



Dennington CE Primary School

Special Education Needs & Disabilities (SEND) Policy

Signature	
Date Approved	27.9.21
Review Frequency (Years)	1
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Introduction

At Dennington Primary School, we are committed to meeting the special educational needs of pupils and ensuring that they make progress alongside our schools' vision which is to enable all children to achieve their fullest potential in a supportive environment. We endeavour to create an environment based on Christian principles, where every child can flourish and achieve, supported by the best efforts of all those involved in the school and local community.

Our vision statement is as follows:

We want the best for each member of our school—learning and growing through Christian values, gladly working in partnership with each other, with home, church and the community—guided by the hand of God.

This is underpinned by the biblical verse:

Be strong and courageous; do not be afraid or discouraged for the Lord your God will be with you wherever you go. (Joshua 1:9)

Our School Aims are to:

- Maintain a caring family ethos
- Nurture children's moral and spiritual development
- Afford equal opportunities for all
- Develop awareness of self and sensitivity to others
- Offer broad and rich learning experiences, differentiated to meet the needs of each child
- Promote positive relationships between home, school and the wider community
- Foster self-esteem, confidence, self-discipline and co-operation
- Care for each child's health and happiness
- Provide a stimulating learning environment
- Help children to become independent learners
- Encourage children to recognise and value achievements

Key to our educational philosophy is the triangulation between school, home and child. We are committed to encouraging parental involvement throughout every child's time with us and recognise that supportive relationships between school and home make a huge difference to a child's learning experience.

The SEN Policy is the most important document that a school develops when determining how they will meet the special educational needs of pupils. It must reflect the statutory requirements and the actual practice of the school.

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years (updated May 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEN Code of Practice 0-25 (updated May 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
 - Safeguarding policy
- Accessibility Plan
- Teachers' Standards (2012)

The 2015 Code of Practice

In September 2015, a new Code of Practice (COP) was issued. Main points of the COP are:

- Statements will be no longer be issued by the Local Authority. These have been replaced with Education, Health and Care Plans (EHCPs) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs & Disabilities Support' (SENDS). All children are closely monitored, and their progress tracked each term.
- Parents have much more involvement in addressing the needs of a child with a Special Educational Need or Disability.
- Parents should know where they might go for help and advice both from the county and the school. This is known as the 'Local Offer'.

- There are four broad categories of Special Education Needs:
 - ❖ communication and interaction
 - ❖ cognition and learning
 - ❖ social, emotional, and mental health
 - ❖ physical and sensory

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.

Defining SEN

Children with special educational needs or disabilities have learning difficulties that call for specific provision to be made.

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age; has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

SEND Code of Practice: 0 to 25 Years (2015) – Introduction xiii and xiv

Around 14% of our children are either (SEN Support) or have EHC Plans. This is above the national average and means that all teachers expect to have children with SEND in their classes. (*National Statistics. Special Educational Needs in England: January 2019*)

Equality Act (2010)

This legislation identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will need this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act (2010). We will assess each child as required and make the appropriate provision based on their identified needs.

Lead Staff Responsible for Whole School Implementation of the SEND Policy

- ❖ Executive Headteacher: Dr Paul Parslow-Williams
- ❖ Head of School: Mrs Charys Rushbrook
- ❖ SENDCo designate (supported by Exec Head): Miss Kate Bulley
- ❖ SEN Governor: Mrs Lucy Long

Inclusion

In our school, we offer opportunities to all our children, whatever their ability or needs; we have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation in personalised learning tasks. We want all our children to feel that they are a valued part of our school community. Through the implementation of appropriate curricular provision, we acknowledge 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.

