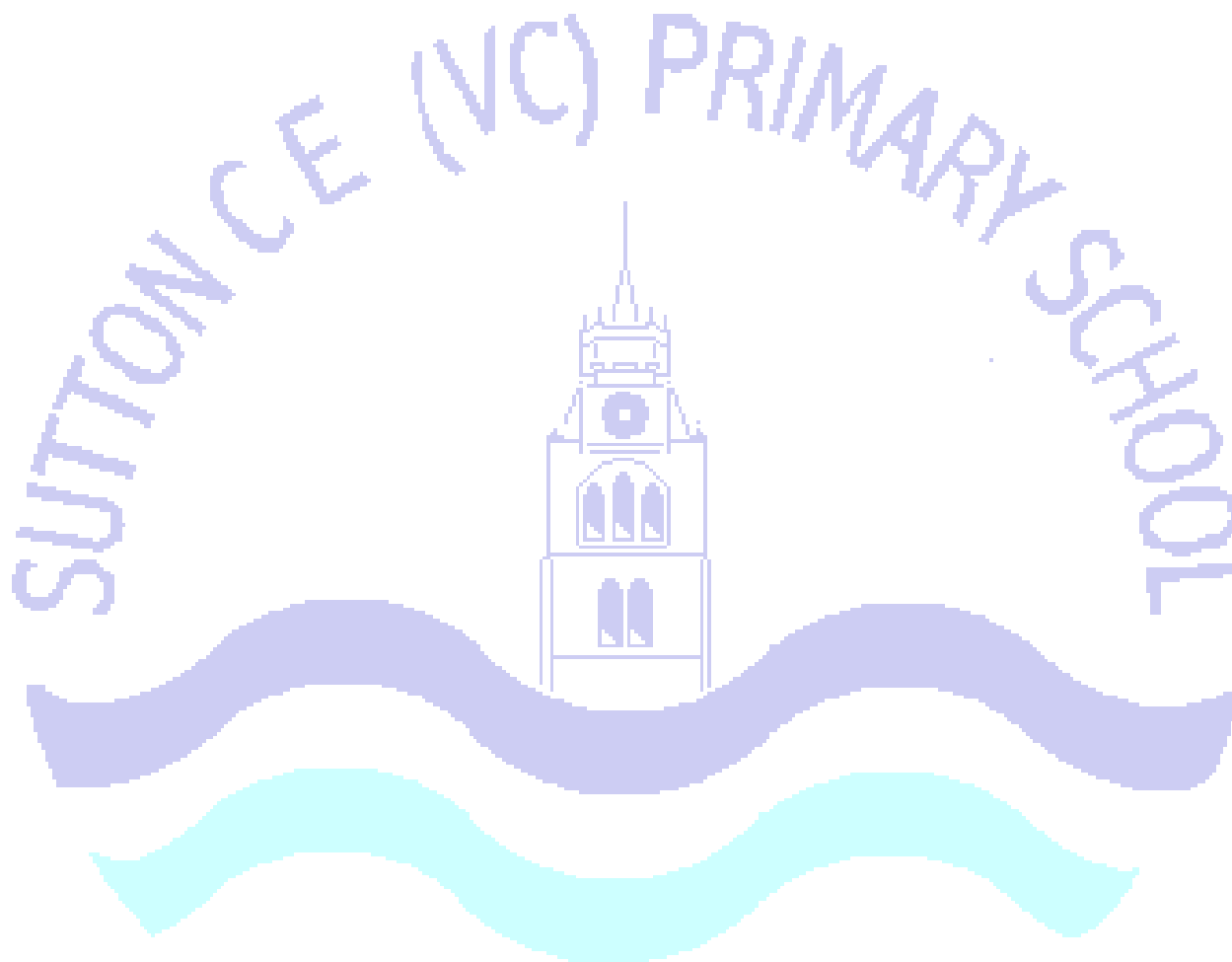




Sutton CE (VC) Primary School Policy for Special Educational Needs and Inclusion

July 2025



Legal framework

This policy complies with the statutory requirements laid out in the SEND code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- SEND Code of Practice 0-25 (2014)
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- Teachers Standards 2012

Contacts

The role Special Educational Needs and Disability Co-ordinator (SENCO) is held by Samantha Wallace who is a member of the Senior Leadership Team (SLT) and reports to the Head teacher.

