



KINGSTONE ACADEMY TRUST
APPROVED DOCUMENT

Special Educational Needs and Disability Policy

Relevant School/s:	KHS and KTPS
Policy Officer:	R Ruvino & E Vigus
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Special Educational Needs & Disability Policy

Kingstone Academy Trust seeks to ensure that all pupils have access to a broad and balanced curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide

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1. Introduction and Context

This Policy is STATUTORY

Kingstone Academy Trust treats all pupils as individuals; we therefore refer to all pupils who may need (educational) provision which is additional to or alternative to their normal timetable, as being a pupil with Additional Needs.

The Trustees and staff of Kingstone Academy Trust realise the importance of identifying and supporting those pupils who have Additional Needs and ensuring they are given equal opportunities with their peers to fulfil their academic and personal potential and are helped to feel worthy and important members of the Academy community.

2. Definition

This policy was written in line with the Equality Act 2010 and the SEN Code of Practice 2015; and with regard to the DfES Disability Code of Practice for Schools and to the three principles of inclusion outlined in the National Inclusion Statement. These principles are to set suitable learning challenges, respond to pupils' diverse learning needs and to overcome potential barriers to learning and assessment for individuals and groups of pupils.

Definitions of Special Educational Needs & Disability (SEN)

A child or young person has SEND if they have a learning difficulty or disability which 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:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

SEN Policy 2015.

Pupils have special educational needs if they have a **learning difficulty, which calls for special education provision to be made for them.**

Pupils have a **learning difficulty** if they:

- Have a significantly greater difficulty in learning than the majority of the children of the same age,
- Have a disability* which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority
- Are under compulsory school age and fall within the definition above or would do so if special educational provision was not made for them.

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability carry out normal day to day activities. Most disabled children will also have Special Educational Needs although a minority will not”. (Disability Discrimination Act 1995).

We are aware that slower progress and lower attainment do not necessarily mean that a child has SEN. We also look for pupils who may achieve in line with expectations for their age but who could have SEN. Many factors may have an impact on a pupil's ability to learn but do not necessarily constitute SEN. These include disability*, attendance at school, health, English as an additional language, being a looked after child, being in receipt of pupil premium or being the child of service personnel.

Where unacceptable or unusual behaviour is a concern we will investigate the underlying causes of the child's actions to discover the reason for their actions. Behaviour is not a need but a likely response to a need.

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

3. Aims

Kingstone Academy Trust will:

- Identify, maintain and monitor a register of pupils' special educational needs. All names are collated into the AND Register.
- Engage and work with parents to ensure the best outcomes for pupils
- Review and respond to the needs of pupils with disabilities.

- Work to ensure smooth transfer from the Primary to the Secondary environment and then onwards to post 16 provisions.
- Ensure the smooth transition/return to school of a student following a TBI/ABI and will continue to monitor their welfare from this date.

3.1 The AND Register

Kingstone Academy Trust seeks to provide appropriate support to all pupils within class. If a pupil is identified as having an additional need he/she will be placed on the Additional Needs (AND) Register under a single school-based category for children who need extra specialist support. This replaces the previously used graduated approach of School action ScA, School Action ScA+.

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

All members of staff have access to a copy of the AND register, which is amended as new information is received. A printed copy is displayed in the Staffroom, with individual amendments made as and when new information is received e.g. an accident/illness has occurred which significantly impacts upon a student's wellbeing. A live document is found in the common staff AND folder.

3.2 Interventions

The SENDCo and the pupil's subject teachers, in discussion with the child's parents, will decide on the action needed to help the pupil to progress in the light of their earlier assessment. Pupils' needs can be met on a short-term or long-term basis, depending on the level of and nature of need. We aim to match additional educational provision to individual pupil needs so each pupil can learn and progress. The HUB offers a number of interventions for pupils in the following areas:

- To provide different learning materials or special equipment.
- To introduce some group or individual support.
- To devote adult time to devising the nature of the planned intervention and to monitoring its effectiveness.
- To undertake staff development and training, including e-learning aimed at introducing more effective strategies. Access to LA support services for one-off occasional advice on strategies or equipment or for staff training.
- To provide effective intervention without the need for regular or ongoing input from external agencies.

