

## **Special Educational Needs and Disability Provision**

The Governing Body, in line with the SEND Code of Practice, are concerned to do their best to secure the necessary provisions for all pupil who have special educational needs in order to meet those needs. The Governors operate and fully support a Policy of Equal Opportunities and children with SEND are fully integrated with their peers although a Teaching Assistant or Primary Support Teacher may withdraw children for specific work outside the classroom as well as support them in the classroom.

The School's admission policy ensures that pupils with SEND are treated **equally**. The Governors are keen to involve the parents/guardians as fully as possible in any school based action and parents/guardians will be encouraged to attend all review meetings. We accept that the child has a right to be heard and encouraged to participate in decision making about the provisions to meet their educational needs.

There is a statutory requirement for all schools to produce an accessibility plan (SEN and disability Act 2001) a copy of which is available on request. We are an inclusive school and we will strive to ensure accessibility for disabled pupils.

The School has a designated Governor to have an overview on the implementation and monitoring of the Special Needs Policy. The Governor is Mrs. G. Pattison.

### **How do I know provision for my child's SEND is effective?**

Quality of provision is measured through the School's systems, processes and criteria for evaluating effective provision, which include:

- ❖ Clear systems in place for evaluating quality of provision, the leadership team reviews staff expertise through classroom observations, discussions with pupils and staff and learning walks. In addition, book scrutinies and evaluation of teacher planning takes place by the leadership team.
- ❖ Appraisal systems ensure that teachers report on a termly basis about their vulnerable groups of children, including those children with SEND.
- ❖ Termly pupil progress meetings; parents' consultations; informal meetings with parents, teachers and the SENCO evaluate the impact of SEND provision on the progress, attainment and well-being of SEND pupils.
- ❖ The Head teacher reviews the attendance and exclusion data for SEND pupils and this is reported to the Governing Body.
- ❖ The SENCO tracks the progress of different pupil groups within year groups; this is shared with the staff and Governing Body.

### **What support is there for behaviour, avoiding exclusions and increasing attendance?**

Parents are encouraged to work with the school to support a pupil's behaviour and this can involve creating a personalised Individual Behaviour Plan together.

Services, such as Behaviour Support Services, CAMHS, the MAT team and Educational Psychologist can be accessed to help support work around behaviour, with children and their families. Pupils will be offered programmes to support their behaviour, learning strategies for self-care and responsibility alongside being supported by trusted adults in school and at home. The support offered for behaviour and avoiding exclusions would be based upon a pupil's individual needs but may offer:

- ❖ Support in class as needed to support a pupil to settle into a good pattern of behaviour.
- ❖ Support offered to the teacher/teaching assistant through working alongside the SENCO or Behaviour Support Services with strategies to maintain improved behaviour.
- ❖ An Individual Behaviour Plan, and Risk Assessment if required, would share a pupil's strengths between home and school, building on success and addressing concerns for development.
- ❖ A reward system linked to a behaviour expectation of reward and consequences would be set up with the pupil, parent and school staff.
- ❖ If an exclusion has occurred then the Headteacher and possibly the SENCO and a Local Authority representative would meet.

#### **How will the curriculum be matched to meet my child's needs?**

The curriculum has been reviewed in line with the new regulations.

It is broad, balanced and relevant to a changing society. Our pupils are actively engaged in their learning.

We aim to ensure all pupils, including those with special educational needs and disabilities, have full curriculum entitlement and access.

The school recognises the importance of planning for assessment and differentiation at both the medium- and short-term stages. We aim to provide work that is matched and therefore accessible to the broad range of pupils we teach.

'In class' support provided by teaching assistants, SSEN (Support Service Special Educational Needs) and other agencies is carefully considered by each class teacher when planning. This ensures all pupils with Special Educational Needs and Disabilities continue to receive a broad and balanced curriculum. When pupils are withdrawn in order to meet their Special Educational Needs, the class teacher will ensure that this does not affect the pupil's access to the full range of curriculum activities.

Differentiation is provided in a range of ways, depending upon which is most appropriate, and will include, but is not limited to; differentiation by task, ability grouping, level of teacher support, level of expectation and allocation of appropriate resources or by outcome.

#### **How does the School adapt the curriculum and learning environment for pupils with special educational needs and disabilities?**

The Teacher Standards (2012) and SEND Code of Practice: 0-25 Years (2014) require all teachers to ensure all pupils in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved.

Some ways in which we provide a highly inclusive curriculum and learning environment are:

- ❖ Ensuring staff have opportunities for relevant continued professional development relating to SEND
- ❖ Teachers planning with differentiated and personalised learning opportunities that allow access and success but ensure challenge
- ❖ Providing visual timetables, writing frames and using mind maps

- ❖ Responding to outside agency advice and providing specialised resources where required, for example sloped writing boards
- ❖ Responding to the views of children with SEND and their parents/carers
- ❖ Focused teaching opportunities within a smaller group or one-to-one.

### **What support will there be for my child's overall well-being?**

Teachers are responsible for the day to day pastoral care of all pupils in their care. If the well-being of a pupil is of concern to a parent or teacher then they will initially discuss this together, unless the concern is a safeguarding concern that may put the pupil in danger.

If there is a child protection concern raised about a child then the Designated Officer for Child Protection (Mrs. McDonald) will act upon the concern following the School's Child Protection and Safeguarding Policy.

The pupils can talk to any member of staff they are comfortable with about an emotional, mental health or social problem they may have.

The children have regular assemblies and PSHE lessons on looking after their well-being and strategies are given for taking care of themselves with support from others.

The support and usual practice offered for increasing attendance is that the Headteacher would meet with a family to discuss the concerns. A referral is made to the Starting Point by the School if further support is required.

### **Educational Inclusion**

In our School we aim to offer excellence and choice to all our children, whatever their abilities or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all their senses and of varied experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- Providing a culture and practice that enables all pupils to be included in the school community by promoting self-worth and enthusiasm and encouraging independent learning.
- Managing and deploying resources fairly so that all children's needs are met