Rebecca Ayres is the governor responsible for SEND.

Pupil premium champion is Katie McCullough supported by Sam Wallace (SENCO). They have responsibility for provision for our children who are eligible for Pupil Premium funding.

All can be reached by contacting the school office by telephoning 01353 778351 or emailing office@sutton.cambs.sch.uk.

1. Values and vision statement

Our vision as a Church of England school places Christian values at the heart of everything we do. The values are encapsulated in the acronym STRIVE - 'Safety, Togetherness, Respect, Integrity, Valued and Excellence'. As a school community, we aim to serve one another and work together for the common good, so that everyone can experience life in all its fullness. (John 10:10).

The parable of the mustard seed (Mark 4:30-32) can represent our children, who are nurtured here, and enabled to live life in its fullness through our teaching and care. It can also represent our school flourishing within our community and the community connecting to our diverse world.

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Introduction

Sutton CE (VC) Primary School is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We believe social disadvantage should not be a barrier to achievement and work hard to ensure that pupil premium funding is used in a way that assists children in reaching their full potential.

Sutton CE (VC) Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. Alongside this we have a focus on Early Identification to maximize the effectiveness of strategies and interventions that we use to support children. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat learners in the same way, but that we will respond to learners in ways, which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability need, attainment or background.

As part of our commitment to inclusion, we have worked with the Local Authority to establish an Enhanced Resource Base on our school site, which supports up to 10 children with an Education Health Care Plan (EHCP) and a diagnosis of Autism. For these children, 100% mainstream curriculum is not yet appropriate for them. The Woodland ERB works to support these children to grow in an environment that is focused on our STRIVE values and committed to ensuring all children can flourish both emotionally and academically. A place in the Woodland is allocated in liaison with the Statutory Assessment Team.

Related Policies and Plans available on the school website

Accessibility Plan
Admissions Policy
Anti-bullying Policy
Complaints Policy
Supporting Children with medical needs Policy

Definition

The law states that a child has a special educational need if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age;
- Disability or health condition which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The Policy for SEND and inclusion details how, at Sutton CE (VC) Primary School we will endeavor to ensure that the necessary provision is made for any child who has special educational needs or who

encounters barriers to their learning. We will ensure that teachers are able to identify and provide for those children from vulnerable groups and/or with special educational needs, allowing them to participate fully in all school activities, together with their peers.

Sutton CE (VC) Primary School currently provides for children with a range of needs including ADHD, Cerebral Palsy, Autism and Global Delay.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and eliminate prejudice and discrimination against, children with special educational needs and disabilities.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide a full and broad curriculum through high quality teaching which is matched to each individual needs for those pupils recorded as needing additional support.
6. To ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by all staff and parents/carers.
7. To ensure that we are able to meet the needs of all our children who attend our school.
8. To enable children to move on from us well equipped in the basic skills of English, Maths and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Identification of Need

At Sutton CE (VC) we recognise the importance of early identification of potential barriers to learning. We believe that working alongside parents and staff to develop knowledge and understanding of the whole child so that support and intervention is appropriate and at the earliest opportunity.

When reviewing and managing special educational provision, there are four broad areas of need outlined in the Code of Practice (2014):

- Communication and interactions
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and Physical needs

We pay particular attention to the provision for, and the achievement of, different groups of learners:

- Pupil premium including those in receipt of free school meals and forces children;
- Learners who need support to learn English as an additional language (EAL);
- Learners with special educational needs and / or disabilities (SEND);
- Those who are looked after by the Local Authority (LAC);
- Any learners who are at risk of disaffection and exclusion;
- Any child who does achieve a good level of development (GLD) at the end of Reception;

In order to accurately identify needs, we use the following information to gain a better picture of a child's abilities:

