



# **Special Educational Needs And Inclusion Policy**





**SPECIAL EDUCATIONAL NEEDS AND  
INCLUSION POLICY**

**2023-24**

**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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Special Educational Needs and Inclusion Policy

Version: 2.0

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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, without grouping by ability but driving progress through challenging learning, as well as providing educational opportunities and materials appropriate to children's interests and abilities. This ensures that all children can be supported to access the school curriculum. This may need to be personalised to an alternative year group in certain circumstances.

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. We aim to identify this quickly and ensure that appropriate interventions are 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, 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 are 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 SEND and vulnerable learners— 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. This is a high priority within the Education inspection framework (updated July 2023), which states that:

*'Leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.'*

## **Legislative Compliance**

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It is 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 September 2019
- 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 Special Educational Needs and 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 plan and assess provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To provide well-targeted continuing professional development, including regular training, coaching and development for all staff.
- To work in a co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meet the needs of all vulnerable learners.
- To advocate for the most vulnerable learners with the Local Authority to help them get the support they need.
- To promote children’s self-esteem and emotional well-being and help them to form and maintain respectful and worthwhile relationships.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To review provision, budgeting, planning and resourcing for SEND to determine what constitutes best practice and greatest impact for the pupils.
- To submit further funding requests when needed from the Local Authority, when need is significant and cannot be met through the funding received. We understand that these are requests and not always provided.

- To establish criteria and programmes for monitoring, evaluating and reviewing the effectiveness of the provision.
- To determine any resource implications and establish whether they are 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 (SENDCO).

The SENDCO is responsible for reporting regularly to the head teacher 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.

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. The National Curriculum, (2014) states that:

*Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets, which are deliberately ambitious.*

Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards our pupils at all times.

**The name and contact details of the SEND co-ordinator.**

**First contact: SENDCO: Mrs Nicola Redden** [nredden@bridgewaterprimary.net](mailto:nredden@bridgewaterprimary.net)

**Inclusion/ Deputy Head Teacher: Mrs Frances Troop** [senco@bridgewater-pri.northants-ecl.gov.uk](mailto:senco@bridgewater-pri.northants-ecl.gov.uk)

**Contact via the School Office or by calling 01604 637056**



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

***Hannah Watt***

***Contact via the School Office or by calling 01604 637056***

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

***Nicola Redden and Frances Troop***

***Contact via the School Office or by calling 01604 637056***

***Email: [senco@bridgewater-pri.northants-ecl.gov.uk](mailto:senco@bridgewater-pri.northants-ecl.gov.uk)  
[nredden@bridgewaterprimary.net](mailto:nredden@bridgewaterprimary.net)***

## **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
- Attention Deficit 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 strongly encourage all prospective parents/carers to visit our school and discuss their child's needs, prior to admission. 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. We also seek close communication with the Local Authority (West Northants Council) to ensure that advice and support is provided to parents when making decisions about placements for their child.

#### **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 in the **SEN Code of Practice, January 2015**

*“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.”*

**(2015: 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**

*“The provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs.”*

**Ofsted Inspection Framework, updated July 2023**

## **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 variety of reasons (including vulnerable learners) and will require adaptations to teaching and resources as part of expected good practice. They may additionally have access to carefully chosen and well-matched interventions. These will be pupils identified by the school as needing additional support 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 differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

#### **Provision Map**

All vulnerable learners will be included on our tracking system, ‘Edukey’, an online provision mapping tool, to give greater flexibility and ensure that we can review and evaluate the effectiveness of the additional support provided to our learners. This supports us to:

- Plan strategically to meet pupils’ identified needs and track their provision
- Audit how well provision matches need and measure outcomes against targets
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate how support is deployed
- Inform parents, WNC, external agencies and Ofsted about resource deployment
- Support self-evaluation

Additionally we support children using positive discrimination, which aim to provide regular, targeted intervention or focused teaching on a specific aspect of learning or other need over a short-term period. Impact of actions is through a cyclical review and evaluation process alongside senior leaders.

#### **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, 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
- using our provision records and Edukey to identify pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding.
- 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 and further advice and insight is needed.

