



Deanshanger Primary School

SEND and Inclusion Policy

I OVERVIEW

This document is a statement of the aims, principles and practice at Deanshanger Primary School.

I.1 Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents. This policy will be reviewed on an annual basis to ensure it complies with relevant legislation.

- SEND Code of Practice 0 to 25 Years 2014 (which takes account of the SEND provisions of the SEND and Disability Regulations of 2014);
- Section 69 of the Children and Families Act 2014;
- Ofsted Section 5 Inspection Framework April 2014;
- Equality Act 2010;
- Children and Families Act 2014;
- Working Together to Safeguard Children (2013).

I.2 Rationale

Deanshanger Primary School is an inclusive school, where every young person is equal, valued and unique. We aim to provide an environment where all young people feel safe and can flourish and we are committed to providing an appropriate and high quality education to everyone within our community. At all times we aim to promote progress, raise achievement, remove barriers to learning and ensure success for all our young people.

2 AIMS AND OBJECTIVES

We focus on individual progress as the main indicator of success. This progress may be academic, social, emotional or physical and is about the “whole child” rather than measuring one specific aspect. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned provision, which addresses the root causes of any difficulty, are essential ingredients of success for all pupils.

2.1 Objectives

- To ensure equality of provision for young people with special educational needs and disabilities;
- To work within the guidance provide in the revised SEND Code of Practice, 2014;
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs;
- 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, 2014);
- To provide full access, for all children, to a broad, balanced and relevant curriculum;
- To ensure that the needs of children with SEND are identified, assessed, provided for and regularly reviewed to improve outcomes;

- To enable children with SEND to achieve their full potential;
- To take the views, wishes and feelings of the young person into account;
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND;
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention and/or support, enables children to reach their full potential;
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- To work in cooperative 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 work in partnership with parents/carers, enabling them to play an active part in the education of their child and be fully involved in decision making.
- To ensure all children, regardless of special needs or disability are able to fully access the facilities and services available.
- To ensure no child or member of the school community is discriminated against because of a disability.

3 ROLES AND RESPONSIBILITIES

3.1 SENCO

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

Mrs Julie Hammond

Deanshanger Primary School, The Green, Deanshanger, Milton Keynes MK19 6HJ

01908 268920

jhammond@deanshanger.northants.sch.uk

Our SENCO, who has achieved the National Award for SEND Coordination, is Mrs Julie Hammond. She works alongside the Head teacher, Senior Leadership Team and other members of staff in order to ensure that the necessary provision is put into place for all children with SEND and/or other additional needs.

Our SENCO will:

- Manage the day-to-day operation of the policy;
- Track progress using school-based and statutory assessment data;
- Co-ordinate the provision for pupils with SEN and disabilities;
- Complete referrals to outside agencies when required;
- Complete relevant documentation required for additional funding for pupils at School
- Support those with Top-up Funding and High Needs Funding and pupils who may require an EHCP (Education and Health Care Plan);
- Support and advise colleagues;
- Monitor and evaluate the SEND provision and report to the governing body;

- Maintain the SEND list and regularly update the SEND provision information;
- Act as a link with outside agencies;
- Liaise with the Designated Teacher where a looked after pupil has SEND;
- Maintain resources and specific interventions to ensure appropriate provision is made;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaise with parents/carers of pupils with SEND;
- Liaise with primary feeder schools, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies in order to ensure continuity and progression of provision;
- Be a key point of contact with external agencies, especially the local authority and its support services;
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensure that the school keeps the records of all pupils with SEND up to date.

Our current SEND governors are Mrs Sue Forman and Mr David Aaronson and they meet regularly with the Head teacher and SENCo, to ensure the on-going effectiveness of this inclusion policy. In addition, they provide reports to the governing body in order to ensure they are up to date with overall progress and attainment.

3.2 The Designated Teacher for Looked After Children (LAC)

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

Mrs Rachel Rice - Head teacher

Deanshanger Primary School, The Green, Deanshanger, Milton Keynes MK19 6HJ

01908 268920 head@deanshanger.northants.ecl.gov.uk

The designated teacher for LAC 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.