- Speech and Language Link Screening for all Foundation Stage children entering in Reception.
- Baseline assessment results
- Progress measured against the objectives in the National Curriculum (2014) and the Foundation Stage Profile
- Progress measured against the Pre- key stage one and two assessment standards
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHC Plan and its targets
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Previous identification of SEND prior to joining the school

The SENCO. meets regularly with the a local authority SEND Services representative, usually a specialist teacher or Educational Psychologist to discuss any children that display learning, social or physical behaviours that are additional or different to their peer group. This enables specialist advice to be offered from the outset so that teaching can also cater for the needs of all individuals. Please note that our school will always ask permission of the Parents / Carers to talk about a child with another agency.

Roles and Responsibilities

'All teachers are teachers of children with special educational needs'

(SEND Code of Practice, 2014)

Provision for children with Special Educational Needs is the responsibility for the whole school community. Class teachers, teaching assistants, senior leaders and governors all have important roles to play.

Class Teacher

The class teacher is responsible for:

- The progress of all children in their class;
- Identifying specific barriers to children's learning;

- Recording appropriate differentiation and strategies before a child is identified as requiring SEND support;
- Ensuring Assess Plan Do Review is completed with parent and pupil involvement at least termly for all children identified as Wave 2 or above and plans are implemented in the classroom;
- Working with parents/carers to inform them of the progress of their child and the provision made for them;
- Liaising with the SENCO as appropriate;
- Planning and implementing what each child should learn with appropriate differentiation;
- Supervising any support (such as external professional support, teaching assistants) involved in the learning of their children;
- Assessing and recording the learning that has occurred;
- Reading and acting on relevant advice from outside agencies where necessary.
- Liaising with the Woodland teacher, around provision and integration for children in the Woodland that are allocated to their class.

ERB Teacher (Woodland)

- Have or be willing to undertake a SENCO qualification (NASENCO)
- To work with the school SENCO to maintain EHCPs and ensure the Annual Review process is maintained;
- Plan a bespoke and adaptable curriculum that ensures all children allocated to the Woodland are working towards their EHCP outcomes and accessing a broad curriculum, where possible in line with the mainstream classes;
- Maintain assessments and observations documenting progress against the national curriculum and EHCP outcomes;
- Liaise regularly with the class teachers of children accessing the Woodland focusing on integration;
- Liaise regularly with parents of children accessing The Woodland, providing timely updates and promoting a 'team' around the child approach;
- Maintain risk management plans for all children in The Woodland that ensures their anxiety is minimised and all staff are aware of the recommended strategies to use for each pupil.
- Line manage teaching assistants within The Woodland;
- Work with the SENCO to ensure all staff have relevant CPD opportunities around neurodiversity and the additional needs of pupils accessing The Woodland;
- Actively supporting and acting upon advice of outside professionals;
- To promote a neuro-diverse and SEND friendly environment and strategies across the school.

SENCO

The SENCO role includes:

- Overseeing the school's special needs and inclusion policy
- Identifying barriers to learning for children with Special Educational Needs and how to effectively remove them;
- Advising and coaching teachers, when necessary, on how children might meet planned learning objectives
- Co-coordinating provision for children with special needs;

- Maintaining the school's special needs register and overseeing the records kept by class teachers on all children with special educational needs;
- Working in partnership with the parents/carers of children with special educational needs;
- Supporting teachers in the writing of Assess, Plan, Do Reviews and undertaking reviews as appropriate;
- Carrying out observations of children on the school's SEND register to monitor their progress;
- Together with the SLT, monitoring the quality and effectiveness of provision for pupils with SEND through classroom observation and monitoring children's work;
- Co-ordinating the training of staff and Governors; in co-operation with the Headteacher
- Seeking support and advice when required, from SEND Specialist Services, Speech and Language Therapists, Occupational Therapists and Physiotherapists
- Line managing the Teaching Assistants alongside the Head teacher
- Liaising with secondary schools so that support is provided for children from vulnerable groups and/or with SEND in Year 6 as they prepare for transition
- Working with the Early Years Foundation Stage Leader to ensure all needs are identified and provision is in place for the transition of the new reception intake;
- Liaising with the SAT team around admissions for both the Mainstream school and children entering the Woodland ERB;
- Working with the ERB teacher, to ensure EHCP outcomes are being met and the provision in the Woodland is appropriate to the needs of the children.
- Working with the Woodland teacher to ensure the Woodland children are able to integrate into mainstream classes at a pace that is achievable for all.
- Being a member of the Senior Leadership Team and Senior Management Team.