These interventions may take place within lessons or on occasions after school.

For a few pupils, if the help given through school intervention is not sufficient to enable the pupil to make adequate progress, it may be considered necessary for the school to consider making an application for additional funding from the LA in the form of an Education and Health Care Plan (EHCP, replaced the statement).

3.3 Other Agencies

Kingstone Academy Trust will work closely with outside agencies. When possible we invite members of these agencies to support our training. Whose input we value, advises and makes recommendations on:

- SEND pupils
- Pastoral Support Plans
- PEPs in place for Looked After Children
- Access arrangements for examinations
- Completing and reviewing 'EHCP' pupils
- Input into training for Teaching Staff and Higher Level Teaching Assistants.

3.4 Access for Pupils with Disabilities

The Accessibility Policy and Associated Accessibility Plan is in line with the terms of the Equality Act and aims to provide access for pupils with disabilities both in the school buildings and to the curriculum.

- We aim to remove the barriers to learning which any disability may result in, to allow the pupil full access as much as possible to the curriculum and to enable them to achieve their potential.
- We will not treat disabled pupils less favourably.
- We take steps to avoid putting disabled pupils at a substantial disadvantage.
- Where appropriate, we liaise with and support teachers through advice, for example regarding differentiation and multi sensory approaches.
- The Trustees have reviewed arrangements for pupil with disabilities and the Accessibility Plan and access has been modified to suit.

4. Actions and Responsibilities

4.1 *The Executive Headteacher will:*

- The 'responsible person' in Kingstone Academy Trust is the Executive Head teacher who establishes the appropriate staffing and funding arrangements for SEND provision.

4.2 *The Board of Trustees will:*

- Have due regard to the SEN Code of Practice and the Equality Act 2010 when carrying out its duties toward all pupils with special educational needs.
- Do its best to secure the necessary provision for any pupil identified as having special educational needs.
- Ensure that all staff are aware of the importance of providing for these children.
- Consult the SLA provider and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.
- Ensure that parents are notified of any decision by the school that SEND provision is to be made for their child.
- Identify a governor to have specific oversight of the Kingstone Academy Trust's provision for pupils with special educational needs and to oversee the implementation of this policy. The SEND Trustees will ensure that all Trustees are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

4.3 The SENDCos are responsible for:

- Using baseline data to identify and monitor all students with SEND.
- Informing teaching staff of students SEN and the provision needed.
- Maintaining the school provision map.
- Ensuring the correct provision is in place for all students with SEND.
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEND.
- Ensuring that access arrangements are in place, when required, for external examinations.
- Coordinating smooth transition from primary feeder schools, and to higher education establishments.
- Coordinating smooth transition for pupils with TBI/ABI from hospital back into mainstream education.
- Conducting Annual Reviews and monitoring the progress of Statemented students and the process of transferring Statements over to Education Health Care plans.
- Liaising with parents of pupils with SEND.
- Leading the HLTA team which provides interventions and overseeing the smooth running of the HUB (Secondary School).

4.4 Teaching staff will:

- Set high expectations and provide opportunities for all pupils to achieve, whatever their prior attainment. To use appropriate assessment to set targets which are ambitious.
- Lessons/schemes of work are planned accordingly to provide 'quality first teaching' to remove barriers to learning, which is relevant for all abilities through differentiation.
- Attend to social and emotional needs as well as academic needs of the pupils in their class.
- Refer pupils who are having difficulty to the SEND team.
- Contribute to the Annual review of Statemented students or those with Educational Health Care Plans.