4 WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

4.1 Supporting Pupils and Families

Deanshanger Primary School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision;
- Continuing social and academic progress of children with SEND;

- Personal and academic targets are set and met effectively.
- Parents feel fully informed and involved in all decisions made regarding their child.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service (IASS) where specific advice, guidance and support may be beneficial.

If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

4.2 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)

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.

5 IDENTIFYING AND ASSESSING CHILDREN WITH SEND

The four main areas of SEND are as detailed below:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties;
- Sensory and /or Physical Needs.

These areas of SEND offer an overview of the range of needs and in many cases children do have needs that cover more than one of these areas.

This can include pupils with:

- Speech and Language Difficulties
- Dyslexia
- Autistic Spectrum Disorders
- Visual Impairment
- Hearing Impairment
- Physical Difficulties
- Social and Emotional Well-Being

The purpose of identification within these areas is to help in the decision behind the support for individual children. This ensures consideration of the needs of the whole child, as well as their special educational needs and helps to identify the most appropriate intervention needed.

Children are identified as having SEND through a variety of different ways including:

- the analysis of data including entry profiles, Foundation Stage Profile scores, “A Language in Common” assessment, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review);
- following up parental concerns;
- tracking individual children’s progress over time;
- liaison with feeder nurseries on transfer;
- information from previous schools ;
- information from other services;
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND 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;
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil’s needs. It may include a bilingual assessment where English is not the first language;
- Involving an external agency where it is suspected that a special educational need is significant;
- If there is a change in the child’s behaviour or poor self-esteem which impacts on their learning;
- Liaison with external professional;
- A medical diagnosis.

It is through this monitoring and assessment that pupil progress is tracked - where pupils are failing to make expected levels of progress, further support and intervention will be implemented in order to help them meet specific targets. This may involve further assessment to identify specific areas of need to target and may require additional input from external agencies. If an outside agency is involved, parents are consulted and given an opportunity to share their views and opinions. Parents will also receive copies of any reports produced by outside agencies and may be included in the recommendations or suggested strategies to support pupils needs.

If a child joins us from another school:

- The SENCo/ assigned class teacher may visit the school or have a telephone conversation to discuss the child’s needs and how they can best be supported when they join the school.

If a child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that needs to be made for the child. Where possible, a planning meeting will take place with the SENCo from the new school;
- We will make sure that all records about children are passed on as soon as possible;
- If key children would be helped by a book/passport to support them in moving on, then one will be made for/ with them.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits.

- 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. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise
- One Page Profiles for all SEND children will be passed on to future schools, giving clear guidelines on how to support the children.

When moving classes in school:

- Information will be passed on to the new class teacher, in advance, and in most cases a planning meeting will take place with the new teacher.

Having been supplied with information about pupils with SEND, all teachers are expected to make provision for additional needs by following the advice and recommendations given. This may involve differentiating tasks in a range of different ways – through outcome, time allowed or individual learning preferences and support requirements. Staff will be aware of pupils who have targets as part of their individual provision and will ensure they provide opportunities for pupils to work towards them.

6 PROVISION FOR SEND AT DEANSHANGER PRIMARY SCHOOL

“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) SEND Code of Practice 2014

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 these approaches to address targets identified for individual pupils.

- Class teachers carry out on-going monitoring through formative assessment and complete a summative assessment at the end of each half term;
- teachers differentiate work as part of quality first teaching;
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised);
- individual class support / individual withdrawal;
- bilingual support/access to materials in translation;
- further differentiation of resources;
- homework/learning support club;
- Individual tutorials.

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND 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 SEND 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 whole-school provision map.

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 needs to 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. Where 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 SEND Descriptors published as part of the Local Offer. In such cases, this application is vital to ensure that provision can be provided to match needs and ensure that other pupils in the class/year group have effective learning support that is not compromised.

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 a short-term Individual Education Plan (IEP) is required.

