Special Educational Needs and Disabilities (SEND) Policy

School Vision and Values



At Emmanuel Church of England School, broad opportunities are provided for individuals to develop their full potential and allow them to be healthy, happy and secure.

Building on our Christian ethos and in partnership with the whole school community, we provide a stimulating and caring environment where individuals are valued and nurtured morally, spiritually and academically.

It is a primary aim of our school that every member of the school community feels cared for, valued, respected, and that each person is treated fairly and well. This is promoted through our school values; where children learn to be respectful, to forgive and to move on so that they can experience:

'Life in all its fullness' – John 10:10

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Special Educational Needs and Disabilities (SEND) Policy

1. CONTACT DETAILS

Our Executive Head Teacher, **Mrs Hall** and our Head of School**, Miss Roscoe** – who provide leadership on inclusion and high achievement for all. They can be contacted through our school office:
email = admin@emmanuel.camden.sch.uk

Our Inclusion Leader, **Miss McManus**– (the first person to talk to about any SEN questions or concerns) who leads on the day to day operation of our SEND procedures following guidance in the SEN Code of Practice. She can be contacted through our school office:
email = admin@emmanuel.camden.sch.uk

Our SEND Governor, Nancy **Jirira** - who has a responsibility for monitoring and supporting the school on SEND matters on our Governing Body. She can be contacted through our school office:
email = admin@emmanuel.camden.sch.uk

Our School Senior Admin Officer, **Ms Lubert-** who can give you copies of our policies**.**
email = admin@emmanuel.camden.sch.uk
Tel = 0207 7431 7984

Our Site Service Manager, **Mr Philippou –** who ensures that the school is clean and safe and has oversight of site access projects. He can be contacted through our school office:
email = admin@emmanuel.camden.sch.uk

2. INTRODUCTION

Policy Rationale

This policy outlines how Emmanuel C of E Primary School identifies, supports and meets the needs of pupils with Special Educational Needs and Disabilities (SEND), in accordance with the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years (2015) and the Equality Act 2010. At Emmanuel C of E Primary School, we are committed to providing an inclusive learning environment in which all pupils are valued, supported and enabled to achieve their full potential. We work collaboratively with pupils, families and external professionals to identify needs early, remove barriers to learning and ensure that appropriate provision is in place to support pupils' educational progress, wellbeing and wider development. This policy aims to:

- Clarify the roles and responsibilities in the school
- Clarify the roles and responsibilities with outside agencies
- Ensure that all staff follow clear and consistent procedures as every teacher is a teacher of pupils with SEND

- Ensure access to a broad and balanced curriculum for pupils with SEND
- Support effective differentiation in teaching and learning
- Establish a good partnership between staff, parents/carers, children and outside agencies and to involve parents and carers fully in decisions about their child's provision
- Ensure early identification of a child with SEND
- Ensure good assessment and tracking of pupils' progress
- Ensure children with SEND have full inclusion in the life of the school
- Outline how the views of children with SEND are considered and how they are part of the decision-making process.

Definition of Special Educational Needs and Disabilities (SEND)

A child at Emmanuel C of E Primary School is defined as having Special Educational Needs when their learning needs require support above and beyond that normally provided in classrooms in terms of Wave 1 Quality First Teaching.

The needs might be associated with:

- a different learning style,
- significantly greater difficulty in learning than the majority of others of the same age,
- social, emotional and mental health needs,
- a disability which prevents or hinders them from making use of educational facilities provided,
- communication and sensory needs or a combination of these.

The SEN Code of Practice describes four areas of difficulty. It is recognised that some children will experience difficulties in more than one area.

- Communication and Interaction
  Children 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 difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children who are autistic are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

- Cognitive 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) effect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- Social, Emotion and Mental Health Difficulties

  Children 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, or disruptive 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.

- Sensory and/or Physical Needs

  Some children 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.

In addition, some pupils will have **Medical Needs.** As outlined in the Medical Policy, children with a medical need have an Individual Health Care Plan or an Administration of Asthma Pump Plan which clearly outlines the care they require in school. Although a medical need does not directly link to an educational need, there is sometimes an overlap. Pupils who have a medical condition AND a Special Educational Need have well-co-ordinated provision to ensure best possible outcomes. Our Inclusion Leader is responsible for ensuring systems and procedures for children with Medical Needs are followed in school.