4.5 The Additional Needs Department will:

- Support pupils individually or in groups.
- Assess record and review the effectiveness of delivered interventions.
- Work with all staff to develop a range of learning styles and support strategies to remove barriers to learning.
- Seek parental permission before referring their child to others for support.
- Help parents to understand the purpose of any intervention or programme of action.

5. Review and Monitoring

Kingstone Academy Trust will evaluate the SEND Policy by:

- Analysis of pupil tracking data and test results for individual pupils and for cohorts;
- Progress for pupils on the AND register;
- Monitoring of procedures and practice by the SEND governor;
- The school prospectus, which contains the required information about the implementation and success of the SEND policy;
- The school improvement plan, which is used for planning and monitoring provision in the school;
- Visits from LA personnel and Ofsted Inspection arrangements;

- Feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.

5.1 The SENDCO will:

- Report to the Board of Trustees on an annual basis. This report will provide a summary of the progress of SEND pupils in the previous 12 months. This policy document will form the basis of the discussion around that progress.
- Monitor classroom practice by use of Learning walks (conducted by the SENDCo and relevant staff members)

6. Notes to the Policy

Appendix 1	The Graduated Response
Appendix 2	School Specific Policy Kingstone High School
Appendix 2a	Examination Access Arrangements Policy
Appendix 3	School Specific Policy Kingstone & Thrupton Primary School

Appendix 1 The Graduated Response

Stage 1

The triggers for intervention at this stage could be the teachers' or others' concern, backed up by evidence about a pupil who, despite receiving differentiated learning opportunities:

- Makes less than expected progress even when teaching approaches are targeted particularly in an identified area of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behaviour difficulties which are not improved by the behaviour management techniques usually employed by the school.
- Has sensory or physical problems and continues to make little progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and on continues to make little or no progress despite the provision of a differentiated curriculum.

Stage 1- Response

- The SENDCo will consider the nature of the concern, collect information, including medical notes on admittance form, involve parents, seek additional help from outside agencies if required and decide on the action needed to support that pupil. This action will be monitored and subsequently reviewed.
- Pupils maybe placed on the AND Register and will be offered extra support for his/her particular need.
- All staff will be aware of the pupil's needs and support strategies through the AND Register.
- Pupils will receive support through 'quality first teaching', with appropriate differentiation, and if appropriate additional targeted small group support. Their support will be tracked by provision mapping.

Stage 2:

The triggers could be that, despite receiving an individualised programme and/concentrated support under Stage 1, the pupil:

- Continues to make less than expected progress in specific areas over a sustained period.
- Continues working at NC levels substantially below that expected of pupils of a similar age.
- Continues to have difficulty in developing literacy and numeracy skills
- Has social, mental and emotional difficulties that substantially and regularly interfere with their own learning or that of the class group, despite having individualised intervention programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Stage 2- Response

Assessments and guidance sourced externally such as the Educational Psychologist, could if deemed necessary, advise curriculum areas and pastoral staff on new strategies, provide more specialist assessments, or give advice on the use of new strategies or materials

Stage 3 – Education, Health and Care Plan (EHCP)

New guidelines from September 2014; Under the new rules, SEND statements will be replaced with education, health and care (EHC) plans taking children and young people up to the age of 25. From September 2014, new assessments of SEND will follow the new rules, and support will be provided through an EHC plan.

For a very few pupils the help given by schools through support from outside agencies may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school in consultation with the parents and external agencies already involved, to consider whether to initiate an Education, Health and Care Plan (EHC) is the appropriate pathway.

Where a request is made, the pupil will have demonstrated significant cause for concern. The LA will seek advice from the school that any action implemented for the pupil has continued for a reasonable period of time without success and that alternatives have been tried.

Appendix 2 School Specific Policy Kingstone High School

At Kingstone High School we aim to respond to pupils' diverse needs by:

Setting high expectations and providing opportunities for all pupils to achieve. We support all teachers by offering resources, either in the form of training needs or materials, which will help them utilise different teaching styles to remove barriers to learning, so that all pupils can fully access lessons.