Our approach to IEPs, which we recognise are no longer prescribed in the SEND Code of Practice 2014, is as follows. Our IEPs

- 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 document which can be constantly refined and amended;
- will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”;
- will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”;
- will be based on informed assessment and will include the input of outside agencies;
- have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly;
- will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
- will have a maximum of four short / medium term SMART targets set for or by the pupil.
- will specify how often the target(s) will be covered
- 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.

Targets for an IEP will be arrived at through:

- Discussion between teacher and SENCo;
- Discussion, wherever possible, with parents/carers and pupil;
- Discussion with another professional;
(After a long discussion it has been decided not to prescribe an order of events - the precise order for this will vary from pupil to pupil).

Our IEPs will be reviewed at least termly by class teachers in consultation with the SENCo.

- 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 SEND 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.

We also promote inclusion through the school's pastoral support systems including:

- Consistent application of our Behaviour and Anti Bullying Policies to ensure all children feel safe and are not hindered from learning;
- Sessions with a member of staff trained to support emotional, social and mental health well-being for individuals who need support following bereavement, family relationship difficulties, friendship difficulties, for example;
- Buddy systems for all new arrivals;
- Assemblies which celebrate achievements and the diversity of Deanshanger Primary School;
- Effective Personal, Social and Health Education (PSHE) and Citizenship teaching;
- A School Council which meets fortnightly and allows all children to participate in decisions made in the school;
- Use of outreach agencies, such as the School Nurse team, to support vulnerable children;
- Good liaison with other schools to facilitate the transfer of children;
- Support on the playground at lunchtime for individuals with social communication difficulties.

Our school follows the Assess – Plan – Do – Review approach suggested in the SEND Code of Practice (2014). All stages of the process are conducted through discussion with both parents/carers and the pupils. This is an on-going cycle to enable the provision put in place to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. All pupils on the SEND register have IEPs which are reviewed on a regular basis, usually with the child and parent present.

6.1 Assess

The pupil's needs are assessed, taking into consideration the needs of the whole child. Long term outcomes as aspirations of where children, teachers and parents/carers want the child to be at the end of Key Stage 2 will be identified at the outset. This is then broken down into no more than three short term outcomes for the coming term, which are measurable, specific and achievable. (SMART targets)

6.2 Plan

Children requiring additional support will be included on the class and year group provision maps. This describes the interventions that are additional to, or different from, that received by their peers within the same year group in order for them to meet the short term outcomes. Some of these may be conducted within the classroom and others may be in a small group outside the classroom. Class teachers are responsible for ensuring that any additional provision meets the specified targets and "closes the gap" in the child's progress.

6.3 Do

The strategies and provision will usually be conducted by learning support assistants, the SENCo, a specialist teacher or class teacher. If these are outside the classroom, in many cases their duration will be no longer than 8 weeks in half an hour or hour blocks. Allocation of intervention and provision is dependent on the child's particular needs and reflects a graduated approach that recognises the continuum of special need.

6.4 Review

The impact of the interventions will be reviewed at the end of each half term by the teacher and where appropriate, will be discussed in a termly meeting with the parents and the pupil. Short term outcomes are also reviewed at the end of every half term and the Assess, Plan, Do, Review process begins again. Successes will be discussed and recorded as will interventions that may have not been as successful for particular children. During this meeting, new provision for the next term will be put into place if needed. The SENCo monitors the impact of additional intervention and supports the class teachers in any further provision that may be needed.

6.5 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 in relation to their learning;
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- Self-review their progress and set new targets.

6.6 Education and Health Care Plans/Statements of SEND

If children receive an EHC Plan (formally a Statement of Special Educational Needs) the same Assess-Plan-Do-Review approach is adopted where the short term outcomes are devised from the Objectives on the Statement or Plan. As well as the termly reviews towards the short term outcomes, an annual review will also take place, to review against the long term outcome. This involves the parents/carers and the child in a person-centred approach. This is organised by the SENCo and parents, pupils, class teachers and any external professionals involved will also be invited. When a child with an EHC plan is in Year 6, secondary school colleagues will also be invited to the annual review.