Aims

- ❖ to create an ethos and educational environment that is person-centred and has the views and needs of the child/young person at its heart along with their families/carers;
- ❖ ensure that all pupils are able to fully access the curriculum by providing extra support and/or additional resources to remove barriers to learning;
- ❖ to create an environment that meets the specific needs of each child;
- ❖ to encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood;
- ❖ to ensure that all pupils with SEND have their needs identified, assessed and provided for in order to support academic progression and continued good physical and mental health and wellbeing;
- ❖ to focus on individual progress as the main indicator of success;
- ❖ to reflect the New Code of Practice (2014) in stating that teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff (p68.) Every teacher is a teacher of every child or young person including those with special educational needs or disabilities;
- ❖ to identify the roles and responsibilities of staff providing support for specific children;
- ❖ to fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school with high expectations for the best possible progress;
- ❖ to ensure that parents can play their part in supporting their child's education;
- ❖ to ensure that children with Special Education Needs or Disabilities have a voice.

Objectives

In order to meet the special educational needs of our children at Dennington Primary School and to ensure inclusion for all, we must:

- Identify the needs of pupils with SEND as early as possible which is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- The SENDCo will carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SEND team and leadership team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and that all pupils' needs are catered for.

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- Ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- Use a variety of teaching approaches and resources to allow children with SEND to access the National Curriculum.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils, and the effectiveness of the schools' SEND work. Each academic year, teachers hold two parents' evenings and send home one short term report at the end of autumn term and one long report at the end of the last academic year.
- Gain support from outside agencies when a need has been identified and discussed with parents.
- Create a school environment where pupils feel safe to voice their opinions of their own needs.

Some children have barriers to learning; this may require action by the school. These requirements are likely to arise because of a child having special educational needs or disabilities. There are also other things that may impact on progress and attainment that are not SEND that may include:

- Attendance and punctuality
- Health and Welfare
- Children/young people in receipt of Pupil Premium Grant or Pupil Premium Plus □
Looked After Child
- Being a child/young person of servicemen/women □ EAL

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities; some children may need additional, or alternative, help from that given to other children of the same age.

Teaching and Learning

Our aim is for all children to be working as independently as possible in class, at their individual ability. Teachers aim to spend time each day working with all children, including those with Special Education Needs, individually or as part of a group; children with Special Education Needs and Disabilities are entitled to be taught by their teacher, not always by a learning assistant. Our focus is on outcomes; we aim to implement sufficient support to enable children to achieve their challenging targets, as independently as possible.

Teachers respond to children's needs by:

- ❖ providing support for children who need help with communication, language and literacy;
- ❖ planning to develop children's understanding using all their senses and varied experiences;
- ❖ planning for children's full participation in learning, and in physical and practical activities;
- ❖ helping children to manage their behaviour and to take part in learning effectively and safely;
- ❖ helping individuals to manage their emotions; particularly trauma or stress, and to take part in learning.

Intervention

The SENDCo, if not already involved, will be available to provide guidance if the teacher and parents feel that the child would benefit from further support. When considering an intervention, we examine the child's attainment and progress in order to select the appropriate ways forward. Individualised SMART Targets are created for children receiving support; these are deliberately challenging in an attempt to close the attainment gap between the child and their peers. Interventions are crucial in closing these gaps; the sessions are monitored closely by the class teacher, intervention tutor, and SENDCo.

- ❖ interventions are typically time-limited so they can be reviewed.
- ❖ during this time, the class teacher, interventions tutor and SENDCo will monitor effectiveness of the support.
- ❖ at the end of each cycle, progress towards targets is assessed and recorded.
- ❖ a decision is then made as to what the next steps will be; additional intervention, revised support in class, or no further action needed.

A Graduated Approach to SEND Support

Our approach to SEND support is based on a continuous cycle. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the pupils needs and of what supports the pupil in making good progress and securing good outcomes. The school provides a broad and balanced curriculum for all children. Quality first teaching is our starting point for meeting the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Wave 1- Quality First Teaching

Within the classroom, and during specific interventions, the emphasis is on Quality First Teaching. This strategy encourages the full use of all available and appropriate resources, to support learning and progress. The child's class teacher is responsible and accountable for the progress and development of all the pupils in their class (including where pupils access support from a teaching assistant or specialist staff). The teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The class teacher will keep parents informed and draw upon them for additional information. Every teacher at Dennington Primary School ensures effective inclusion of all pupils through Quality First Teaching through differentiating the curriculum, activities, delivery and outcome for all children.