The Additional Needs Department has two areas of focus – social, emotional and mental support and also academic support. This support is provided through the staff in the HUB.

All AND staff are involved in monitoring pupils on the Register through regular one-to-one, group work and reviews where parents can attend. Both AND staff, HLTAs, Pastoral leaders and class teachers are involved with Annual Reviews.

Heads of Faculty are responsible for ensuring funds are used in an equitable way to support the learning of all pupils within their subject areas.

1.1 The Additional Needs Department (AND)

- The ethos of the AND is one of empathy, understanding, and encouragement and to raise pupil's self-esteem. Our aim is to encourage pupils to gain confidence and to believe in themselves.
- The AND supports all staff in developing different learning styles – training sessions focus on multi-sensory approaches to teaching and learning.
- We are aware that pupils must be given the chance to demonstrate their competence and attainment through appropriate means. The AND helps to provide equipment and support for pupils with communication, language and literacy difficulties.
- HLTA's are encouraged to assess pupils understanding, to ensure that they are able to access the curriculum and are making suitable progress.

At Kingstone High School, the AND will work with all staff to encourage and promote an emotionally literate approach to pupils which will;

- a) Create an effective, warm and safe learning environment.
- b) Use empathy and understanding to motivate and interest pupils to maximise their learning.
- c) Use teaching approaches which remove barriers to learning to provide equality of opportunity for all.
- d) Use assessments that are appropriate to pupils with additional needs.
- e) Encourage pupils to participate fully in classroom discussions, oral questioning including discussing each other's work (unless deemed inappropriate)

1.2 Overcoming Potential Barriers to Learning /Assessment

The systems which have been put into place include:

- HLTA support for EHCP (formally statemented) pupils for all agreed subjects.

- One to one HLTA support and withdrawal from lesson where appropriate.
- Literacy support group (spelling, reading, writing and thinking skills).
- Numeracy support group.
- Emotional literacy, anger management and conversation groups.
- Pastoral Support Plans (PSP's), flexible to meet the needs of the individual at risk of exclusion. These pupils often take part or support the above activities.
- Support with coursework and revision at KS4
- Homework club held every Tuesday and Wednesday in the HUB.
- For pupils with physical disabilities, (e.g. cerebral palsy), we ensure they are supported by a HLTA or appropriate equipment.
- Appropriate training: the HLTA's are fully aware of the need to help individual pupils to manage their emotions, and how stress and anxiety can be major barriers to learning.
- Pupils are observed by HLTA's and any difficulties or areas of concern are reported back to the AND.

1.3 Transfer Arrangements

The AND Staff (SENDCo) and Pastoral leader for Year 7 begin a cycle of contacting and visiting primary schools early in the Summer Term. Primary schools are asked to provide information to support the AND Register, but more importantly Staff and HLTA's make an effort to meet Year 6 pupils who will be coming to Kingstone as well as setting up special induction days and visits for more vulnerable pupils and their parents if necessary.

1.3a

Staff and HLTAs will meet with Health organisations prior to transfer, if a pupil is returning from school following a TBI/ABI.

1.4 Identification and Assessment

Pupils are placed on the AND Register after discussion and liaison between the Primary Schools and the AND team at Kingstone High School. Prior to entry, the KS2 test results and information from the Primary School will be carefully analysed with regard to pupils having specific or special needs. The results of these tests, together with Primary School information will be made available to all teaching staff through publication and presentation at Staff meeting of the AND Register and handbook and information stored on sims.

On entry to Kingstone High School all pupils will sit standardised tests in Maths and English. The AND also runs literacy testing for all Yr7's in September, testing their reading, spelling, writing and also a dyslexia screening. This helps to identify pupils who need additional targeted support. All pupils are the retested at the end of Yr7, Yr8 and Yr9 to track attainment and monitor progress.