### 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 deliver effective learning opportunities through our mastery approach, as part of quality first teaching and our commitment to children learning together – we do not, as a matter of course, group children into ability groups.
- pre-learning and over-learning
- appropriate interventions and booster groups
- positive discrimination
- other small group support
- individual class support / individual withdrawal when appropriate
- homework/learning support club
- nurture provision, including support at The Bridge, when relevant

Interventions are designed carefully to meet the learning needs of children and to fill skill gaps, including behaviour, social and language skills.

### 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 the Inclusion Team
- ongoing assessment of progress made by intervention groups through professional dialogue and analysis of provision

- well regular work sampling by Subject Leaders, SENDCO, Inclusion Team and Senior Leaders
- scrutiny of planning and moderation of outcomes – in phases and teams, as well as by SLT
- teacher reviews through Data meetings (looking at attainment and measuring progress)
- informal feedback from all staff, including drop-in sessions for support and to discuss any concerns
- pupil progress tracking using assessment data
- attendance records and referrals
- reports to parents/carers
- head teacher's report to governors
- termly outcomes 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 2015 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 (2015.)

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 tracked appropriately.

In keeping with the support in place for all vulnerable learners, intervention for pupils on the SEND list will be tracked using Edukey and their Additional Support Plans (ASPs.)

## 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

A small number, but not all, of the pupils on the SEND register will require additional High Needs funding to support the school with the additional resources needed to ensure that their underlying special educational need is addressed. In these circumstances, information is gathered and an application submitted to the Local Special Educational Needs and Inclusion Policy

Authority/WNC for additional funding, having regard to the success criteria and SEN Descriptors published as part of the Local Offer. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. This can be applied for when the school can evidence that more than £6,000 above the Average Weighted Pupil Unit (AWPU) 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.

On 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.

Parents can make a request to West Northants Council directly for statutory assessment to determine whether their child requires an Education, Health and Care Plan, in which case the LA/WNC will contact the school and ask for educational advice in support of this request.

### Additional Support Plans (ASP)

Where a pupil is being provided with additional and different support, they may be in receipt of High Needs Funding or has been issued with an Education Health and Care Plan, a decision will be made as to whether an Additional Support Plan is required.

Our approach to Additional Support Plans (previously known as IEPs), which we recognise are no longer prescribed in the SEN Code of Practice 2015, is as follows.

- 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 are constantly monitored, 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; they will include the advice of outside agencies, where appropriate.
- Our ASPs will be based around the Assess, Plan, Do, Review graduated approach, a four-part cycle; this 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 situations, 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 and how they will be scaffolded to achieve this 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 outcomes are evaluated and next steps will be agreed.
- Our ASPs will have a **maximum** of four short / medium term SMART targets, unless the Local Authority stipulates otherwise, such as for children with an Education, Health and Care Plan.

Targets for an ASP will be written in conjunction with:

- Discussions between teacher and SENDCO/SEN Inclusion team
- Discussions with and advice/information from parents/carers
- Discussions with the children - children are involved at an appropriate level in setting targets in their ASPs and in review meetings.
- When appropriate, 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.
- Discussions 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**

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND register and, in addition to this, will have an Annual Review of their 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 SEND 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 WNC policy and guidance - particularly with regard to the timescales set out within the process.

Parents/carers will be fully informed of this process and are invited to be involved at each stage. Parents can also apply directly to WNC for an assessment of their child's Special Educational Needs.

## **The SEN Ranges**

West Northants have introduced the SEND Ranges to support the Graduated Approach as outlined in the SEND Code of Practice 2015. The SEND range descriptors provide a core framework for all professionals working with children and young people to provide clarity for parents, families, and carers in terms of what their child's needs are, and what each child is receiving.

The SEND range descriptors are based on national best practice in determining and describing the strategies and approaches to support the needs of children with SEND. They are based on the four areas of the SEND Code of Practice (2014/15) and on the 'golden thread' of the graduated approach – of assess, plan, do and review that pervades all best practice.

