil is having difficulty with learning – they will not simply be “more of what a child cannot do.
- Our ASPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”. Child friendly targets will be generated with the children and they will have their own copy of these.
- Our ASPs will be based on informed assessment and will include the input of outside agencies, where it has been given.
- Our ASPs will be based around the Assess, Plan, Do, Review graduated approach, a four-part cycle which supports understanding of the child’s needs through revisiting, refining and revising earlier decisions and actions.
- Our ASPs have been devised so that they are manageable and easily monitored. The monitoring records include the use of a frequency scale that enables class teachers to track the frequency of success in meeting targets in different situation, such as class, group or 1:1. There is a regular monitoring review in which questions and concerns can be raised by the class teacher or the SEN/Inclusion Team.
- Our ASPs will specify how often the targets will be covered and what the exit criteria is for each one.
- Our ASPs will state what the learner is going to learn – not what the teacher is going to teach, and will be clear about what the pupil should be able to do at the end of the given period.
- Our ASPs will be time-limited – with a termly review, in which next steps will be agreed.

- Our ASPs will have a maximum of four short / medium term SMART targets set for or by the pupil, unless the Local Authority stipulates otherwise in a statutory document, (such as the Statement of Special Educational Needs or an Education, Health and Care Plan.)

Targets for an ASP will be written after:

- Discussion between teacher and SENCO/SEN Inclusion team
- Discussion with and advice/information from parents/carers
- Discussion with the children -children are involved at an appropriate level in setting targets in their ASPs and in review meetings. Children are encouraged to make judgements about their own performance against their ASP targets and the steps they are making in their learning, including an understanding of what they need to do next. We recognise success in this as we do in any other aspect of school life.
- Discussion with any other professionals involved

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”
 ‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

Stage 3: Education Health and Care Plan or Statement of Special Educational Needs

Pupils with a Statement of Special Educational Needs (pre-September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan, which will be sent to the Local Authority.

Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding or an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Parents/carers will be fully informed of this process and involved at each stage.

Roles and Responsibilities

Head teacher

The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO) and the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and SEN team)
- pupil progress meetings termly with teachers
- regular meetings with the SENCO
- discussions with pupils and parents

The Governing Body

The Governing Body has due regard to the Code of Practice 2014 when carrying out its duties towards all pupils with special educational needs. It aims to meet these duties by:

- securing the necessary provision for any pupil identified as having special educational needs. The Governing Body ensures that all teachers are aware of the importance of providing for these children.
- identifying a Governor (see appendix) to have specific responsibility for the school's provision for pupils with special educational needs/disability by meeting regularly with the SENCo and working together on the strategic planning for children with SEN. The SEND/Inclusion Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. The SEND governor works closely with the SENCO ensuring that parents are notified of a decision by the school that SEND provision is being made for their child.
- reviewing this policy annually and considering any amendments in the light of the SEN data, discussion with the Head teacher, SENCO and SEN Governor and any changes in legislation.

Special Educational Needs Coordinator

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. The SENCO in our school will have or gain statutory accreditation within three years of appointment. In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map contextual data which identifies pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEND, in conjunction with class teachers
- contributing to the in-service training of staff, including support staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on clear evidence arising from previous intervention, that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for EYFS children's entry into school and Year 6 pupils on the vulnerable learners' provision map.
- monitoring the school's system for ensuring that Additional Support Plans (ASP), have a high profile in the classroom and with pupils,
- ensuring ASPs are clear, purposeful and effective (see section on Additional Support Plans).
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).

- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- attending training as appropriate, such as area SENCO network meetings
- liaising with the school's SEND/Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners and implementing advice.
- preparing and submitting Access Arrangements for statutory tests and assessments

Ethnic Minority Achievement Coordinator

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintaining of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map.
- collaborating, with the SENCO, to maintain and analyse our whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds.
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background.
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice.
- managing other classroom staff involved in supporting ethnic/linguistic minorities.
- overseeing the initial and on-going assessment records on all children with EAL.
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning.

- evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds, in collaboration with the SENCO.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL, in collaboration with the SENCO.
- contributing to the in-service training of staff.
- working with core subject leaders and the SLT to support the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school.
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum.
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information.
- attending EMA Co-ordinator network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Class teachers

The class teacher at Bridgewater will liaise with the SENCO/SLT to agree:

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map or via a 20 day action plan – but do not have special educational needs.

- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Additional Support Plan to address a special educational need (this would include pupils with statements/EHC Plans)

The class teacher will secure good provision and good outcomes for all groups of vulnerable learners by:

- providing differentiated teaching and learning opportunities, utilising a variety of teaching methods and learning styles, to build on strengths and address weaknesses; Class teachers are supported to understand their individual responsibilities to provide accessible learning for all the children in their class.
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely additional to or different from those normally provided as part of the differentiated curriculum offer and strategies.
- ensuring effective deployment of resources – including teaching assistant and learning support assistant support - to maximise outcomes for all groups of vulnerable learners.
- engaging with parents and carers, noting parental expressions of concern. These concerns will be shared with all those involved.
- following the school's procedures for identifying, assessing and making provision for pupils with SEN, according to the stages of the 2014 Code of Practice.
- gathering observations and records of attainment and progress, and use these to identify any child needing additional support. They will then make an initial assessment of that need and provide appropriate learning opportunities to meet that need. This support should, whenever possible, take place within the classroom;
- liaising with the SENCO/SEN Team to ensure the best approach for the child if concerns remain.
- being responsible for keeping full and accurate records of programmes of work for SEND and other vulnerable learners, this includes any monitoring and data to reflect the impact of an intervention.
- working closely with teaching assistants, learning support assistants and parents of pupils with SEND within their classes to ensure information sharing and best practice at all times;
- co-operating with external agencies that need to assess a child;
- seeking to enhance their understanding of SEND through their shared experiences and training;

Curriculum co-ordinators will be aware of the needs of children with SEND when producing policy documents and will make reference to them, particularly when safety is involved.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school's tracking and assessment documents
- Planning and planning adjustments/ongoing assessments, which evidence the changing provision to meet the needs of our children
- The effective use of AfL (formative assessment) throughout lessons to ensure that changing learning needs are met within lessons
- Termly meeting to discuss the progress of all pupils
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans/Statements of Special Educational Needs are meeting their individual targets, which have been written to address their underlying special educational need.
- An Annual review of Statements/Education Health and Care Plans, as prescribed in the SEND Code of Practice (September 2014)

SEN INFORMATION REPORT

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

- Our deployment of additional staffing and resources, funded from our devolved additional needs budget through the Local Offer, ensures that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners.
- When subject coordinators/core subject leaders monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum. Developing a Growth mindset and the use of learning heroes or learning powers helps support meta-cognition.

SEN INFORMATION REPORT

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

The name and contact details of the team supporting pastoral arrangements are:

Mrs Frances Troop – SENCO/ Child Protection and Safeguarding/Pupil Premium

Mrs Nicola Redden - Anti-Bullying Leader

Ms Sharon Jones -Nurture and Pastoral Care

Miss Jaimie Boyling – Online Safety

Mrs Trupti Karavadra – PSHE/SRE

Mrs Vicky Ashby – Behaviour support for parents, SEN support, Speech and Language

Mrs Kelly Spina – Speech and Language in EYFS (incl. nursery)

Mrs Louise Thomas – Parent Link Worker

Contact via the School Office or by calling 01604 637056

At Bridgewater we have a whole school commitment to the social, emotional and mental health needs of our children. This is shown through:

- The emphasis and constant development of the PSHE curriculum in line with our changing school, government curriculum, and additional responsibilities, such as the Prevent Duty.
- SMSC being woven through our creative curriculum, evidence of this is also seen in the use of Reflective Journals and the development of a Reflection area.
- We have in place a dedicated Nurture leader, who provides 1:1 support for children who have difficult life-changing circumstances, such as bereavement, changes to the family structure, divorce and separation, serious illness, child protection issues etc.
- We have adults, including our Nurture leader, who will support children in difficult circumstances, such as meetings with Social Care, and be their advocate to ensure that they are empowered to share or represent their views in a safe environment.
- Groups of children may also be supported through additional provision designed by members of our SEN/Inclusion Team, including the SENCo, to teach pupils social, emotional and behavioural skills and understanding within a personalised curriculum and to enable our children to develop life-long skills that will help them become more rounded individuals, able to understand and communicate their own feelings and be sensitive to those of others.
- Provision for vulnerable children extends beyond teaching opportunities; at lunchtimes we run a “Nurture Lunch Club”, where children come to share lunch and speak with adult volunteers throughout the school. Children self-refer and this provision is able to all members of our school.
- Outdoor learning provision is provided by the use of the Forest School Group, in which children learn through play about the natural environment. It supports children to solve problems, to work co-operatively with each other, to learn to manage risks and develop resilience. Alongside this we have other outdoor learning opportunities, such as additional outdoor learning for EYFS, an allotment group and our Outdoors classroom.
- The commitment to healthy eating and exercise, as shown through the PE curriculum and Healthy Child Improvement Team.

- We ensure that children have an awareness of anti-bullying strategies, what to do if they have concerns and what to do if they have concerns about someone else. Our annual Anti-bullying week helps to provide additional targeted activities for the children.
- The promotion of British values enables children to understand their rights and responsibilities as part of our school and as a citizen of our local community and wider country.
- Vulnerable children have additional opportunities for adult support through mentoring, 1:1 tuition and intervention support.
- Parents request support with behaviour management strategies, for example, use of interventions such as “1, 2, 3 Magic”.

SEN INFORMATION REPORT

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 6 of the SEN Code of Practice 2014, our Special Educational Needs Coordinator is a qualified teacher working at our school and has statutory accreditation. We additionally have a further qualified teacher, who has achieved the national accreditation for SEN co-ordination and supports the SEN team. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO is additionally a qualified specialist teacher and assessor of Specific Literacy Difficulties (Dyslexia).
- The SENCO, EMA/EAL Coordinator and Designated Teacher for LAC will regularly attend local network meetings.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and

quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

SEN INFORMATION REPORT

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Accessibility

The school building is on one level throughout. There are 2 disabled toilets, with pull alarms, and an adapted medical room, with disabled toilet, shower facilities and adapted lever taps. The fire doors are wide enough for wheelchair accessibility, and the front entrance has a push button access to open the door. There are wide disabled parking spaces with dropped kerbs for wheelchair access. The building complies with the Disability Discrimination Act (1995) with

particular reference to the regulations introduced in September 2002. The school has an Accessibility Plan which is published on the website.

SEN INFORMATION REPORT

- **Arrangements for consulting parents of children with special educational needs and involving them in their child's education**
- **Arrangements for consulting young people with SEN and involving them in their education**

Partnership and Involvement

Partnership with Parents/Carers

All parents and carers of children with special educational needs are treated as partners. They have a critical role to play in their child's education. Parents and carers are fully supported and encouraged to be involved in decisions and we encourage this partnership by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing (see Flowchart in appendices)
- supporting understanding of their child's entitlement and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language (EAL).
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child

- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- being available to support parents/carers at regular intervals, such as Walk-in-Wednesday, and at other times as required.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting so that they know what their targets are and why they have them
- understand and chose levels of challenge, which moves their learning forward
- self-review their progress and set new targets

SEN INFORMATION REPORT

How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people’s special educational needs and supporting their families

We seek to work effectively and collaboratively with external professionals, parents and carers and pupils to ensure best outcomes for children.

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements). We seek to respond quickly to emerging need and work closely with other agencies including:

- Early Help Assessment team (previously CAF)
- CAMHS
- Educational Psychology Service
- NCC Sensory Impairment team

- Local NHS services
- Targeted Prevention Team Information Advice and Support Service for SEND in Northamptonshire (parent support)
- Education Entitlement Service
- Early Years SEN support service (Inc. Portage team) if applicable
- Multi-agency safeguarding hub (MASH)

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

We liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc.), and work with partnership with parents to ensure this practice can have maximum impact.