The Additional Needs Department has a selection of individual tests which are used when a more in depth analysis and assessment of an individual pupils' needs are required, for example:

- BPVS (British Pictorial Vocabulary Scale).
- Wide Range Achievement Tests (WRAT)
- New Macmillan Reading Analysis.
- NGRT reading tests.
- Edinburgh Reading Tests

Appendix 2a Examination Access Arrangements Policy

Access Arrangements are special arrangements which can be made to ensure that all pupils have equal access to examinations. For example, if a pupil has a below average reading level, s/he may be entitled to have someone to read the question paper aloud.

Although the processes of screening, applying for and implementing access arrangements is the responsibility of the SENDCo, all teaching and support staff have a central role to play in the identification of candidates who need adjustments during public examinations and training pupils to use the arrangements effectively.

1. How Examination Access Arrangements are put in place

We will need evidence of a specific learning difficulty, or other special educational need. This will normally be in the form of an educational psychologist's report, or a similar professionally produced and recent assessment of the pupils needs.

We also need evidence of a *history of support*: extra time, for example, will not be considered unless there is a clearly established history of need in class during Secondary Education.

If we feel that it is necessary for the pupil, we will then produce a report documenting their history of need, interventions and normal way of working in class. An application is then made online to the appropriate exam board for their approval. All access arrangements are subject to individual need, and to very strict guidelines.

2. Guidelines for Teachers

Teachers are likely to be aware of candidates who have difficulties that make them eligible for access arrangements in tests and public examinations.

Teachers must watch out for such candidates each year (especially if they are new to the school) and keep the SENDCo informed of their needs. For example, teachers may be aware of candidates who rarely complete tests and exams in the time allowed, but who may be missed by screening tests.

It is essential that candidates are identified as early as possible in their school career for the following reasons:

- The arrangements should be made at the start of the course so that the candidates know what is available and have the arrangements in place for module tests, course work and terminal papers.
- The arrangements should reflect what help has to be given in the classroom and the normal way of working should reflect what is going on in the examinations.
- Centres are required to have made sure that candidates have practiced using their access arrangement(s) in class tests, annual exams, and mock examinations. Subject teacher have some responsibility to make sure these opportunities are available.

3. Types of Access Arrangement:

- **Extra time** for candidates who work very slowly
- **Rest breaks** for poor concentration, extreme stress or fatigue (TBI/ABI students)
- **Bilingual dictionary** for candidates whose first language is not English
- **Readers** for **very** poor readers with decoding or comprehension difficulties who cannot read by themselves
- **Reading Aloud** for those who have reading difficulties and can concentrate better if they can hear themselves read
- **Scribes** for **very** poor or slow writers who cannot **write** by themselves
- **Word Processors**, for candidates who **use a WP in class**
- **Transcripts** of scripts which may be hard for the examiner to read
- **Prompters** for candidates who lose concentration easily

The SENDCo will advise on technical arrangements that may be required, e.g. for **candidates with a visual or hearing impairment or disability**)

Please note there is no specific access arrangements for poor spelling, unless it is so poor that it is likely to impair the examiners ability to read the candidates answers. In this case a Transcript, or in extreme cases, a Scribe may be appropriate. If spellings are reasonable phonic approximations, and so can be deciphered, no access arrangements can be offered.

Regulations have changed in the last few years and the diagnosis of dyslexia is no longer sufficient to allow a candidate Extra Time. The awarding bodies now require 'evidence of need in the normal working arrangements', i.e. the candidate uses Extra Time in class, tests and internal exams.

