

Hall Meadow Primary School



Inclusion Policy

**REVIEWED BY ASSISTANT HEAD TEACHER FOR INCLUSION:
November 2017**

PASSED BY GOVERNORS: November 2017

NEXT REVIEW DATE: November 2018

in compliance with
Statutory Instrument: Special Educational Needs and Disabilities (Information)
Regulations
(Clause 65)
and
Special Educational Needs and Disabilities and Disability Code of Practice (2014)

The Purpose of the Policy

- The Inclusion Policy should be read in conjunction with the policy for Teaching and Learning, Behaviour, Medical, Disability as these forms an integral statement of the principles underpinning all the work of the school.
- This document provides a framework for the identification of, and provision for, children with Additional Needs that is consistent and understood by everyone.
- It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision of children with additional needs.

Principles

- It is the aim of the school to create an atmosphere in which all children want to learn, enjoy learning and can be proud of their achievements.
- We believe in providing a broad and balanced quality curriculum which ensures entitlement and access for all and values the voice of children.
- All pupils have individual needs; many of these may be set within the everyday environment of the classroom through a differentiated curriculum.
- We recognise that the needs of some children cannot be met fully without some additional support. This support is offered, as an integral part of the school's provision in addition to the curriculum that is already taught in all classes.
- Pupils requiring additional support include those of exceptional ability and talent as well as those who learn more slowly or with difficulty it also includes children whose emotional well being has been impaired or who require support to learn English as an Additional Language. This policy addresses the needs of all vulnerable groups.

Responsibilities

All members of the school community, including teaching and non-teaching staff, parents, pupils and governors, work towards the schools aim by: -

- Being involved in the development of this policy.
- Being fully aware of the school's procedures for identifying, assessing and making provision for the pupils with additional needs.
- A commitment to a partnership approach to additional needs provision.
- Writing and reviewing targets for each additional need area allowing the children to progress in all areas of development.
- Involving parents in the writing and reviewing of the targets to ensure that there is a positive link between home and school.

INCLUSION POLICY FOR HALL MEADOW PRIMARY SCHOOL

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs and Disabilities (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.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities 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 and Disabilities (SEND) 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. Differentiated work and individual learning opportunities are provided for children who are identified as 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 are put in place to help these pupils catch up.
 - Other pupils will genuinely have SEND, and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with SEND have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers and staff.
- 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”. (National Curriculum, 2014).
- To ensure that all children are integrated into all aspects of school life and that practice in school is consistent and inclusive to all children.
- Involve parents in developing a partnership of support, a positive image and promoting links, enabling them to have full confidence in the strategies adopted by the school.
- To set, review and support Individual Educational Programme or an Individual Well being programme targets as required at least three times across the school year.
- Ensure that these children are given appropriate support to enable them full access to a broad, balanced quality curriculum that recognises individual potential and offers balanced opportunities.
- To ensure children with additional needs move towards national standards allowing them access to life long learning.
- To keep records to inform practice to show progress and outcomes of any intervention given.
- To support staff in managing the provision for children in conjunction with effective training opportunities.
- To track the performance of children with additional needs and share this information with all staff and parents as necessary.
- To ensure that the practice in school is consistent and inclusive to all children as well as involving all parents in the school developing a partnership of support and an understanding of the practices adopted.
- To track the performance of children with additional needs and make changes to the provision available as necessary.

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs and Disabilities Coordinator (SENDCO).

The SENDCO is responsible for reporting regularly to the head teacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

The person responsible for supporting children with English as an Additional Language (EAL) has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role may be also included within the SENDCO role).

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with Special Educational Needs and Disabilities 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.

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

Sarah Powell – Assistant Head teacher for Inclusion - senco@hallmeadow-pri.northants-ecl.gov.uk

The name and contact details of the person responsible for children with English as an Additional Language.

Sarah Powell – Assistant Head teacher for Inclusion sarah.powell@hallmeadow.northants.sch.uk

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

Sarah Powell – Assistant Head teacher for Inclusion sarah.powell@hallmeadow.northants.sch.uk

The name and contact details of the people responsible for More Able and Talented Learners (MAT)

Sarah Powell – Assistant Head teacher for Inclusion sarah.powell@hallmeadow.northants.sch.uk

Beth Renshaw – Assistant Head teacher for Curriculum beth.renshaw@hallmeadow.northants.sch.uk

The name and contact details of the person responsible for Well being

Shoma Ricotta – WELL worker - wellbeing@hallmeadow.northants.sch.uk

INFORMATION INCLUDED IN OUR SEN INFORMATION REPORT

- **The kinds of Special Educational Needs and Disabilities which are provided for in our school:**