Examples of our Wave 1 provision includes:

- Differentiated curriculum, planning, activities, delivery and outcome
- Visual aids/materials
- Numicon and concrete maths resources
- Base-10 blocks
- Writing frames
- Talk partners
- Peer support
- Working walls
- Variety of teaching styles and approaches
- In-class TA and teacher support
- Assessment for learning
- Mixed ability tables
- Makaton trained staff
- Proloquo2
- Use of symbols
- Whole school behaviour policy
- Whole school reward system
- SEAL- Social and Emotional Aspects of Learning
- Worry Box
- Wheelchair access into school
- Pencil grips
- Modified work sheets
- Coloured overlays
- Sloping boards

Wave 2

Wave 2 provision is for children who can be expected to 'catch up' to age-related expectations but need some additional focused teaching to get there. This recognises pupils who are identified as requiring additional and different help as well as the regular differentiated curriculum. Under Wave 2, the school puts provision in place without reference to regular external advice or without additional resources being provided by the local authority. If it is felt that further support is needed, a Pupil Passport (Individual Target Tracked) is drawn up, detailing provision and targets.

Our school has access to a range of Wave 2 provision. This includes:

- Plus 1
- Power of 2
- Special Words
- ICT Support: Clicker Sentences
- ICT Support: Clicker 6
- Language Link
- Phonics Bug
- HFW intervention
- Toe by Toe
- Small group interventions
- Individual behaviour ladders/charts
- Individual support for SATS
- Dyslexia friendly font
- TA support
- Enlarged keyboards
- Nurture Groups
- Pre-teaching
- Lego Therapy
- Social stories
- Gym Trail
- Finger Gym

Wave 3

Wave 3 provision is specific targeted approaches for children identified as requiring SEN support. This intervention consists of specialist individualized programs of support, delivered by a teacher for a minority of children to maximize progress.

Our school has access to a range of Wave 3 provision. This includes:

- Speech Therapy
- Dynamo Maths
- Nessy Reading & Spelling
- Catch Up Reading
- Pupil Passport
- 1:1 Adult Support
- Individual Healthcare Plans
- Access to school nurse
- Equine Assisted Therapy
- Splint training by Physiotherapist
- Physiotherapist training for walker, standing frame, toilet, walking sticks, chair, splints
- Access to Behavioural Support Services/CAMHS/Social Services/CiSS
- Prologue2Go on Communication Aid/Makaton/PECS
- Adaptations made to access school trips and extra-curriculum activities
- Monitored use of medication

Facilities for pupils with SEND

Our school has a range of specialist SEND facilities in place. These include:

- Wedge Cushions
- Full wheelchair access around the school site
- Adapted seating
- Walking aids
- Splints
- Disabled toilet
- Support frame for toilet
- Specialist toilet seat
- Changing facilities
- Enlarged keyboards
- Writing slope

The process for identifying and managing children with SEND

SEN Code of Practice 0-25 (updated May 2015) identifies 4 broad categories of need:

1. Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have a difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. 9

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas provide an overview of the range of needs present in our school. Once a child's needs have been identified, the SEND team, with parents and the child (if appropriate), decide upon the support to be provided and the action the school needs to take. The needs of the whole child will be taken into consideration during this process.

Assessment

The assessment of children reflects as far as possible their participation in the whole school curriculum. Early identification is vital; the class teacher will inform parents of any concerns, and encourage their active participation in meeting the needs of their child. The class teacher and SENDCo assess and monitor the child's progress in line with existing school practices.

Pupil Passport

A Pupil Passport is issued to each child who has a diagnosed SEND which affects their learning. It is completed with the child and acts as a guide to their class teacher. The document will:

- ❖ record the child's strengths and interests, what they find difficult and what helps them to achieve;
- ❖ record the strategies used to support the child;
- ❖ show the SMART targets set for the child and the teaching strategies to be used; ❖ indicate the planned outcomes and the date for the plan to be reviewed; ❖ be reviewed termly by the teacher, parent and SENDCo (if appropriate).