The Pupil Premium Champion and Lead

- Works in conjunction to prioritise provision for children eligible for pupil premium funding;
- Ensures that all pupils eligible for pupil premium funding are identified;
- Ensures that staff are aware of the pupils who are eligible for pupil premium funding;
- Analyses termly progress and attainment data for pupils eligible for pupil premium funding and determines priorities for improvement;
- Evaluates the impact of interventions on eligible pupils' and shares findings with stakeholders.

Monitoring and review procedures:

Based on the school's observations and assessment data and following discussions between the class teacher, SENCO, parent and Headteacher a child may be recorded as needing Wave 1 – 4 support.

Children accessing The Woodland ERB, are recorded as Wave 5, as this is beyond what is ordinarily available within our Mainstream SEND provision.

High Quality Teaching (Wave One)

It is our aim at Sutton CE (VC) Primary School that all children will have access to high quality teaching. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require SEN support. Differentiation is part of high quality teaching and should be planned for on a daily basis by the class teacher. Reasonable adjustments should be made for any

additional need that a child may have. The SENCO and SLT monitor provision for all children through regular learning walks, observations, book scrutiny's and pupil voice activities.

Individualised Curriculum Provision and short term intervention (Wave Two)

When a child begins Wave 2 provision, parents and the SENCO will be informed by the class teacher.

In order to make progress a child may only require individualised differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's educational needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed termly with parents and ideally the child themselves through the Assess Plan Do Review cycle.

In consultation with the SENCO short term interventions will be considered to help accelerate progress. Where possible these will be planned for by the class teacher so they closely link to class teaching and access to a full curriculum is still possible.

SEN Support (Wave Three)

Parents will be informed when their child moves to Wave 3 provision and are officially recorded on the SEND register. Meetings with parents and pupils will be arranged to develop a good understanding of the pupil's areas of strength and difficulty, the pupil's views and the parents' concerns. Outcomes and next steps will be agreed. An 'Assess, Plan, Do, Review' record is co-produced and shared with the pupil, parents and all staff involved. When appropriate, parents will be informed of the local authority's Information, Advice and Support Service and signposted to the school's SEN report on the school website and Cambridgeshire's Local Offer.

The SENCO will organise for more in-depth standardised tests where necessary to further identify difficulties and monitor progress annually. The results of these are shared with class teachers and parents. Some of the tests that the school has access to and that may be used are:

- British Vocabulary Picture Scale (2nd edition)
- The Phonological Awareness Battery
- The York Assessment of Comprehension
- The Dyslexia Portfolio
- The Sandwell Assessment of Maths (KS1 and KS2)
- Strengths and Difficulties Questionnaire.
- The Boxall Profile

When it is decided that children's needs are not being met by differentiated work and short term interventions alone, the class teacher and SENCO look at all the information and assessment data collected from within the school. If external agencies and professionals have been involved this information will also be used to inform the next steps. The SENCO will assess in discussion with the class teacher and parents whether any further advice or involvement from outside agencies is necessary.

The support given to the pupils will continue to follow the graduated response of the Assess, Plan, Do, Review cycle and this will now be monitored termly by the SENCO. Earlier decisions and actions made will be revisited, refined and revised. The class teacher and SENCO will discuss how regularly to review the cycle; either termly, half termly or more regularly depending on need.

If a child has made good progress it can be decided in liaison with the SENCO, class teacher and parents that a child can return to wave 2 provision.