As an inclusive school we do not seek to closely define the Special Educational Needs and Disabilities for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- Visual Impairment
- Cerebral Palsy
- ADD/ADHD
- Well being – Social, emotional and behavioural needs

In admitting pupils with Special Educational Needs and Disabilities we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with Special Educational Needs and Disabilities through the school's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

INFORMATION INCLUDED IN OUR SEN INFORMATION REPORT

- **Our school's policies for identifying children and young people with SEN and assessing their needs**
- **Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.**
- **Our approach to teaching children and young people with SEN**
- **How adaptations are made to the curriculum and learning environment of children and young people with SEN**
- **How our school evaluates the effectiveness of its provision for children and young people with SEN.**

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

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

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”

SEN Code of Practice (2014: Para 1.24)

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 2014

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. 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 SEN.
- 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.

Identification and Assessment at Stage 1

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

- the analysis of data including entry profiles, 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 SEN 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, learning support assistants (LSA) and SENDCO.
- 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.

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 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, easy access to resources that the children can use independently 'Brainy box'
- study buddies/cross age tutors
- homework/learning support club
- ensuring IEP targets are SMART and support can be given at home so that children make progress
- Well-being support
- Small group work
- Intervention programmes used as necessary

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 SENDCO and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher discussions with the SENDCO
- informal feedback from all staff through the use of termly tracking
- pupil interviews when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- attendance records and liaison with Education Entitlement Service.
- regular meetings about pupils' progress between the SENDCO and the head teacher
- SEN report to parents and governors
- Tracking data of all children on the SEN and target register and discussing findings with staff

Stage 2 Additional SEN Support

- Pupils will be offered additional SEN 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 SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school’s provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN 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 SEN 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 SEN Descriptors published as part of the Local Offer.
- 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 is required.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN 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.
 - Our IEPs 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”.
 - Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
 - Our IEPs will be based on informed assessment and will include the input of outside agencies,
 - Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly (at least three times a year).
 - Our IEPs will be time-limited – (at least) termly review, there will be an agreed “where to next?”
 - Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
 - Our IEPs will specify how often the target(s) will be covered

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

Stage 3 Statement of Special Educational Needs and Disabilities or Education Health and Care Plan

- Pupils with a statement of educational needs (pre-September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN 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 and Disabilities Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Roles and Responsibilities

Head teacher

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs and Disabilities Coordinator (SENDCO)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners (SENDCO)
 - pupil progress meetings with individual teachers
 - regular meetings with the SENDCO
 - discussions and consultations with pupils and parents

Special Educational Needs and Disabilities Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENDCO 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
- identifying on this provision map a staged list of pupils with Special Educational Needs and Disabilities– those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans)
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENDCO to ensure that these meetings occur).

- liaising and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENDCO network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and Disabilities (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.
- updating the SEND and target registers regularly and ensuring all staff have access to this and appropriate provision is in place to support the children.
- tracking the achievement of all children on the SENDs and target registers termly through the use of tracking as well as analysing data at three points across the year.
- training the LSA's on relevant additional need material and programmes.

Ethnic Minority Leader

The EML will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- ensure the Language in Common document is updated three times a year
- in collaboration with the SENDCO, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting with teachers to review the linguistic progress of children learning EAL and establish next steps in learning
- in collaboration with the SENDCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- in collaboration with the SENDCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Class teacher

- liaising with the SENDCO to agree:
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans)

- securing good provision and good outcomes for all groups of vulnerable learners by:
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for pupils with Special Educational Needs and Disabilities to work on agreed targets which are genuinely “**additional to**” or “**different from**” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)

- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- Providing a challenging and stimulating range of learning experiences designed to enable all children to reach the highest standards of personal achievement.
- Create an inclusive and fair atmosphere within the classroom setting.
- Recognising and being constantly aware of the needs of each individual child according to ability, need and aptitude.
- Approaching the appropriate leaders for advice relevant to access their particular curriculum area for children with additional needs.
- Writing clear and specific individual programmes ensuring targets are SMART.
- Close liaison with the leaders in the identification and provision for pupils with additional needs.
- Liaison with learning support assistants in relation to time management issues, working collaboratively with a shared philosophy and commonality of practice.
- Keeping parent/carers fully informed.
- To extend learning at home as required ensuring that the children can complete the activities and work as independently as possible.
- Complete working records as necessary showing how targets are achieved in the classroom setting.
- Contribute to the Provision Map and update at regular points throughout the year.
- Liaising with the SENDCO to ensure that the children and parents are being supported as needed.

