



**Policy Title**                      **SEND Policy**

**Adopted:**                              February 2024

**For Review:**                        February 2026

## 1. Legislative Compliance

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

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014 (updated Jan 2015)
- Ofsted Section 5 Inspection Framework May 2019
- Ofsted SEND Review 2010 “A Statement is not enough”
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

## 2. Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide adapted learning opportunities and resources for all the children within the school and provide materials appropriate to children’s interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Adapted work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning – and Special Educational Needs.
  - Some pupils in our school may be underachieving but will not necessarily have a Special Educational Need. It is our responsibility to spot this quickly and ensure that appropriate interventions and adaptations are put in place to help these pupils catch up. We know that high quality interventions, delivered by the most experienced staff will have the greatest outcomes and progress. Other pupils will have Special Educational Needs, and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with Special Educational Needs have the maximum opportunity to attain and achieve in line with their peers. Accurate ongoing



assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

All pupils, parents and carers are held in the highest regard and will be treated with respect, offering the greatest amount of support in order to overcome obstacles and to achieve expectations.

### 3. Aims and Objectives of this Policy

The aims of our Inclusion Policy and practice in our school are:

- To provide curriculum access for all.
- To reach high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- 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 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.

In agreeing these aims and objectives, the school has taken into account the following statements and definitions:

*"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."*

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006)

*"Special educational provision is educational or training provision that is additional to or different from" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching."*

SEN Code of Practice (2015)

*This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."*

"Achievement for All" (National Strategies: 2009)

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

Ofsted SEN Review 2010



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

SEN Code of Practice 2015

#### 4. Definition of Special Educational Needs

Children have Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

A child under compulsory school age has Special Educational Needs if they fall within the definition above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

#### 5. Stage 1

Well-adapted, quality first teaching, including, where appropriate, the use of Wave 1, Wave 2 and Wave 3 Interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching;
- Adaptations to teaching and delivery using additional resources and strategies whilst ensuring the child remains included in the class and having access to quality first teaching.
- 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;
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND;
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet pupils’ identified needs and track their provision
  - Audit how well provision matches need
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources



- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### 5.1 Identification and Assessment

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

- The analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data.
- Classroom-based formative and summative 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 Inclusion Lead.
- 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.

### 5.2 Curriculum Access and Provision for vulnerable learners

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

- Teachers adapt the resources and support as part of quality first teaching
- Wave 1,2,3 interventions
- Other small group support
- Individual class support/individual withdrawal
- Bilingual support/access to materials in translation
- Further adaptation of resources
- Homework/learning support club
- Personal Precision Plans
- Knowledge of need by the teacher and support staff enable the best intervention and support required.



### 5.3 Monitoring and Evaluation

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

- Classroom observation by the Inclusion Lead and senior leaders.
- Ongoing assessment of progress made by individuals tracked during 1:1 meetings, and termly progress meetings.
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher discussions with the Inclusion Lead.
- Informal feedback from all staff.
- Pupil feedback when setting new PPP targets or reviewing existing targets.
- Pupil progress tracking using formative and summative assessment data (whole-school processes).
- Monitoring PPPs and PPP targets, evaluating the impact of PPPs on pupils' progress.
- Attendance records and liaison with School Attendance Support Service (SASS).
- Regular meetings about pupils' progress between the Inclusion Lead and the head teacher.
- Head teacher's report to parents and governors.

### 6. Stage 2: Additional SEND Support

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 Ranges published as part of the local offer.

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



Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a detailed plan of support will be in place.

Our approach to PPPs, which we recognise are no longer prescribed in the SEND Code of Practice 2015, is as follows:

- Our PPPs 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 a working document which can be constantly refined and amended.
- Our PPPs will only record that which is *additional to or different from* the adaptive 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”.
- Our PPPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our PPPs will be based on informed assessment and will include the input of outside agencies.
- Our PPPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our PPPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”.
- Our PPPs will specify how often the target(s) will be covered;
- Our PPPs 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 a PPP will be arrived at through:
  - Discussion between teacher and Inclusion Lead
  - Discussion, wherever possible, with parents/carers and pupil
  - Discussion with another professional(After 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 PPPs will be reviewed at least termly by class teachers in consultation with the Inclusion Lead.

## 7. Stage 3: Education Health and Care Plan

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.

Our school will comply with all local arrangements and procedures when applying for:

- High Needs Block Funding
- An Education Health and Care Plan

We will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

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



## 8. Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special education provision through an Education and Health care Plan (EHCP).

An Education and Health Care Plan will include:

- The pupil's name, address and date of birth;
- Details of all of the pupil's special needs;
- Identify the special educational provision necessary to meet the pupil's special educational needs identify the type and name of the school where the provision is to be made;
- Include long term outcomes relating to the specifics areas of SEND relevant for that child and the short steps required in order to achieve these.
- Include relevant non-educational needs of the child;
- Include information on non-educational provision.