School request for EHC Plan (Wave Four)

For a pupil who is not making adequate progress, despite a period of time at SEN Support and in agreement with the parents/carers, the school may request the Local Authority to undertake a statutory assessment in order to determine whether it is necessary to have an Education, Health and Care Plan. The school is required to submit evidence to the Local Authority whose Assessment Panel makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgement will be made using the Local Authority's current Threshold Document. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

EHC Plan

A pupil who has an Education, Health and Care Plan will continue to have arrangements as for SEN support, as well as additional support that is provided using the funds made available through the plan. There will be an Annual Review, chaired by the SENCO to review the appropriateness of the provision and to recommend to the Local Authority whether any changes need to be made either to the objectives within the plan or to the funding arrangements for the child.

Wave 5 (The Woodland ERB)

Children are allocated a space in The Woodland through the Statutory Assessment Team and consultation with the school.

Any child accessing The Woodland from the mainstream, will be doing so following a risk assessment between the school SENCO and Woodland class teacher. Parents will always be informed. This may be as a plan to integrate The Woodland children back into the mainstream classes through a lunch time club or planned intervention that would be of benefit to all pupils involved.

Rarely, a child may have been identified through their EHCP as needing some of the provision available in The Woodland. This is on a temporary basis and reviewed regularly. It is likely, this child may be awaiting a more specialist placement or the provision has been agreed with parents and the SEND team as a short term measure to support a child back into the classroom.

Some examples of times a child from the mainstream classes may access The Woodland provision:

- As a planned intervention, where the objectives of the work completed meets the needs of all children. Introducing The Woodland children to some of their mainstream classmates in a small group may support them to reintegrate; while providing all children with a teacher-led, research based intervention to support them academically;

- Where a child has been identified as having social, communication difficulties and the mainstream classroom environment has been identified as prompting either anti-social behavior or school or classroom avoidance. In this situation, the school SENCO in liaison with the Headteacher and Woodland ERB teacher may plan for some access to The Woodland to support with their reintegration;
- Currently we have a number of children where specialist placements have been agreed but there are currently no available spaces for them. These children come with their own EHCP funding and support. These children may access some of the Woodland environment; providing this does not negatively impact the provision for the The Woodland members.
- At times, the Woodland staff will support ERB children back into their mainstream classrooms and activities. At these times, The Woodland staff may work with a variety children as directed by the class teachers.

The Graduated Approach

The school has a graduated response to providing help for children with special educational needs. This is the approach recommended by The SEND Code of Practice 2014 and adopted by Cambridgeshire Local Authority for the identification of provision for children with special educational needs. The advice of specialists will be sought when needed.

The graduated response is based on the principles that provision for a child with special educational needs should match the nature of their needs and that there should be regular recording of the child's special educational needs, the actions taken and the outcomes.

Assess

An analysis of the pupil's needs is carried out. The class teacher looks at the teacher's assessments and experience of the pupil, the pupil's previous progress and attainment, as well as information from the school's information about pupil progress, attainment, and behaviour.

SEN support/ Wave 3 children may be annually assessed using the appropriate standardised tests to their need. An individual's development in comparison to their peers and national data may be used. The views and experience of parents and the pupil's own views are taken into account. If external support services are involved, these reports and assessments are also used.

Assessments are reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Plan

The teacher agrees in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

The SENCO advises class teachers in this process and is available to meet with parents and pupils if required, records of these meetings will be kept in the pupil files and shared with class teachers.

All teachers and support staff who work with the pupil are made aware of the needs, the outcomes sought, the support to be provided and any teaching strategies or approaches that are required. Interventions and support will be selected and provided to meet the outcomes identified for the pupil. Support and interventions chosen will be based on reliable evidence of effectiveness and be provided by suitably trained staff. Where appropriate, parents will be given activities to contribute to the progress at home.

Do

Class teachers remain responsible for working with the pupil on a daily basis. If interventions involve group or one-to-one teaching away from the main class, good communication takes place between the teacher and TA involved. Class teachers should plan and assess the impact of the support being given and help the pupil to make links between the work they do in intervention groups and how this can help with their class work. The SENCO supports with further assessment of the pupil's strengths and weaknesses and analyses the effectiveness of the support.