The Learning Support Assistants work towards the schools aims by: -

- Working closely with the class teacher and leaders to follow programme targets and provide challenging and stimulating activities to enable all children to reach the highest standards of personal achievement.
- Completing clear and specific working records in direct relationship to the individual education programme targets.
- To formally and informally report to the class teacher and SENDCO regarding children's progress.
- Review and write SMART IEP/ IWP targets.
- Provide information to update tracking information and the Provision Map.
- Complete working records and provide evidence alongside the class teacher showing how targets are achieved in class as well as in small groups and individually.

Additional needs pupils work towards the schools aims by: -

- Being aware that the school is making special provision to meet their needs and that they are expected to assist the school.
- Co-operating and communicating effectively with all adults who have a concern with their learning and development.
- Developing a growing understanding of their own needs.
- Taking a growing responsibility for their own learning and development.
- Reflecting on their own achievements in relation to their individual targets as well as thinking about next steps.

Parent/carers work towards the schools aims by: -

- Adhering to the Home/School agreement.
- Ensuring that children attend school punctually and regularly which involves taking holidays only out of term time.
- Participating in discussions concerning their children's progress and attainments including the attendance of review meetings.
- Taking an active interest in their child's learning by giving appropriate support and giving due importance to all aspects of homework.
- Allowing children to take increasing personal and social responsibility as they progress through school.
- Keeping the school informed with issues that may affect a child's happiness, progress and behaviour.
- Ensuring children attend any out of school appointments relevant to their additional need e.g. speech therapy, counselling, play therapy.

Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through
 - The school's generic processes for tracking the progress of all pupils
 - Termly tracking of the effectiveness of interventions on the provision map (in relation to the progress of each pupil) and at other regular intervals throughout each term to ensure that the needs of the child are being met.
 - At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
 - Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)
 - Termly data analysis for all children on the SEN and target register giving feedback to all staff identifying next steps.
 - Monitoring of all IEP's ensuring that the children are making progress.
 - Discussion with the WELL worker.

INFORMATION INCLUDED IN OUR SEN INFORMATION REPORT

- **How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

INFORMATION INCLUDED IN OUR SEN INFORMATION REPORT

- **Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

The school has a **WELL** (Wellbeing and Educational Link Leader) worker; **Shoma Ricotta** will support the children and parents with social, emotional and behavioural (wellbeing) needs.

The WELL worker is responsible for;

- identifying (through the use of a whole-school tracking system) children and/or families with wellbeing needs or concerns and putting into place appropriate interventions or support strategies
- drawing up necessary Individual Wellbeing Plans (IWP) and arranging/delivering appropriate intervention strategies or programmes
- keeping detailed working records and details of the progress of all children/families receiving wellbeing support
- evaluating and reporting on a termly basis to the SENDCO / Head the progress of all children/families receiving wellbeing support
- evaluating regularly the impact and effectiveness of all additional interventions for children identified with wellbeing needs
- liaising with and working closely with the SENDCO
- liaising with and advising teachers and Learning Support staff
- liaising and consulting sensitively with parents, families and pupils identified with wellbeing needs
- liaising with and working closely with a range of outside agencies to support children and families identified with a range of wellbeing needs
- updating the provision map for wellbeing
- contributing to the in-service training of staff

INFORMATION INCLUDED IN OUR SEN INFORMATION REPORT

- **Information about the expertise and training of staff in relation to children and young people with Special Educational Needs and Disabilities and about how specialist expertise will be secured.**

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs and Disabilities Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENDCO, EMA Coordinator and Designated Teacher for LAC will regularly attend local network meetings (Sarah Powell)
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. 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 will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

INFORMATION INCLUDED IN OUR SEN INFORMATION REPORT

Information about how equipment and facilities to support children and young people with Special Educational Needs and Disabilities will be secured.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, 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.

INFORMATION INCLUDED IN OUR SEN INFORMATION REPORT

- **Arrangements for consulting parents of children with Special Educational Needs and Disabilities and involving them in their child's education**
- **Arrangements for consulting young people with SEN and involving them in their education**

Partnership with Parents/Carers

The 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 available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

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 and learn about 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
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

INFORMATION INCLUDED IN OUR SEN INFORMATION REPORT

- **How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's Special Educational Needs and Disabilities and supporting their families**

- 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:
 - EHA 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)
 - Multi-agency safeguarding hub
 - SALT
 - Occupational Therapists
 - Physiotherapists
- 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 and Disabilities 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 and Disabilities of a pupil are very specific (e.g. autism, visual impairment etc).
- 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 SENDCO or Designated Teacher for LAC, but in some cases, it can be another member of staff who we have identified as a key worker.