For further information please refer to the online version of The SEN Ranges on the Local Offer website. [Using the SEND Ranges 0-25 years. Guidance 2022 \(northamptonshire.gov.uk\)](https://www.northamptonshire.gov.uk/using-the-sen-ranges-0-25-years-guidance-2022)

## **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 (SENDCO) 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
- pupil progress meetings termly with teachers
- regular meetings with the SENDCO
- discussions with pupils and parents

## The Governing Body

The Governing Body has due regard to the Code of Practice 2015 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 SENDCO 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.
- reviewing this policy annually and considering any amendments in the light of the SEN data, discussion with the Head teacher, SENDCO and SEN Governor and any changes in legislation.

## Special Educational Needs Coordinator

In accordance with Section 6 of the SEN Code of Practice 2015, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school. The SENDCO 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 2015, the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision for vulnerable learners
- identifying on the SEND register pupils with special educational needs – those in receipt of additional SEND support from the school's devolved budget, those in receipt of High Needs funding and those 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 for the children with Special Educational Needs
- liaising with parents of children with SEND, in conjunction with class teachers

- contributing to the professional development and training of staff, including support staff
- implementing a programme of Annual Reviews for all pupils with an Education Health and Care Plan/ complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to WNC 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 nursery and school and Year 6 pupils.
- monitoring the school's system for ensuring that Additional Support Plans (ASPs), 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 with teachers to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map; this can be through Data meetings, ASP reviews or arranged meetings.
- liaising sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress.
- attending training and CPD as appropriate
- liaising with the school's SEND/Inclusion Governor, keeping them 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 SENDCO, 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 with teachers termly 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 SENDCO.
- 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 professional development and 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 Co-ordinator network meetings and training as appropriate and when available.
- liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with outside agencies to ethnic & linguistic minority learners

### Class teachers

The class teacher at Bridgewater will liaise with the SENDCO/SLT including the leader of their Phase to agree:

- which pupils in the class are vulnerable learners

- which pupils are underachieving and need to have their additional interventions monitored on the provision map or through positive discrimination in class – but do not have special educational needs.
- which pupils require additional support because of a special educational need and may need to be placed on the school's SEN register. 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 includes pupils with 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, understanding their individual responsibilities to provide accessible learning for all the children in their class.
- following the school's procedures for identifying, assessing and making provision for pupils with SEND, according to the stages of the SEN Code of Practice.
- gathering observations and records of attainment and progress and using 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 SENDCO/SEN Team to ensure the best approach for the child if concerns remain.
- engaging with parents and carers, noting parental expressions of concern. These concerns will be shared with all those involved.
- using their knowledge of a child and their learning needs to write a purposeful additional support plan, carefully considered and matched to the needs of the child, including details as to the implementation of the plan
- ensuring there is adequate opportunity for pupils with special educational needs to work 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.
- 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;

## **Subject Leaders**

Subject Leaders will be aware of the needs of children with SEND when producing policy documents and will refer to them, being aware of the expectation,” to construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with SEND/ high needs, the cultural capital they need to succeed in life.” Ofsted Inspection Framework, updated July 2023:

It must be coherently designed, planned and sequenced.

All staff will be trained in how to best support all vulnerable learners to maximise their achievement as part of the school development plan and the 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 formative assessment throughout lessons to ensure that changing learning needs are met within lessons
- Termly meetings to discuss the progress of all pupils
- Termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- Termly discussion and 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. These reviews can be brought forward if any concerns are raised, or evidence of slow progress is found within the monitoring of the ASPs or through Pupil Progress meetings.
- An Annual review of Education Health and Care Plans, as prescribed in the SEND Code of Practice.

## **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, safe 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. However, sometimes it is in the best interests of the child to have personalised provision, which reduces any distress or sensory overload.
- 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 complies with the Equality Act 2010. Reasonable adjustments are made where needed.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers and non-teaching staff work collaboratively to ensure they are effective in scaffolding and personalising the curriculum for vulnerable learners. If they would like additional training, they will approach the SENDCO/Inclusion Team members for support and advice.
- When 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 classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum. Developing a Growth mindset 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 Inclusion team supporting pastoral arrangements are:**

*Mrs Nicola Redden – SENDCO /Anti-Bullying Leader/ Online Safety/ holds the National Award SENDCO accreditation (University of Northampton)*