Timetable for collation of information from Heads of Department

Month	Task	Responsible	Comments
June	<p>Screening Tests (Reading, Writing and Spelling) to be administered to Year 9s.</p> <p>Mark tests and Collate the results</p> <p>Referrals to be made to Learning Support Team if additional assessments are required.</p>	<p>AND</p> <p>AND/SENDCo</p> <p>SENDCo</p>	<p>To be done early in June to allow sufficient time for marking and applications to be made</p>
July	<p>Complete pupil report (test results, history of need) to support online application.</p>	<p>SENDCo</p>	
September	<p>Heads of Department reminded about AA and the need to get course information to the Exams officer as soon as possible.</p>	<p>Exams Officer</p>	<p>This information needs to be given to SENDCo by the middle of September.</p>

	<p>Assign candidate numbers to pupils. Collect Syllabus titles and courses and exam boards from departments.</p> <p>Pupil exam information including candidate numbers, exam boards and all course information to SENDCo.</p> <p>Access Arrangements made online for candidates.</p>	<p>Exams Officer</p> <p>Exams Officer</p> <p>Exams Officer</p> <p>SENDCo</p>	<p>Deadlines for online applications can be accessed here: https://www.icq.org.uk/wp-content/uploads/2021/10/Key-Dates-2021-22-June-2022-series.pdf</p>
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Appendix 3 – School Specific Policy Kingstone & Thruxton Primary School

1. Introduction

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2. Aims

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- To ensure the smooth transition/return to school of a child that has experienced a TBI/ABI-and will continue to monitor their welfare.
- to ensure that our children have a voice in this process.

3. Educational Inclusion

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

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

3.1 Teachers respond to children's needs by:

- providing support for children who need help with any aspects of learning, communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;

- supporting children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4. Additional Needs

All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Where children have been in other educational settings prior to joining our school any previous assessments will be referred to.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Action. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Inclusion Manager, which incorporates the role of Special Educational Needs & Disability Coordinator (SENDCo), will become involved if the teacher and parents feel that the child would benefit from further support. The Inclusion Manager will then take the lead in conducting or coordinating further assessments of the child's needs.

If additional support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services, such as the Learning Team, the Behaviour Team, the English as an Additional Language team, the Sensory Impairment team, (MBSS) or the Herefordshire Psychology Service (HPS). External support services will provide information which will be used to inform the child's targets.

If the child continues to demonstrate significant cause for concern, a request for either Banded Funding or statutory assessment will be made to the Local Authority. A range of written evidence about the child will support the request.

In our school the SENDCo:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- organises and Chairs Annual Reviews for EHCP (formally Statemented) pupils and completes accompanying report;
- prepares cases for application for Banded Funding panel;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the Board of Trustees;
- monitors and evaluates the progress of children with special educational needs.

- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

5. Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the Inclusion Manager assess and monitor the children's progress in line with existing school practices. This is an ongoing process. Outside agencies may be used to contribute towards/carry out assessments.

The Inclusion Manager works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the Inclusion Manager can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

A range of advice is sought before making a formal statement. The needs of the child are considered to be paramount in this. The Inclusion Manager co-ordinates the school's response when a child is being assessed for a Statement and at subsequent Annual Reviews.

6. Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

All children are given appropriate targets. For special educational needs children these will employ a small-steps approach. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children with statements of special educational needs have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

7. Partnership with Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The named governor takes a particular interest in special needs and is always willing to talk to parents.

We have Parents' meetings twice a year with Class Teachers to share the progress of all children with their parents, and those with special educational needs can also meet with the Inclusion Manager. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Each pupil will have an ILP planned and agreed with the class teacher and Inclusion Manager; this will be reviewed throughout the year and shared with parents, who are given an opportunity to contribute to this plan.

8. Pupil Participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the EYFS recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets. Those children who have IEPs are involved in their review meetings where they are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

9. Monitoring and Review

The Inclusion Manager monitors the movement of children within the SEN system in school, providing staff and Trustees with regular summaries of the impact of the policy on the practice of the school.

The Inclusion Manager is involved in supporting teachers involved in drawing up Individual Education Plans for children. The Inclusion Manager and the Head teacher hold regular meetings to review the work of the school in this area. The Inclusion Manager / Head teacher and the named governor with responsibility for SEND also hold regular meetings.