All children with Education and Health Care plans will have short-term steps set for them that have been established after consultation with parents and the child and include outcomes identified in the EHCP. These targets will be set out in a PPP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the PPP will continue to be the responsibility of the class teacher.

## 9. Annual Review of an Education, Health and Care Plan of Special Educational Needs

All Education, Health and Care plans must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved. All are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. The class teacher will be expected to write a class teacher report as part of this process. The Inclusion Lead/ Unit SENCo will review targets that have been in place and the TA will be expected to complete a Have your Say booklet with the child; all in preparation for the meeting. Any professionals who cannot attend the meeting will be invited to write a report to be shared at the meeting.

This meeting will be child centred in its nature as much as possible and if appropriate the child will be invited to attend a short part of the meeting where positives and achievements can be shared.



During any year an interim review may need to be held if there are reasons for all professionals involved to discuss the pupil's progress or needs in any way. The following process as an Annual Review will then take place.

During Year 5, an Interim Review will be held within the Autumn term to look more closely at the EHCP in order for the LA to amend and prepare the Health Care Plan in readiness for secondary school.

When a child leaves school at Year 6 or at any other time, The SENCO of the receiving school is invited to attend the final annual review in school of pupils with statements to allow the receiving school to plan an appropriate PPP to enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

## 10. Additional Provision at Simon de Senlis

### 9.1 Special Unit

Simon de Senlis has a Special Unit for children with moderate learning difficulties and speech and language needs. These pupils spend the majority of their day within the specialist setting of the SU classrooms and are integrated with their mainstream peers for some PE sessions, assemblies, playtimes and lunch. (See separate document for SU specification).

## 11. 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 are commonly understood reasons (Social Exclusion Unit Report: 2003) why children who are looked after in local authority care often fail to make expected progress at school:
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a Designated Teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
  - Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school.
  - Ensuring that children who are 'looked after' have access to the appropriate network of support.





- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months.
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals.
- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern).
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- Liaising with the child's social worker to ensure that there is effective communication at all times.
- Celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions. Please also refer to the SDS 'Looked After Children Policy' for further information.

## **12. Access for Disabled Pupils and Adults**

Access for disabled pupils and adults has been addressed in line with the Disability Discrimination Act 2001. The school is on one level with no steps. All doors are wide enough for wheelchair access and there are two disabled toilets; one of which has a full-sized changing table to support any children who require changing facilities.

Visually impaired pupils would have supervision in and around school.

Visually impaired visitor's guide dogs or Dogs for the Disabled are allowed on school premises. A member of staff would be available as guide.

See also: Simon de Senlis accessibility Plan

## **13. SEND List**

Pupils will be placed on the school's SEND list 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. This means that they will typically be supported by an outside agency who will be involved in setting their PPP targets and reviewing these with the school's Inclusion Lead. Outside agencies may include (but are not limited to) Educational Psychologists, Community Paediatrics, SALT, CAMHS, Occupational Therapists or Physiotherapists.

Underachieving pupils and pupils with EAL who do not have SEND will not be placed on the SEND list. In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.

## **14. Education and Health and Care Plan (EHCP)**



Pupils with an EHCP will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement.

Our Annual Review procedures follow with those recommended in the SEND Code of Practice (2015) and with local NCC policy and guidance – particularly with regard to the timescales set out within the process.

## 15. Curriculum Access and Provision for Vulnerable Learners

Where children are under achieving and/or identified as having SEND, 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.

- Teachers adapt support and resources as part of quality first teaching
- Wave 1, 2, 3 Interventions
- Other small group withdrawal
- Individual class support/individual withdrawal
- Bilingual support/access to materials in translation
- Further differentiation of resources
- Homework/learning support club
- PPP tutorials
- ICT resources to support learning.

## 16. Monitoring and Evaluation

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

- Classroom observation by the Inclusion Lead and senior leaders.
- Ongoing formative and summative assessment of progress made by intervention groups.
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher discussions with the Inclusion Lead.
- Informal feedback from all staff.
- Pupil feedback when setting new PPP targets or reviewing existing targets.
- Pupil input when formulating individual provision maps.
- Pupil progress tracking using assessment data from whole-school processes.
- Monitoring PPPs and PPP targets, evaluating the impact of PPPs on pupils' progress.
- Monitoring of EAL pupils' progress.
- Attendance records and liaison with EIPT.
- Regular meetings about pupils' progress between the Inclusion Lead and the Headteacher.
- Headteachers' report to parents and governors.

## 17. Partnership with Parents/Carers



Our school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having, or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- We recognise that some parents who may have a disability, a learning difficulty or 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 all 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 formats.

## 18. 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 individual, group and class feedback. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own learning needs.
- 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 each term.
- (For some pupils with special educational needs) monitor their success and be an integral part of the Personal Precision Plan process.