We believe that the Five Outcomes set out in Every Child Matters Agenda are important for all children but especially so for our most vulnerable children. The Five Outcomes inform our thinking about curriculum, classrooms and the care, guidance and support we provide for our children:

- Stay healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

A shared vision of inclusion permeates all our school policies e.g. our Trips and Outings Policy - we always plan school journeys and educational visits making reasonable adjustments to include all pupils. This policy should be read in conjunction with other policies that describe how we provide support, guidance and encouragement to learners in our schools:

- Behaviour Policy
- Inclusion Policy

We also have a School Assess Plan and the Equality Policy which describe how we are improving the school for children and adults with disabilities. These are all available from the school office.

3. GOVERNANCE

The Governing Body will evaluate the quality of SEND provision:
We will celebrate where we are successful and work with school leaders to set out how and what we will improve.

A Governor with responsibility for SEND will monitor and collect information about the school's provision for children with SEND in a variety of ways, including:

- Meeting regularly with the Inclusion Leader
- Supporting the school with any Local Authority reviews of SEND and in implementing any recommendations
- Supporting school leaders in their evaluation of SEND provision
- Reviewing data on children with SEND– for example, the number of children on the Register of need; the standards achieved by pupils with SEND
- Reviewing progress on Inclusion matters in the school's Development Plan

4. ADMISSION AND INDUCTION ARRANGEMENTS FOR CHILDREN WITH SEND (INCLUDING THOSE WITH EDUCATION HEALTH CARE PLANS)

We welcome children with SEND to our school. The Local Authority's SEND Services inform us when parents/carers of a child with an Education Health Care Plan name Emmanuel C of E Primary. All other requests for a place at Emmanuel Primary School for children with SEND, who do not have an Education Health Care Plan, follow our school admission criteria for allocating places for all children as outlined in our Admission Policy. At Emmanuel, we follow the legislation in the Equality Act 2010 which prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

The school induction arrangements for children with SEND include:

- The Inclusion Leader gathering information from the parents and all the outside agencies (including Early Years providers) involved with the child
- The Inclusion Leader making appropriate admission arrangements for the child. This may include:

- visiting the child in their previous setting
- providing the child with visual information about Emmanuel C of E Primary School (for example, My New School book)
- arranging for the child to visit Emmanuel prior to starting
- collaborating with parents and outside agencies to create a Transition Plan.

- Appropriate adaptations being made the learning environment and the use of suitable resources to ensure accessibility for children with physical disabilities. These are outlined in our Access Policy.

In addition to these arrangements children with SEND enrolling into the Nursery and Reception Year can have a phased entry, such as attending mornings only for the first half term.

We are committed to working in partnership with parents/carers to ensure a smooth start to their child's time with us.

Specialist Provision for Disabled Pupils

We are not an additionally resourced school for pupils with exceptional SEND. However, we are committed to Camden's policy of inclusion and to meeting the needs of all our pupils. Our school has facilities to meet the needs of children with mobility difficulties: ramp access, disabled toilet facilities, a lift and we make changes to our day-to-day procedures to help our children feel included.

5. PROVISION FOR CHILDREN WITH SEND

All members of the school community share responsibility for the quality of provision for children with SEND. However, some members of staff have specific roles and responsibilities:

The Inclusion Leader's main responsibilities are coordinating the following:

- Working in partnership with parents regarding their child's Special Educational Needs and Disabilities and how best to meet these needs.
- Supporting staff in developing strategies to increase the inclusion of children in the classroom.
- The day-to-day implementation of the SEND Policy.
- Ensuring Special Needs Records are relevant, reviewed and kept up to date.
- Working in partnership with outside agencies.
- Linking the work of external agencies with class work
- Coordinating provision for SEND
- Supporting and training of support staff
- Advocate for pupils with SEND at Leadership Meetings
- Tracking the progress of children on Intervention Programmes
- Liaising with and advising teachers and support staff
- Liaising with parents and carers of pupils with SEND
- Liaising with external agencies including Local Authority support and educational psychology, health and specialist services and voluntary and community groups
- Assessment and observation of individual children in order to put appropriate provision in place
- Working with Class Teachers and Teaching and Learning Assistants (TLAs) to ensure that the advice from external services and agencies is implemented, for example, from Speech and Language Therapists.