INFORMATION INCLUDED IN OUR SEN INFORMATION REPORT

- **Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)**
- We will ensure smooth transition into our school from the previous phase of education (nursery or pre-school) and from our school into secondary education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education (primary to secondary education) and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

- 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 SENDCO will liaise.

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*)

INFORMATION INCLUDED IN OUR SEN INFORMATION REPORT

- **Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with Special Educational Needs and Disabilities concerning the provision made at the school.**

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 SENDCO/EMA Co-ordinator, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/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)

INFORMATION INCLUDED IN OUR SEN INFORMATION REPORT

- **The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

(Please refer to our school's Safeguarding Policy for details of how we access the CAF 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

Information Advice Support Service (IASS) www.iassnorthants.co.uk.

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):
Contact numbers: 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)

INFORMATION INCLUDED IN OUR SEN INFORMATION REPORT

- **Information on where the local authority's local offer is published.**

www.northamptonshire.gov.uk/localoffer

Inclusion of pupils with English as an additional language

Read alongside Meeting the needs of people with English as an Additional Language handbook and resources.

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; 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.
- Progress of EAL pupils will be monitored against both A Language in Common (where below English NC level 2) and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set, and provision made on agreement between the class teacher and the EMA Co-ordinator or SENDCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placements move. 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 – **Sarah Powell**. 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

Inclusion of pupils who are very able and/or talented

More able and Talented Learners (MAT learners)

Aims:

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, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy,
- Creativity artistic, musical, linguistic

Definitions:

More able - Children are working 'securely above age related expectations' and those children that are showing potential for working 'securely above age related expectations.'

Talented - children that are above average or exceptional in subjects e.g. music, art, sport

Exceptionally Able – Children working at around two years ahead of their cohort.

Multi/dual exceptionality – Children who are gifted and have a disability or are gifted and for example have ADHD.

Exceptionally socially adept – e.g. leadership, general aptitude.

Early Years Foundation Stage – Children that are exceeding age-related expectations in the Early Years curriculum.

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. Entitlement for MAT learners to drive and continue to improve learning and well being of learners.

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.

For primary -Based on DFES guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.

Identification of More Able and Talented Learner

Before identifying any child '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 'more 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.

Arrangements for identification:

A more 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
- subject specific guidance for identifying More Able children's characteristics features
- Identification through provision
- Informing parents about how the school provides for More Able and Talented learners specific to each child.

Each year the school will draw up a register of more able and/or talented children, this list will be kept under review. Provision for more able and/or talented children will be tracked on the school's provision map

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.

Partnership with parents:

- Inviting parents to assemblies where awards are celebrated.
- Opportunities for parents to discuss with the school their children's gifts and talents and provide school with up to date information about the children's achievements and success.
- Letters sent out to parents showing that their child has been identified and that opportunities will be available for the children to 'excel and consolidate' further.
- Signposting parents to groups that the children could attend where they will be able to build on their gift or talent.
- Opportunities to discuss with staff at school and to give relevant feedback.

Organisation and Provision for More Able and Talented learners:

- A broad and creative curriculum.
- Resources that support the needs of More Able and Talented learners.
- Differentiation (high expectations, enrichment, promotion of deeper learning, group work, use of technology, use of LSAs, differentiated questioning, high order thinking skills, open ended tasks, independent learning, enquiry led learning etc.
- Targets set for the children and with the children.
- Extra curricular activities (clubs, activity days, master classes, use of visiting specialists).
- Collaboration and work with other schools and places in the local community.
- Opportunities to take part in performances, sporting activities, community events and other projects.
- Participation in national schemes, competitions and festivals.

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.

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 etc.

Leadership on MAT learners:

- The designated teachers for More Able and Talented Learners are: **Sarah Powell and Bethany Renshaw.**
- Identification of More Able and Talented learners is the responsibility of the whole staff.
- The governor responsible for More Able and Talented is: **Clare Dent**
- Regular discussion at SLT meetings and at staff meetings about the provision for More Able and Talented learners.
- Register and nomination forms to be updated throughout the year by all staff.