Pupil Passports will also track specific interventions; parents are informed when an intervention is implemented. The document will:

- ❖ give details of starting points (assessment);
- ❖ indicate intervention strategies/ schemes to be used;
- ❖ indicate short term SMART targets;
- ❖ serve as a short record of session coverage and progress;
- ❖ be informally reviewed by the SENDCo and staff member delivering interventions midcycle;
- ❖ give details of intervention outcomes (assessment).

EHCP (Education, Health and Care Plan)

If the child continues to demonstrate cause for concern, by being unable to make significant progress during the intervention sessions, a request for an Education, Health Care Plan (EHC Plan) will be made to the Local Authority. A portfolio of evidence relating to the child will be submitted in support of the request. In most cases, we apply for an EHC Plan if:

- ❖ The child is 'Looked After' and therefore may be additionally vulnerable;
- ❖ The child has a disability which is permanent- they will always need support to learn effectively;
- ❖ The child's achievements are significantly below their peers, resulting in the possibility of the child benefiting from special school provision in the future.

Children, who the school believe will manage in a mainstream setting albeit with support, may be assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not automatically qualify a child for an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for: parents, the child, and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths and aspirations, as well as the barriers they face. Following the meeting, the Local Authority will produce the EHC Plan that will record the decisions made at the meeting. If the application is unsuccessful, the school and family may appeal the decision if they feel that this is the appropriate course of action.

Funding for SEND

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Statements or EHC Plans. A proportion of the annual school budget is allocated to SEND. The Headteacher informs the governing body of how the funding has been employed. The Headteacher and the SENDCo meet regularly to agree on how to use funds directly related to Statements or EHC Plans. The school can request additional funding by applying through the county's Higher Tariff Needs Funding system.

Monitoring and Evaluation of SEND Provision

The Headteacher, Head of School, SENDCo, and SEND Governor monitor the effectiveness of Special Education Needs and Disabilities systems in school:

- ❖ providing staff and governors with regular summaries of the impact of the policy on school practices;
- ❖ hold regular meetings to review the work of the school in this area;
- ❖ review this policy annually and consider any amendments in the light of the annual review findings;
- ❖ report the outcomes of the review to the full governing body.

The Role of the SENDCo

Miss Katie Bulley is the Special Education Needs & Disabilities Coordinator and is responsible for the arrangements for SEND provision throughout the school. In line with the recommendations in the SEN Code of Practice 2015, the SENDCo will oversee the day-to-day operation of this policy, alongside the Headteacher, in the following ways:

- ❖ manages the day-to-day operation of the SEN policy;
- ❖ co-ordinates the specific provision made to support individual pupils with SEN;
- ❖ provides guidance to colleagues and will work closely with staff, parents and other agencies;
- ❖ ensures the school keeps the records of all pupils with SEN up-to-date;
- ❖ is aware of the provision the Local Offer;
- ❖ oversees the records of all children with special educational needs and disabilities;
- ❖ liaises with the relevant Designated Teacher where a Looked After pupil has SEN; ❖ advises on the graduated approach to providing SEN support;
- ❖ applies for HTN Funding and advises on the deployment of the schools' delegated budget and other resources to meet pupils' needs effectively;
- ❖ implementing Annual Reviews for all pupils with EHC Plans;
- ❖ acts as the link with parents;
- ❖ acts as link with external agencies and other support agencies;
- ❖ monitors and evaluates the special educational needs and disabilities provision and reports to the governing body including liaising with the Special Educational Needs and Disabilities Governor;
- ❖ liaises with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned;
- ❖ works with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ❖ manages a range of resources, human and material, to enable appropriate provision for children with specific needs;
- ❖ contributes to the professional development of all staff

Teacher responsibilities

Under the previous framework, the SENDCo had direct responsibility for supporting children with special educational needs/disabilities. However, under the newest SEND Code of Practice (2015), their role is more strategic and supportive. Class teachers are responsible for children with special educational needs/disabilities. These statements from the Code of Practice (2015) below illustrate this important point:

'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'

'The class or subject teacher should remain responsible for working with the child on a daily basis, even when interventions involve group or one-to-one teaching away from the main class or subject teacher...'