The Class Teacher's responsibilities include:

- The teaching and learning of all pupils
- The day-to-day management and direct supervision of the support assistants working within the class

- Joint planning and assessment of any pupils with SEND
- Sufficient differentiation tailored to children's needs
- Monitoring of children's progress in conjunction with the Inclusion Leader and TLAs

Teaching and Learning Assistants' (TLAs) responsibilities include:

- Providing additional support for children with an Education Healthcare Plan and those pupils who have SEN Support.
- Supporting individual children to engage in all activities alongside their peers
- Supporting children with any physical needs they may have e.g. toileting
- Implementing Wave 2 and Wave 3 interventions with appropriate monitoring and planning
- Keeping records of support/interventions
- Feeding back to the Class Teacher and Inclusion Leader on the progress of support/interventions
- Supporting independent learning

6. IDENTIFYING, ASSESSING AND PLANNING SUPPORT FOR CHILDREN WITH SEND

Identification

At Emmanuel C of E Primary School, we cater for differently achieving groups and different needs through careful planning and Quality First Teaching. Class Teachers are supported by the Leadership Team, through lesson observations, Key Stage meetings, staff training, lesson studies and performance management, to deliver lessons which meet the full range of learners in their class. Class Teachers continually monitor and assess the attainment and progress of the pupils and record all pupils' progress as part of our monitoring and assessment practices. These include making observations in the Early Years (all children in our Reception class and Nursery class). Class teachers communicate any concerns early with: The Inclusion Leader on Concern Forms (Appendix I); parents in Parent/Teacher meetings; the Leadership Team at half termly Pupil Progress Meetings. At the Pupil Progress Meetings, the Class Teacher, Inclusion Leader and the Leadership Team identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We have a graduated approach to supporting pupils and initially an intervention will be implemented along with strategies and advice on how the pupil can be supported in the whole class setting.
(Appendix II)

Monitoring

If concerns remain after 6-8 weeks of monitoring and tracking, Class Teachers consult the Inclusion

Leader and we may place pupils on our 'Monitoring List' and put further support into place for this pupil. We will always involve parents/carers with this decision. A child on our 'Monitoring List' will have targeted action, additional to or different from what is normally provided as part of the school's differentiated curriculum. Some examples of targeted support for a pupil include: 15 Minutes A Day Reading Intervention, Motor Skills Occupational Therapy Group, Numicon Maths Intervention Group. (For further information on support – see Emmanuel School's SEN Information Report). Parents are informed about children's targets and access to additional or different support.

The Inclusion Leader records all interventions on the school Provision Map (Appendix III) and monitors the progress of pupils for whom the school is delivering additional provision. Part of this monitoring process also involves evaluating the effectiveness of provision through Learning Walks, Performance Management of support staff, observations of interventions, reviewing progress data and feeding back information to the Leadership Team.

If we feel that the child is making adequate progress, he or she may no longer need to receive additional provision. We will record this discussion and we will keep these Provision Records for reference in the pupil's office file and pass them on when he or she transfers to another school. The child's name will then be removed from our 'Monitoring List'

SEN Support

If the pupil is not making adequate progress in spite of the provision, then additional support will continue. The SEND Code of Practice, 2014, states '*A Child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age*.' The Inclusion Leader will, in collaboration with parents/carers and the Class Teacher, move the pupil from the Monitoring List to the school 'Register of SEN' and has 'SEN Support'. The Inclusion Leader will seek outside advice and/or assessment from relevant agencies, for example a Speech and Language Therapist.

Each term the Class Teacher, Inclusion Leader and parents/carers meet to review the attainment and progress of a child who has SEN Support. At this meeting, called an IEP meeting (Individual Education Plan), we review current targets and provision and agree new targets and strategies in an IEP. We monitor many aspects of a child's learning and progress, including;
Communication and interaction needs
Cognitive and learning needs
Social, emotion and mental health needs
Sensory and/or Physical needs

The child will continue to be closely supported, monitored and tracked. Their achievements and progress will be celebrated and, if the Inclusion Leader, Class Teacher and parents/carers cease to have concerns and the pupil is making adequate progress, the pupil will be removed from the 'Register of Need' and placed on the 'Monitoring List'. We will record this discussion and we will keep these Provision Records for reference in the pupil's office file and pass them on when he or she transfers to another school.

We are committed to listening to the voice of the child during this process and pupils are invited to attend and/or input to the review meetings.