*Mrs Frances Troop – Deputy Head Teacher/Inclusion Team Lead/ Child Protection and Safeguarding/LAC- Strategic Lead for children who have experienced trauma and loss (University of Brighton) holds the National Award SENDCO accreditation/MA in Inclusion and Special Educational Needs (University of Northampton)*

*Mrs Vicky Ashby – Learning Mentor / SEN support/ Speech, Language and Communication needs*

*Parent Link Worker/ Early Help and Behaviour Support for parents*

**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.
- Restorative Approaches, evidence of this is seen in the use of Reflective Journals and the development of the Bridge area, which provides bespoke support 1:1 as well as group work.
- We have a well-trained Inclusion team, who provide 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 a Learning mentor, who is leading on alternative support for children and families, who have additional needs; this is a flexible provision to respond quickly to children requiring support with SEND or their social, emotional or mental health (SEMH)
- The Inclusion team supports children in difficult circumstances, such as meetings with Social Care, and may act as their advocate to ensure that they are confident to share or represent their views in a safe environment.
- Groups of children may also be supported through additional intervention and provision designed by members of our SEN/Inclusion Team, including the SENDCO, with the aim of teaching pupils social, emotional and behavioural skills and understanding within a personalised curriculum.
- We aim 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, which links with our School Values of Respect, Responsibility and Resilience.
- Provision for vulnerable children extends beyond teaching opportunities; there is also the opportunity for identified children to have bespoke support within the Learning Centre at the Bridge, with a high adult to child ratio. In the



Inspire Building, we also provide regular support for children, who benefit from more structured or supported lunchtimes.

- Outdoor learning using the Forest School Approach, in which children learn through play about the natural environment. It supports children to solve problems, to work co-operatively with each other and to learn to manage risks and develop resilience. Alongside this, we have other outdoor learning opportunities, such as additional outdoor learning for EYFS and Nursery, a gardening group who visit a local allotment and learning within our Outdoors classroom.
- The school is committed to meeting the needs of children who are experiencing trauma and loss. The Inclusion Team leader is a qualified strategic lead for children who have experienced trauma and loss, (University of Brighton), and the school is trained on attachment and trauma informed practice.
- We ensure that children have an awareness of anti-bullying strategies and understand what to do if they have concerns. This links with our Safeguarding Policy and strategies to support any incidences of Child-on-Child Abuse (KCSIE, 2023.) Our annual Anti-bullying week helps to provide additional targeted activities for the children based on a theme, which builds year-on-year. The theme and activities are followed up throughout the year.
- The promotion of British Values, also termed as 'Values of Our Society' 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 can request support through an Early Help Assessment (EHA) or with support to manage medical conditions, or behaviour management strategies, via the Parent Link Worker.

## **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 2015, our Special Educational Needs Coordinator is a qualified teacher working at our school and has statutory accreditation. The Deputy Head Teacher (previous SENDCO) is also fully qualified. We additionally have a further qualified teacher, who has achieved the national accreditation for SEN co-ordination and is a year group leader.
- If a new SENCO is appointed without this accreditation, he/she will gain statutory accreditation within three years of appointment.

- The Deputy Head Teacher is additionally a qualified specialist teacher of Specific Literacy Difficulties (Dyslexia) and a strategic lead for children who have experienced trauma and loss.
- The SENDCO/Designated Teacher for LAC and EMA/EAL Coordinator will regularly attend local network meetings or training, as available.
- All staff are 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, detailed on the Staff Training, Monitoring and Evaluation Timeline. 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 (SLAs) 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. Please also see below.
- 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 and practical, join with other schools in joint purchasing/hire of equipment.