Monitoring, tracking and Assessment:

- Teacher Assessment
- Data analysis by Assistant head teachers
- Use of tests e.g. standardised, CAT, INCAS etc
- Nomination forms completed and show clear evaluations and next steps identified
- Feedback to governors on the achievement and provision for More Able and Talented children
- Register updated regularly
- Comparison with national and local outcomes
- Information transferred to other schools where necessary
- Provision map

Review and Development:

- The School Development Plan
- Inclusion Policy
- Focused monitoring looking at the quality of teaching for More Able and Talented learners.
- Regular review of the policy and provision
- Discussion with parents
- Governor monitoring – of the policy and provision in school

Individual Education Plans

As indicated above arrangements which are **additional to or different from** that which is normally available will be recorded on IEPs which aim to achieve the following:

- Raise achievement of pupils with SEN
- Be seen as a working document
- Use a simple format
- Detail provision 'additional to' or 'different from' that generally available for all pupils
- Detail targets which are 'extra' or 'different' from those for most pupils
- Be jargon free
- Be comprehensible to all staff and parents
- Be distributed to all staff as necessary
- Promote effective planning
- Help pupils monitor their own progress
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for pupils with SEN

They will focus on

- Up to two or three key individual targets set to help meet individual needs and particular priorities
- Targets should relate to key areas in communication, literacy, mathematics, behaviour, physical skills, emotional, social and cognitive
- Strengths and successes should underpin targets and strategies

They will consist of

- Short term targets set for or in collaboration with the pupil and parents/carers
- Teaching strategies to be used
- Provision to be put in place
- Time allocated in order to meet the target
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (recorded when IEP is reviewed)

When reviewed the following will be considered

- Progress made
- Parents views
- Pupils views
- Effectiveness of the IEP
- Any specific access issues that impact on progress
- Any updated information and advice
- Future action, including changes to targets and strategies

As part of the process 'progress' will be defined as

- Closes the attainment gap between the child and their peers monitored through daily progress in class and data analysis
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

Reviews of pupils with statements will be carried out in accordance with advice from Children and Young Peoples Service – Inclusion.

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the County Council to carry out a statutory assessment of their needs. The LEA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The IEP will need information about the child's progress over time, and will also need clear documentation in relation to the child's Special Educational Needs and Disabilities and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 7 of the Code of Practice.

Specific information for Well being

Well being is tracked termly by all teachers. Teachers make a subjective judgement about how they perceive the children's well being. For any child who is identified as causing concern an Individual Well Being Plan is initiated (see appendix).

Individual Well Being Plans

As indicated above arrangements which are **additional to or different from** that which is normally available will be recorded on IWP's which aim to achieve the following:

- Raise achievement of pupils with poor well being
- Be seen as a working document
- Use a simple format
- Detail provision 'additional to' or 'different from' that generally available for all pupils
- Detail targets which are 'extra' or 'different' from those for most pupils
- Be jargon free
- Be comprehensible to all staff and parents
- Be distributed to all staff as necessary
- Promote effective planning
- Help pupils monitor their own progress
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for pupils

They will focus on

- Up to three or four key individual targets set to help meet individual needs and particular priorities
- Targets should relate to key areas: behaviour, physical skills, emotional needs and social needs
- Strengths and successes should underpin targets and strategies

They will consist of

- Short term targets set for or in collaboration with the pupil
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (recorded when IWP is reviewed)

When reviewed the following will be considered

- Progress made
- Parents views
- Pupils views
- Effectiveness of the IWP
- Any specific access issues that impact on progress
- Any updated information and advice
- Future action, including changes to targets and strategies

As part of the process 'progress' will be defined as

- Demonstrates improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour
- Demonstrates the ability to 'cope' and 'deal' with situations that they previously struggled with

Purpose of I.W.P

- To secure children's well being so that they have a readiness to learn.
- To identify external initiatives as requires.
- To ensure children feel safe, secure and cared for.

Specific information for English as an Additional Language

Children are identified in teachers planning unless there is a specific language need. In this instance, the English as an Additional Language leader is **Sarah Powell**. Work will be completed in class and support given by Julie Knight for different resources to use and how to access different resources. The SENDCO will monitor the progress of these children on a regular basis.

Specific information for Gifted and Talented children

Gifted and Talented children are identified in teachers planning. At the end of each study unit this is reviewed to chart the progress made. The leaders for MAT Learners provision shares the progress of all pupils within the school regularly with all members of staff highlighting work that can be completed with specific children if necessary.

This policy will be reviewed annually by the governing body and was last reviewed November 2017

Reviewed by SENDCO January 2016

Reviewed by the SENDCO – November 2017