6.7 Applying for an EHC Plan

A request for an Education, Health Care Plan will be made once support has already been put in place and the services available through the Local Offer utilised. Our school welcomes an open dialogue with the parents throughout all stages of this process.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/Carers;
- Teachers;
- SENCO;
- Social Care;
- Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

6.8 The Issue of an EHC Plan

Following Statutory Assessment, an EHC Plan will be provided by Northants Local Authority, if it is decided that the child's needs are not able to be met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example reducing or increasing levels of support.

6.9 High Needs Funding

If after the involvement of specialist external support and the use of the school's own provision arrangement, the school is still unable to meet the needs of a pupil, the school can apply to the local authority for extra funding from the High Needs Block. This will be applied for in full discussion and approval by the parents. The application includes details of the child's needs as well as demonstrating how advice given by external agencies has been implemented and the impact this has had. Evidence also has to be submitted showing the plan, do, assess, review cycle over a period of two terms and will be recorded on the school's individual provision map and SEND Pupil Profile.

6.10 Criteria for Exiting the SEND Register

The SEND register is document that changes and responds to the needs of the children within the school. If a child has made good progress and they no longer have needs that are significantly different to those of the majority of others the same age as them, then a child may be removed from the SEND Register. Before this happens, a meeting will be set up with parents to analyse successes and discuss the overall progress that the pupil has made. With an agreement, between the parents, pupil and teacher, the child then may be moved from the SEND register. The child's progress will continue to be monitored and tracked closely by the class teacher and SENCo. It is expected that movement will occur and this will be an indicator of the success of support and interventions which have been put in place.

6.11 Access Arrangements

In order to support pupils with SEND in assessments within school, such as Key Stage 2 Standard Attainment Tests, the SENCO considers appropriate access arrangements in school, in consultation with teachers and parents/carers.

A small number of children may need additional arrangements so they can take part in the Key Stage 2 tests. The Head teacher and teachers must consider access arrangements before they administer the tests.

Access arrangements should be based primarily on normal classroom practice for children with particular needs. They must never provide an unfair advantage; the support given must not change the test questions and the answers must be the child's own.

Access arrangements may be appropriate for a pupil:

- With a statement of special educational need (SEND) or an Education Health and Care Plan as described in SEND Code of Practice;
- For whom provision is being made in school using the SEND Support system and whose learning difficulty or disability significantly affects their ability to access the tests;
- Who requires alternative access arrangements because of a disability (which may or may not give rise to a special educational need);
- Who is unable to sit and work for a long period because of a disability or because of social, emotional or mental health difficulties;

- With EAL and who has limited fluency in English.

(Taken from: DFE, 2014 Key Stage 2, Assessment and Reporting Arrangements)

6.12 Supporting Pupils at School with Medical Conditions

Most children at some time have a medical condition, which could affect their participation in school activities. This may be a short term situation or a long term medical condition which, if not properly managed, could limit their access to education. The Governors and staff of Deanshanger Primary School wish to ensure that children with medical needs receive care and support in our school. We firmly believe children should not be denied access to a broad and balanced curriculum simply because they are on medication or need medical support, nor should they be denied access to school or other activities. Information regarding how pupils with medical conditions are specifically supported can be seen in our Medical Needs Policy.

6.13 Accessibility

Our school aims to be an inclusive school. We actively seek to remove any barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities.

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available. Deanshanger Primary School can cater for children with wheelchairs as we have disabled access in and out of school and there is also a disabled toilet within the school.

We use teaching strategies to enhance learning and participation in a broad and balanced curriculum. We find ways in which all pupils can take part in sport, music and drama. We plan our out-of-school activities and school trips in such a way that pupils with disabilities can participate.

We seek to respond to guidance from the parents and children. Also we welcome the advice from external agencies such as Specialist Teachers, Physiotherapists and Occupational Health.

Information normally provided in writing (lesson content, texts, library resources and information about school events) are available from the school office, in alternative formats that are clear and user friendly, if required. This may be in the format of Braille or large print or on suitable coloured paper. Alternatively, it may be transmitted orally or through lip-speaking or sign language.