## **Accessibility**

The school buildings are on one level throughout. There are 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. There is full accessibility to the nursery site. 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 updated annually and 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 support, such as IASS (Information, Advice and Support Service)

- 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 pupils not making expected progress and for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress of any Additional Support Plan
- being available to support parents/carers at regular intervals, including the use of remote communication, such as Zoom meetings

### 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, including the use of closely monitored targets. We endeavour to involve pupils by encouraging them to:

- share 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
- engage in and understand the steps involved to move 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, but not limited to:

- Early Help Assessment team (EHA)
- CAMHS
- Educational Psychology Service (EPS - commissioned)
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- School Nursing Team
- Other Local NHS services
- Target Autism (commissioned)
- Information Advice and Support Service for SEND in Northamptonshire (parent support)
- Education Inclusion and Entitlement Partnership (EIPT)
- Early Years SEN support service (Inc. Portage team) if applicable
- Multi-agency safeguarding hub (MASH)

The expectation is that when the school commissions outside agencies that parents/carers commit to working in partnership with them and the school in order to improve the outcomes for the child involved.

In accordance with the SEND Code of practice 2015, we invite 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 to provide information and cooperate fully with other agencies.

### Referrals to Outside Agencies

- In recent years, the school has been unable to commission the requested amount of Educational Psychology Support we have identified as being appropriate. We regularly feedback to parents the current picture regarding this and other outside agencies. The list is regularly reviewed with consideration to the graduated approach.
- We offer a dyslexia screen to parents for their children as an indication of whether there are dyslexic traits. We do not commission private Dyslexia assessments/diagnostic reports or for other outside services, but seek to support parents/carers when they choose this option.

- We request that when requiring further information from the school to support any referral, the request is made with sufficient time to allow the relevant people to complete this.
- Referrals to the Community Paediatrician, Speech and Language Therapy Service and other services through the Referral Management Centre (RMC), will be processed as soon as possible, but at times of high requests, there may be a 4-week turnaround. The member of staff supporting this will be able to share current referral times at the point of referral.
- Referrals to the Community Paediatrician require both a pack from Home and a pack from School to be included. Once a pack has been returned from 'Home', the school will then complete the School pack. Please indicate on the paperwork you complete at the hospital to if you agree to share the outcome and information with the school. This enables us to support your child more swiftly and provides evidence required for any further intervention or referrals.
- 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 SENDCO/ 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. Those with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings.

We will ensure early and timely planning for transfer to a pupil's next phase of education and 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 both comprehensive, accessible and understandable. Wherever possible, the SENDCO or member of the Inclusion Team will make links with a named person at the receiving school and work with alongside the parents.

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

When children enter our school in Nursery or Reception (EYFS), we will aim to meet both the children within our pre-school settings and at home with parent/carers. At these times we will gather relevant information, 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.*)

When responding to admission requests for children with an EHCP, we will work with parents/carers to establish whether the provision offered in our mainstream setting is appropriate and respond to any consultation, looking with care at the documentation to ensure the statutory provision is accurately outlined in Section F of the document. We are an inclusive school and seek to support children who wish to join us. On occasions, where need is severe and complex, we will seek further information to determine if:

*the school or college is unsuitable for the child’s or young person’s age, ability, aptitude or special educational needs*

OR if:

*the placement would be incompatible with the efficient education of others with whom the child or young person would be educated, or with the efficient use of resources.*

We will seek advice and support from WNC in respect of any such situations.

### **SEN INFORMATION REPORT**

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

## **Concerns and Complaints**

If there are any concerns relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENDCO/EMA Co-ordinator, then, if unresolved, by the Inclusion Lead/Deputy Head Teacher and then the Head Teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary.

We would always encourage parents to share any concerns informally, at an early stage, so we can support and seek the best way to resolve any difficulties. Parents are also able to make a complaint through the 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:

The Educational Psychology Service

The Educational Inclusion and Partnerships (EIP), incorporating:

- Specialist SEN Service.
- Educational Inclusion and Partnership Team/ Attendance Support Officers (including Elective Home Education, Children Missing Education, Exclusions, Children in Entertainment & Employment, Attendance and general enquiries)
- Hearing Impairment Team
- Visual Impairment Team

Information, Advice and Support Service for SEND in Northamptonshire (formerly the Parent Partnership Service) Contact Number: 01604 364772 (Monday to Friday from 9.30am to 4.30pm)

Email: [contact@iassnorthants.co.uk](mailto:contact@iassnorthants.co.uk)

Virtual School for Looked after Children:

<https://www.westnorthants.gov.uk/virtual-school>



Virtual School Head: Charlotte Franks

Email: [virtualschool@northnorthants.gov.uk](mailto:virtualschool@northnorthants.gov.uk)

Phone: 01604 365912

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:**

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

### **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 additional support for their induction into school, 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 to record the stage of language acquisition.
- 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, individualised 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, challenging learning will be available in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against National Curriculum outcomes, taking into account the level of English acquisition. 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.
- 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 why children who are looked after in local authority care, often fail to make expected progress at school:

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

(Social Exclusion Unit Report: 2003)

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 Pupil Premium.