## 19. Management of Inclusion within School

The Headteacher and the governing body have delegated joint responsibility for the ongoing implementation of this SEND Policy to the Inclusion Lead. The Inclusion Lead is responsible for reporting regularly to the Head and the Governor with responsibility for SEND on the ongoing effectiveness of this SEND Policy.



All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of children with special educational needs along with groups of pupils who may require extra intervention such as pupils on the Pupil Premium register. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times. All staff are regularly included in training sessions to help them develop the skills required to support all learners.

### **19.1 Headteacher**

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

The Headteacher and the governing body will delegate the day-to-day implementation of this policy to the Inclusion Lead.

The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- Analysis of the whole-school pupil progress tracking system
- Analysis of a whole-school provision map for vulnerable learners drawn up by the Inclusion Lead
- CAPPs and Pupil progress meetings with individual teachers;
- Regular meetings with the Inclusion Lead
- Discussions with pupils and parents

### **19.2 Inclusion Lead**

In line with the recommendations in the revised Code of Practice 2015, the Inclusion Lead will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners.
- Maintenance of a list of pupils with special educational needs;
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with special educational needs.
- Liaising with parents of children with SEND, in conjunction with class teachers.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with an Education and Health Care Plan, in liaison with the Unit SENCo.
- Carrying out referral procedures to the Local Authority to request multi-professional involvement when it is suspected, on strong evidence arising from previous intervention and support, that a pupil may have a special educational need.



- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as having special educational needs.
- Monitoring the school's system for ensuring that Personal Precision Plans have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for all learners with special educational needs.
- Meeting at least termly with each teacher to review and revise learning objectives for all learners with special education needs in their class, who are being tracked on the school's provision map.
- Identifying when cause for concerns procedures need to take place to identify areas of need and to address them.
- Apply for High needs funding where and when appropriate.
- Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- Keep records of meetings with parents, including agreed outcomes and actions which are shared with parents.
- Attending area network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for special educational needs (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support learners with special educational needs.
- Manage and update the SEND register on a regular basis throughout the year.
- Work in close liaison with the Nurture Lead, Family Support Worker, Unit SENCo and Phase leaders.
- If the Inclusion Lead is newly appointed, the National Award for SEND-Co-ordination will be completed within three years of appointment.

### 19.3 Class Teacher

All teachers are teachers of children with special educational needs and these children are therefore the responsibility of all teachers working within the school. The class teacher's responsibilities include: -

- Identifying and initially assessing children who are causing any concern within any aspect of their schooling and to record any observations and relate these, if necessary, to the Inclusion Lead.
- Providing adapted resources that will enable children to have access to the full curriculum and to their high-quality teaching.
- Liaising with the Inclusion Lead, Headteacher, support staff and parents of children with SEND within their class.
- Noting any expression of parental concern about a child and informing the Inclusion Lead, if necessary.
- Ensuring that pupil's progress is monitored closely, and interventions are planned with appropriate staffing and resources to meet the initial needs of the child.
- Discuss the needs of pupils at progress meetings and in the interim with the Inclusion Lead and phase leader.



- Identify pupils who, albeit with extra support and the implementation of specific interventions, are still having challenges with their learning. These pupils' needs will be discussed at a 'Cause for Concern meeting' with the Inclusion Lead.
- If pupils require external support from outside agencies, the class teacher will work together with the Inclusion Lead to make a referral to the required agency i.e. Educational Psychologist, Community Paediatrician, Physiotherapy, Occupational therapy, Speech therapy. Parents will be fully involved at all stages.
- Teachers will ensure that they are fully supportive of Personal Precision Plans (PPPs) which may then be written with the inclusion of targets set by the above professionals.
- Liaising with the Inclusion Lead and support staff to develop appropriate PPPs for individuals, to implement these plans and to maintain their own records.
- Reviewing and evaluating PPPs at least three times a year.
- Supplying information for annual reviews of PPPs and attending annual reviews, whenever possible.

### 19.5 Support Staff

Support staff work with pupils with SEND. Their responsibilities include:

- Implementing PPP's, following the directions of the class teacher in liaison with the Inclusion Lead.
- Supporting the need by enabling pupils to access learning using adaptive strategies and resources.
- Maintaining ongoing records of the work completed.
- Attending training provided by the school and/or local authority, to further professional development.
- Preparing appropriate resources.
- Attending annual reviews and PPPs reviews when necessary.
- Under the guidance of the teacher, reviewing PPP targets and seeking children's feedback on these.

### 20. 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*).

### 21. Responsibilities within Our School

Our overall Inclusion Lead: Laura Cunningham

Our Unit SENCo: Sian Haigh

Our Family Support Worker: Hannah Garrard

Our Designated Teacher for children who are looked after in Local Authority Care: Laura Cunningham