Educational Health and Care Plan

We endeavour to meet the needs of all children who are on our Monitoring List and who have been identified to as needing SEN Support from within our allocated resources. However, if after this process and the implementation of a variety of interventions results in a pupil not making progress, and if the school considers the pupil to have 'exceptional and complex needs', we will request Statutory Assessment from the Local Authority. This happens for a small minority of pupils and may eventually lead to an Educational Health Care Plan of Special Educational Needs. For pupils with an Educational Health Care Plan, annual review meetings are held to review attainment and progress and discuss medium term and long-term outcomes. The tracking of pupils' progress will be through using the Early Years Learning Goals, Engagement Model, P Scales, Yearly Objectives and through evaluating the progress against targets set by outside agencies.

Pupils with English as an Additional Language

The school takes great care over the identification and assessment of children whose first language is not English. We do not assume that lack of progress in English means that a child has a Special Educational Need. However, we are aware that for some children, slow progress may be a result of a special educational need.

We also acknowledge that the following is not a Special Education Need:

- short term lapse in progress and learning
- attendance and punctuality
- health and welfare
- housing difficulties
- being in receipt of the pupil premium
- being a looked after child

For pupil's where the parents and teacher's main area of concern is behaviour, the school will focus on the underlying causes of this behaviour and will work to support the pupil by addressing this need (e.g. literacy or speech and communication difficulties). Our school Emotional Literacy Support Assistant

(ELSA) supports children with Social, Emotional, and Mental Needs through one to one and small group sessions.

Planning

The school adapts the curriculum and learning environment to ensure children who are identified with Special Educational Needs are fully supported; this may include a work-station within the classroom, an individual timetable, the use of assisted technology or lessons around particular interests. The school uses personalised planning (IEPs) to set specific targets and to agree with the class teacher, Inclusion Leader and parents/carers provision for the term ahead.

7. SUPPORTING CHILDREN WHO ARE FALLING BEHIND IN THEIR LEARNING

We have a graduated response to meeting children's needs, using three 'waves' of support:

Wave 1 – High Quality "inclusive" lessons for all children, which are differentiated

Wave 2 – Small group intervention for children who can be expected to catch up with their peers as a result of the intervention

Wave 3 – Specifically targeted interventions and personalised support for individual children including a highly personalised timetable

The variety of provision we make for children includes:

- A curriculum differentiated by Class Teacher
- Intervention groups run by Teaching and Learning Assistants and Class Teachers
- One to One support from a Learning Support Assistant
- Teaching and Learning Assistants supporting individual work
- One to One support from our ELSA within the whole class setting or in a group room
- Language and Communication Teacher supporting a group working on specific targets
- Speech and Language Therapist, Occupational Therapist and Physiotherapist leading individual sessions

Through this varied provision and with high expectations, we aim to maximise progress of individual children from their starting point.

8. TRAINING OUR TEACHING AND SUPPORT STAFF ON SEND MATTERS

We understand the importance of training our staff in Special Educational Needs, Inclusion and Disability Equality, recognising that teaching and support staff will need regular training to inform practice and ensure high quality provision.

- We keep training needs under review. All staff discuss their individual training needs at Performance Management review meetings annually.
- We expect all staff at Emmanuel who work with children with Special Educational Needs to attend relevant training. The Inclusion Leader meets weekly with Teaching and Learning Assistants and we hold regular SEND training sessions for all staff. The Inclusion Leader is available for informal discussions during the school day.
- The school takes advantage of the Local Authority's menu of training and support. The Inclusion Leader identifies courses that staff should attend, responding to current identified needs and in order to develop capacity. These are run by the Local Authority or by Outside Agencies, such as Speech and Language Therapists. At times, we also have whole school training on particular issues.

- Outside Agencies provide whole staff training or workshop sessions for teachers and support staff. These agencies also provide 'Teacher Surgeries' where a class teacher can discuss pupils' individual needs and receive support and advice on how these children can be supported in the whole class setting.

9. WORKING IN PARTNERSHIP WITH PARENTS/CARERS

We understand the importance of working in close partnership with parents and carers of children with SEND.

The school makes sure that communication links are created with parents/carers of pupils identified as having Special Educational Needs. Review meetings take place termly for children that are on the SEND Register of Need and for children with an Education Healthcare Plan a multi-disciplinary Annual Review and Interim Review Meeting are scheduled at the beginning of the academic year. Parent and children views are requested before the meeting and their thoughts are taken into consideration when planning support.