The SENCo/ Designated Teacher for LAC is the clear point of contact within the school who will coordinate the support from outside agencies for each pupil.

SEN INFORMATION REPORT

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)

We are committed to working with our pupils and all stakeholders to ensure a smooth transition into our school from the previous phase of education and from our school into the next phase of education. We aim to achieve this by offering transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave discuss a timeline for the transition with specific responsibilities identified. Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Wherever possible, the SENCO will make links with a named person at the receiving school and this will be shared with parents.

We will provide pastoral support for the pupil to support them to move on confidently. An intervention transition programme will be carefully planned and will include additional familiarisation visits to new schools. Within our setting pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits.

When children enter our school in Reception (EYFS) we will aim to meet both the children within our pre-school settings and also at home with parent/carers to gather information, to develop personalised strategies before the child begins school, to take into account the wishes and any concerns of the parents/carers and to ensure a confident start to their journey at Bridgewater. We will liaise with any outside professionals already involved with the family.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

SEN INFORMATION REPORT

Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO/EMA Co-ordinator, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy.)

SEN INFORMATION REPORT

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

(Please refer to our school's Safeguarding Policy for details of Early Help Assessment and Multi-Agency Safeguarding Hub)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number: 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Educational Inclusion and Partnerships (EIP), incorporating:

- Autism Outreach Team
- Educational Inclusion and Partnership Team (including Elective Home Education, Children Missing Education, Exclusions, Children in Entertainment & Employment, Attendance and general enquiries)
- Hearing Impairment Team
- Visual Impairment Team

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Contact number: 0300 126 1000

Information, Advice and Support Service for SEND in Northamptonshire (formerly the Parent Partnership Service) Contact Number: 01604 636111

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Virtual School for Looked After Children: Contact number: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/pages/default.aspx>

Primary Behaviour Outreach Support (Kings Meadow Team or Maplefields Team): Contact numbers Kings Meadow 01604 773730. Maplefields 01536 409040

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

SEN INFORMATION REPORT

Information on where the local authority's local offer is published.

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help

in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- Initial assessment of EAL using our Bridgewater tracking document taken primarily from QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2.
- further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- Pupils will not be placed with SEN pupils unless SEN is indicated
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through first language resources & translation facilities, teaching support on a 1:1 or small group basis, peer group support and the pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both A Language in Common and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator or SENCO.

- Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are looked after in local authority care

Our school recognises that:

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report: 2003) why children who are looked after in local authority care often fail to make expected progress at school:

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The name of the current designated teacher at our school is given at the end of this inclusion policy. The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months

- ensuring that information concerning the education of children who are ‘looked after’ is transferred between agencies and individuals
- preparing a report on the child’s educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child’s social worker to ensure that there is effective communication at all times
- celebrating the child’s successes and acknowledge the progress they are making.

Our school will work closely with the county’s The Virtual School (VS) for Children which promote the educational needs of Looked after Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of pupils receiving Pupil Premium

Teachers will be aware of and monitor the progress and attainment of all vulnerable groups, one of which will be those pupils in receipt of Pupil Premium. The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The use of these funds is reported on the website and includes both the Free School Meals and Ever 6 Measure (those who have been in receipt of FSM at any point in the previous 6 years) under the term Pupil Premium. The Head teacher and Senior Leadership Team monitor the effective use and impact of provision for child receiving PP.

Any parent/carer requiring more information on who is eligible and how to apply can contact the School Office in confidence.

Inclusion of pupils who are very able and/or talented – please see [Challenge Policy](#)

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children, plus the expectation we hold that all children are challenged.