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

Since the pandemic, schools are also in receipt of Catch Up Funding, School Led Tutoring Grant and the Recovery Premium to help support children to narrow gaps after the lockdowns.

When deciding on the best approach to support pupils, we use the resources and research provided by the Education Endowment Foundation to guide our decisions.

The EEF guidance states that:

- Both small group and one to one tuition can be effective as catch-up approaches.
- In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.
- A particular focus for interventions is likely to be on English (reading, phonics, writing, spelling and handwriting) and Mathematics. Programmes are likely to have the greatest impact where they meet a specific need, therefore year group leaders have worked alongside the teachers in their teams to identify what children would benefit from most.
- Our pro-formas track the progress of learners from baseline to exit. Baseline and end of term assessments support progress judgements

### Inclusion of pupils who are very able and/or talented

At Bridgewater Primary School, we have the expectation we hold that all children are challenged in their learning. 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 all children, including the children who are high attaining.

The term 'very able' or 'high attainers' refers to pupils who have a broad range of achievement at a very high level. Those children have consistently well-developed learning skills, which may be in a particular subject area or 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.

### 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 mastery approach enables children not to have their learning capped, by being placed in ability groups, but enables them to strive to extend and develop themselves as learners, with greater clarity around understanding their next steps.

We teach 'to the top' and scaffold any pupils who require additional support. Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but also 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.

Date: September 2023

(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).

Annual Review date: September 2024

## Appendix 1

### Staff Members with additional responsibility for Inclusion/SEND

*Head teacher:* Mrs Alison Harvey/ LLE (Local Leader in Education)

*Chair of Governors /Governor with responsibility for Inclusion and SEN:* Mrs Angela Watson

*Inclusion Lead/ Deputy Head Teacher:* Mrs Frances Troop (National Award for SEN Accreditation/ Master of Arts in Special Educational Needs and Inclusion)

*SEND/CO/ Pastoral and Bereavement/ Anti-bullying/Online Safety/ Upper Phase Leader:* Mrs Nicola Redden (National Award for SEN Accreditation)

*EAL/EMA:* Mrs Hannah Watt

*Pastoral Care and Bereavement / SEMH and SEN Support/ Learning mentor:* Mrs Vicky Ashby

*Designated Teacher for Looked After pupils/ Strategic Lead for pupils who have experienced trauma and loss (University of Brighton):* Mrs Frances Troop

*Specialist Teacher of Dyslexia – Level 7 Diploma (University of Northampton accredited):* Mrs Frances Troop

*Speech, Language and Communication:* Mrs Kelly Spina, Mrs Vicky Ashby and Mrs Karen Gilkes

*Inclusion for SEND in Sports and PE:* Miss Sophie Holmes

## **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 Inclusion 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 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 or SEMH/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 Inclusion team are also available via phone call, Zoom or planned appointments.



### **Step 3**

If concerns remain following actions at Step 2, the class teacher will refer to the SENDCO/Inclusion Team for further assessment. Information will be gathered by the teacher to inform and support 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 progress and attainment, main assessment, 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/evaluation will be carried out; parents will be consulted to share next steps prior to any referrals. External professionals may be commissioned to support this process, as needed. When appropriate, this may include a report prepared by the SENDCO 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 or phone consultation 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/WNC, (including the Information Advice and Support Service - IASS), the Head Teacher, SENDCO and other members of the school community as appropriate. We advise that parents/carers when receiving the draft document pay particular attention to the provision and professional involvement outlined in Section F.

Any questions, please contact the SENCo for further support or information with reference to the assessment process and any resulting consultation.