6.14 Additional Support:

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:

- CAF team
- CAMHS
- Educational Psychology Service
- Northamptonshire Parent Partnership Service
- NCC Sensory Impairment team
- Local NHS services
- Targeted Prevention Team
- Education Entitlement Service
- Early Years SEN support service (Inc. Portage team)
- Behaviour support services
- Multi-agency safeguarding hub

- 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.
- Often at the request of families, 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).
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCo or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision meetings.

7 MONITORING AND EVALUATING THE EFFECTIVENESS OF OUR PROVISION

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

- Classroom observation by the SENCo and senior leaders;
- Work sampling on a regular basis;
- Scrutiny of planning;
- Teacher interviews with the SENCo
- Informal feedback from all staff;
- Pupil interviews when setting new targets or reviewing existing targets;
- Pupil progress tracking using assessment data (whole-school processes);
- Monitoring targets, evaluating the impact of interventions on pupils' progress;
- Attendance records and liaison with Education Entitlement Service;
- Regular meetings about pupils' progress between the SENCO and/or the head teacher;
- Head teacher's report to parents and governors;
- Regular meetings between the SENCo and the Governor responsible for SEN.

8 TRAINING AND EFFECTIVENESS OF SCHOOL STAFF

- In accordance with Section 6 of the SEND Code of Practice 2014, our current Special Educational Needs Coordinator is a qualified teacher, working at our school and has gained statutory accreditation. If a new SENCo is appointed, we are aware of the importance of her/him gaining this statutory accreditation within three years of appointment;
- The SENCO, and Designated Teacher for LAC regularly attend local network meetings;
- All staff receive training in how to best support all vulnerable learners in order to maximise their achievement and the school has a schedule of continuing 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 are 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;
- Where necessary, at the request of families, 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);
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. This is usually the SENCo or Designated Teacher for LAC (HT), but in some cases it can be another member of staff who we have identified as a key worker.

9 INCLUSION OF PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE

9.1 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.

9.2 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.

9.3 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.

9.4 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 small group or individual interventions.

The following provision can be expected:

- Work in class will be differentiated for the pupils to lessen linguistic difficulties, without significantly reducing academic challenge;
- Additional support for pupils may be given through: first language resources and translation facilities; teaching support on a 1:1 or small group basis, peer group support; 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;
- 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 SEND register for reasons of EAL.

9.5 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.

10 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 many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The current Designated Teacher is Mrs Rachel Rice. 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 ;
- 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;
- Liaising with the child's social worker to ensure that there is effective communication at all times;
- Celebrating the child's successes and acknowledging the progress they are making.

11: INCLUSION OF MOST ABLE/TALENTED PUPILS

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.

- Physical talents - sports, games, skilled, dexterity
- Visual/performing abilities - dance, movement, drama
- Mechanical ingenuity, construction, working solutions
- Outstanding leadership - organiser, outstanding team leader, sound judgements
- Social awareness - sensitivity, empathy,
- Creativity -artistic, musical, linguistic

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.

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.

Based on DFES guidelines, we monitor the children closely in the FS and at KSI, but we only identify very able and talented children once they are in KS2.

Identification

Before identifying any child as '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

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review.

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:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;

- the opportunity for children to progress through their work at their own rate of learning.

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.

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation, and we run 'more able groups' in English and mathematics at KS2.

We offer a range of extra-curricular activities for our children. These activities offer 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. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

12: 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 the SENCo, then, if unresolved, by the head teacher. The governor with specific responsibility for SEND/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).

13: REVIEW OF SEND/INCLUSION POLICY.

This policy will be reviewed annually by the SENCo and lead SEND governors. This policy was last reviewed and updated in January 2018

SEND SUPPORT INFORMATION

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 how we access the EHA team 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>
- Education Entitlement Team : Contact number : 0300 126 1000
- <http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>
- Parent Partnership Service : Contact Number : 01604 636111
- <http://www.npps.info/>
- 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):
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)

LOCAL OFFER INFORMATION

- Information on where the local authority's local offer is published can be found at:
www.northamptonshire.gov.uk/localoffer