In this section the term ‘very able’ refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term ‘talented’ refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self-nomination

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing learning that reflects depth of understanding and a higher level of attainment, applied in varying contexts across the curriculum. Children will be able to progress through their work at their own rate of learning. The "Differentiation through Challenge" approach enables children not to have their learning capped, but enable them to strive to extend and develop themselves as learners, with greater clarity around understanding their next steps.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

We offer a range of extra-curricular activities for our children. These activities offer our children, including our very able and/or talented children the opportunity to further extend

their learning in a range of activities. Opportunities include a range of sporting and musical clubs, plus clubs covering other curriculum areas.

Signed:

Date: October 2017

(This policy takes into account updates made to the guidance on the Special Educational Needs and Disability (SEND) system for children and young people aged 0 to 25, dated January 2015 Ref: DFE-00205-2013).

Review date: October 2018



Appendix 1

Staff Members with additional responsibility for Inclusion/SEND

Head teacher: Mrs Alison Harvey

Chair of Governors: Mrs Mary Kay

Governor with responsibility for Inclusion and SEN: tbc

SENCo/Deputy Head Teacher: Mrs Frances Troop (National Award for SEN Accreditation)

EAL/EMA: Miss Bethany Conroy

PSHE: Mrs Trupti Karavadra (National Award for SEN Accreditation)

Anti-bullying/PSHE Lead: Mrs Nicola Redden

Pastoral Care/ SEN Support, Research and Analysis: Ms Sharon Jones

SEN Support/ Interventions/Speech and Language: Mrs Vicky Ashby

The Designated Teacher for Looked After pupils: Mrs Frances Troop

Challenge Leader/Assistant Head teacher: Mrs Samantha Mawer

Speech, Language and Communication: Mrs Kelly Spina

The process of additional support or assessment

Some children will come to Bridgewater with an educational history that identifies additional needs/SEND. Links will be made between parent/carers, professionals already working with the child, their teacher and the SEN Team to continue working together to support the child in partnership.

For children for whom teachers or parents have concerns the process is mapped below. This is a typical process and, as such, there will always be adjustments to this, to best meet the needs of the individual child.

Step 1

Teachers will track each child to ensure that progress is made according to age related expectations /attainment and progress is in relation to the child's starting point. This information is shared at least termly with the Senior Leadership Team and more often if concerns are noted.

AND/OR: Parents may have expressed concern over issues including home/personal/medical needs.



Step 2

If a teacher has concerns the teacher informs parents/carers and puts in place support; this may include Stage 1 support, which includes strategies and techniques within the classroom. It may include booster or intervention groups designed to fill any skill gaps. Support may be given by colleagues at Phase Team Meetings to support.

Similarly, if a parent has a concern they will contact the teacher in the first instance, as above. The SEN team are also available during Walk-in-Wednesdays for an informal discussion.



Step 3

If concerns remain following actions at Step 2, the class teacher will refer to the SENCo for further assessment. Information will be gathered by the teacher to inform and support this assessment. Decisions will be made about which standardised/non-standardised assessments will be used to gain clarity. Assessment may include the in-school tracking system looking at average depth and % secure, PITA assessments (point in time assessments), phonic assessment, spelling assessments, plus educational history appropriate to the child. This will be explained to parents and feedback given after assessment has been completed.



Step 4

Further assessment will be carried out; external professionals may be commissioned to support this process as needed. Parents will be consulted and a meeting held to share next steps. This may include a report prepared by the SENCo or the outside professional, which shares strengths, difficulties and next steps.

A decision will be made about whether an Additional Support Plan (ASP) is appropriate and, if so, targets are set, which will be monitored weekly and reviewed every term. Parents will be invited to a termly meeting to discuss progress against targets with the class teacher in addition to Termly Learning Conferences.

In situations in which needs are complex, significant and prolonged a statutory assessment may be requested (Health, Education and Care Plan - EHCP.)



Step 5

Children and parents involved in a statutory assessment process will be supported by the Local Authority, including the Information Advice and Support Service (IASS), the Head Teacher, SENCO and other members of the school community as appropriate.

Any questions, please contact the class teacher/SEN Team for further support or information.