Review

The pupil's progress and the effectiveness of support are reviewed at least three times a year. Parents and pupils views are sought and they are given clear information about the impact of the current support. The class teacher, pupil and parents revise the support in light of pupil progress and development - identifying next steps. The advice of the SENCO is sought when required.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision at SEN Support may need to be made.

The School's arrangements for SEN and Inclusion In-service Training

The SENCO holds the National Award in SEND Coordination.

The Woodland ERB class teacher is currently completing the NASENCO qualification/

The school is committed to high quality CPD and staff attend courses throughout the year to ensure support and practice are up-to-date.

The SENCO keeps up to date with developments in SEND and inclusion allowing for in-house additional needs and inclusion training to be provided through staff meetings led by the SENCO and outside agencies at the school's request.

The use made of teachers and facilities from outside the school, including support services

- Advice from the Educational Psychologist and Specialist Support Teachers can be sought. There must be evidence that at least two cycles of Assess, Plan, Do, Review have been completed, a referral form (RIC) and/ or Early Help Assessment (EHA) is completed by the SENCO and sent to be considered by the team, along with supporting evidence.
- The SENCO liaises with a number of other outside agencies including:
 - Social Care Education Welfare Locality Manager
 - Specialist Teachers

School Nurse
Community Paediatrician
Speech and Language Therapists
Physiotherapists
Occupational Therapists
Teacher of the Deaf
Emotional Health and Wellbeing Team
Child and Adolescent Mental Health Services (CAMH)

Parents/carers are always informed if an outside agency is involved.

- Parents can find the contact details of a range of outside agencies available to support them by contacting the school SENCO or by accessing the Local Offer website:
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer>
Further information is published on the school website.

Arrangements for partnerships with parents/carers

We endeavour to approach all communication with parents positively, respecting the validity of differing perspectives. We acknowledge the importance of parental/ carer knowledge and expertise in relation to their own child.

We try to provide user friendly information, while at all times being aware of parents/ carers needs in respect of disability or communication and linguistic barriers. The school website contains details of our policy for special education needs and the SEND report.

- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks it is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Parents/carers are always invited and encouraged to be part of the review process. All completed Assess, Plan, Do, Review documents will be copied and sent to the parent/carer after the meetings.
- Parent Consultation Evenings provide regular opportunities to discuss concerns and progress. If a child has an Assess Plan Do Review plan, their parents will be invited to attend Parents Evenings so that the plan can be discussed and shared. Class teachers will request alternative dates to meet at least termly if parents are unavailable to meet. Parents are able to make other appointments on request.
- Parents of pupils with Special Educational Needs are advised of the Parent Support Partnership (SENDIASS) that is run by the Local Authority. This department helps advise and support parents. Information about this service can be found on the Local Offer website.

http://www4.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities_local_offer/549/about_cambridgeshires_local_offer

Complaints

We aim to form strong links with families so that any issues are resolved quickly in the best interest of the child. However, should you feel that an issue is ongoing, please make reference to the Complaints Policy.

The Voice of the Child

Children should be enabled and encouraged to participate in all decision making processes that occur in their education, knowing that their views are valued and listened to.

When cycles of Assess, Plan, Do, Review (APDR) begin children are encouraged to complete a pupil passport with their class teacher or trusted adult which seeks to gather their views and opinions on their education and provision. This is reviewed with each cycle of APDR where they are asked alongside their parents to contribute to the targets. Children are invited to parents evening, annual reviews and professional meetings where appropriate.

The SEND Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with SEND and their families. It describes the services and provision that are available to all families in Cambridgeshire who are experiencing a degree of special educational need. The SEND Local Offer includes information about public services across education, health and social care as well as those provided by the private, voluntary and community sectors.

Links to the SEND Local Offer can be found on the school website.

Admission and transfer arrangements

Children with additional educational needs or a disability are considered for admission to the school on exactly the same basis as for children without additional needs. We aim to meet the needs of the child, for any parent/carer who wishes to register at the school. In the case of children with an EHCP, the SENCO and Headteacher will work closely with the LA Statutory Assessment Caseworker in coming to a decision about the most appropriate provision for the child.