'They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.'

'Working with the SENDCo, [they] should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.'

(SEND Code of Practice 2015, sections 6.36, 6.52, 6.54)

Staff CPD

We aim to keep all school staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. Over the past 2 and a half years, staff have attended training opportunities including the following:

- SENDCO Leader training
- De-escalation training
- THRIVE awareness

The Role of the Governing Body

Mrs Lucy Long is the current governor with responsibility for SEND at Dennington. She has regular contact with the SENDCo and the senior management of the school to keep up-to-date with, and monitor the schools' SEND provision. She is responsible for reporting back to the Full Governing Body about SEND issues. The governing body has due regard to the Code of Practice (2015) when carrying out its duties toward all pupils with SEND. In addition, they are required to:

- ❖ do their best to secure the necessary provision for any pupil identified as having special educational needs and disabilities;
- ❖ ensure that all teachers are aware of the importance of providing for children with SEND;
- ❖ consult the Local Authority and other schools, when appropriate;
- ❖ report annually to parents on the success of the schools' policy for children with SEND;
- ❖ ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The SEN governors work in collaboration with the SENDCo and Headteacher, ensuring that all governors are aware of the schools' SEN provision, including the deployment of funding, equipment and personnel.

Partnership with Parents

The school works closely with parents in the support of those children with special educational needs and disabilities. 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 and disabilities.

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

We have regular meetings and send out reports each term to share the progress of these children with their parents. 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 and disabilities.

Pupil Participation

In our school, we encourage children to take responsibility and make positive decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social and independent learning skills. Children are involved, at an appropriate level, in setting targets in their Pupil Passport and in the termly Pupil Passport review meetings. Children are encouraged to make judgments about their own performance against their Pupil Passport targets. We strive to recognise success in all aspects of the children's school life.

Transition Arrangements

All transition arrangements are tailored to meet individual needs.

Transition into and within School

We understand how difficult it can be for children and parents as they move into a new class or school. We identify individual needs of the child, and put strategies into place to make transitions between classes, including from nurseries, as smooth as possible. For example:

- ❖ Additional meetings for the parents and child with the new teacher
- ❖ Additional visits to the classroom environment to identify where the toilets are, where the pegs are etc.
- ❖ Opportunities to take photographs of key people and places to make a transition booklet.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENDCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

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).

Complaints

The school works in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the Trust's complaints policy and procedure.

Suffolk's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health, and social care. Suffolk's Local Offer is available from the website; <http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page>. In addition, <https://www.accessunlimited.co.uk/> is a useful resource for Suffolk children and young people with additional needs or disabilities; it includes information about activities and breaks available for Suffolk children with SEND as well as information for parents about benefits, about how Suffolk aims to support children through education, health, and social care.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Inclusion of pupils with English as an additional language

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 automatically considered to have a Special Educational Need.

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.

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.

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.

The following provision can be expected:

- Pupils will not be placed with SEND pupils unless SEND 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; preteaching 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.
- Provision will be recorded and monitored for effectiveness using the schools' provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not necessarily 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 endeavor 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 placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report:2003] why children who are looked after in local authority care often fail to make expected progress at school:
 - ❖ Too much time out of school
 - ❖ Insufficient help if they fall behind
 - ❖ Unsatisfactory educational experiences of many carers
 - ❖ Unmet needs - emotional, mental, physical

Special Educational Needs & Disabilities (SEND) Policy

- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. Responsibilities of our designated teacher and Headteacher 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. The schools 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

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 organizer, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy,
- Creativity artistic, musical, linguistic

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.

Special Educational Needs & Disabilities (SEND) Policy

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.

Identification: Before identifying any child as '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 'very 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.

A very 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 suggestion

The impact of provision for the very able and/or talented children can be tracked through the schools' data tracking system.

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.

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.

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 sporting clubs and close liaison with parents help to identify opportunities in the wider area. School based provision includes opportunities for performance and specialist teaching.