No child will be refused admission solely on the grounds that she/he has special educational needs or disability, and we consult with the LA to provide appropriate resources. The school will make reasonable adjustments to accommodate these children.

Please also refer to our Admissions Criteria located in our School Prospectus and website.

Children are allocated to The Woodland via LA Statutory Assessment Team. It is not possible to apply for this provision through the school admissions process. Discussions and visits to The Woodland are only possibly following an official consultation received through the Statutory Assessment Team.

Admission to Reception follows a phased induction over two weeks and Early Years Foundation Stage staff offer a home visit during this time. If an individual parent has concerns about how well

their child is settling into a full day at school they should speak to their child's class teacher in the first instance to see if a bespoke programme can be arranged.

We recognise that transition between year groups and schools can be tricky for many children with and without additional needs.

The Team Leader for Early Years and the Headteacher will work closely with the SENCO of feeder settings in coming to a decision about the most appropriate provision for children with special educational needs. They will work with health visitors, the pre-school provisions team and with local play groups, nurseries etc. Where necessary the SENCO will arrange a further meeting with staff from the pre-school and parents. All new parents of Reception aged children are given the opportunity to discuss their child's needs with the SENCO before their child starts school at a Transition Meeting.

The SENCO meets with the SENCO from our partnership secondary school to discuss Yr 6 pupils transferring to secondary school with SEN/additional needs.

Allocation of Resources

The Governors will allocate funds to meet the needs of children with special educational needs. At the meeting of the Governing Body, which approves the budget, the Finance Committee will draw the attention of Governors to the amounts delegated to the school by the LA. The budget is reviewed regularly.

The Headteacher will manage the funds allocated by the Governors to meet the differing needs of the children in the school with special educational needs.

Access to Information

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support. Where appropriate, we provide alternatives to paper and pencil recording or provide access through peer/extra adult scribing. We use a range of assessment procedures within lessons (such as recording, role-play and drama, interactive clips, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately. Staff work in a way to encourage independence and avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Record Keeping

Assess, Plan, Do, Reviews (APDR) are written for children requiring SEND support using targets, differentiated strategies and resources as the class teacher thinks appropriate. With every new cycle of APDR there must be appropriate consultation with the child and they should be encouraged to contribute. Parents are actively encouraged to co-produce each new cycle of APDR.

Records are kept electronically in secure and restricted files where only the SENCO, Headteacher, ERB class teacher and SENCO assistant have access. All reports and APDRs are shared with staff working with the child. Staff are encouraged to access these electronically rather than keep hard

copies in the classroom. All copies of reports and APDRs are shared with parents by their preference either by email/ Class dojo or by paper copy.

Any hard copy documents relating to children and their families are stored in the locked SENCO office.

Incorporating Disability issues into the curriculum

We STRIVE to include issues of disability, difference and value diversity throughout our curriculum. Resources are reviewed regularly to ensure they include books and artefacts that reflect a range of special educational needs.

We also try to ensure we have positive images of disabled children and adults in displays and resources. We aim to make optimum use of PSHE for raising issues of language and other disability/equality issues. We encourage the inclusion of all children in all activities in school including the School Council and extra-curricular clubs.

Working with disabled parents/carers

We recognise that there may, at any given time, be a number of disabled parents/carers of children within the school and we work to try to ensure they are fully included in parent/carer activities. Support provided is decided together with the parents/ carers themselves to ensure we remain respectful to their situation.

Disability equality and Educational visits or out of school activities

We make all trips inclusive by planning in advance and where possible by using accessible places. We aim to take all our pupils on trips each year and provide additional TA support for individual children as required.

All children are welcome to attend our after-school clubs. Please also refer to our Equal Opportunities Policy.

Evaluating the success of the school's SEN and Inclusion Policy

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up support plans for the children. The SENCO and members of the SLT hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for Special Educational Needs and Disability also hold regular meetings and the SENCO feeds back to the Governing body annually.

Please also see our Monitoring and Evaluation Policy and our Assessment Recording and Reporting Policy.