Parents are also involved in making a positive contribution to the education of their children through:

- Being welcome to work alongside their children at identified times (e.g. on trips)
- A systematic effort to support parents through periods of transition, by clearly explaining all the procedures, visiting new settings (internal or external), having interviews with newcomers and making sure that all needs are communicated effectively so that they can be followed up successfully.
- Good communication including telephone and face to face conversations, Annual Review meetings, yearly reports and through home school books where these are appropriate. We will meet parents to discuss any questions and /or concerns that they may have about their children's education in our school.
- Contact with Family Support Workers who work closely and explain policies to parents. These services also provide parents with the space to express concerns and complaints about any issue around their children's provision formally and informally. The school responds to these concerns by arranging
  meetings with the stakeholders and possibly external professionals that can clarify questions around provision and support.
- Camden Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) offers information, advice and impartial support to parents/carers of children with special educational needs.
- Requesting a meeting with the Class Teacher to discuss the progress of their children and to seek information and advice.
- Attending Parent Workshops which offer further information on aspects of school life.

As a school, we will be positive and proactive. We will listen and respond without delay. We will make sure that we:

- Use parents' knowledge of their children

- Provide support for children's learning and personal development at home
- Involve parents in reviewing their child's progress
- Help parents/carers to get independent advice if they wish
- Communicate frequently on their children's progress, well being, success and needs.
- Outline how we support pupils with SEND through our SEN Information Report, published on our website
  Signpost parents and carers to Camden's Local Offer on our website

10. WORKING WITH EXTERNAL SERVICES TO SUPPORT CHILDREN WITH SEND

The school works successfully with many outside agencies:

The Education Psychologist has a planning meeting with the Inclusion Leader at the beginning of each academic year to agree a programme of support for the school. This may involve statutory assessment work and participation in assessments and reviews for children with Educational Health Care Plans. It is the intention of the school that the Educational Psychologist should be provided with an overview of the school's Special Educational Needs and advise parents and teachers on how best to support pupils.

The Language and Communication Team (Language and Communication Teacher and Speech and Language Therapist) visit school, assess children who have been referred, consult with parents, trains staff and advise the Inclusion Leader. The Speech and Language therapist works with individual children on the caseload, provides staff training, holds teacher surgeries and attends review and target setting meetings with parents/carers, the Inclusion Leader and the Class Teacher. The Language and Communication Teacher offers individual, small group and whole class support for children with language and communication needs as well as providing staff training, holding teacher surgeries and giving advice to class teachers to support pupils.

The Occupational Therapist has a termly planning meeting with the Inclusion Leader to set out a programme of support for the school. This may involve statutory assessment work and participation in assessments and reviews for children with Educational Health Care Plans. The Occupational therapist works with individual children on the caseload, provides staff training, holds teacher surgeries and attends review and target setting meetings with parents/carers, the Inclusion Leader and the Class Teacher.

11. HOW WE WORK IN PARTNERSHIP WITH CHILD HEALTH SERVICES, SOCIAL SERVICES AND EDUCATIONAL WELFARE SERVICES AND COMMUNITY ORGANISATIONS

- Our School Nurse is in regular contact with the Head Teacher and Inclusion Leader. She visits regularly to keep informed of medical needs throughout the school and to complete health checks on any children who need to be seen.
- Our Educational Welfare Officer visits the school regularly to monitor attendance and punctuality. They meet with parents where necessary.
- The Paediatric Occupational Therapy Service provides support for children and their carers who

are using particular equipment to support their learning and life skills. They also provide support and advice for staff that run Occupational Therapy programmes for our children.

- The **Community Consultant Paediatrician** writes to us as and when appropriate with information and advice when our pupils have been seen in clinic.
  Open Minded (previously known as Child and Adolescent Mental Health Service, CAMHS) provide counselling for children and families who have particular emotional and behavioural difficulties in their daily lives. This work takes place either in school or away from school.

12. LINKING WITH LOCAL SCHOOLS AND SUPPORT CHILDREN WITH SEN THROUGH TRANSITION

Leaving Emmanuel school and transitioning to secondary education

Children from Emmanuel Primary School move on to a variety of secondary schools.

- When children with EHCPS transfer to Secondary School or to a Special School the Inclusion Leader and Year 6 teacher invite the SENCO of that school to meet the child in this environment and to attend any Annual Reviews. We pass on all the SEN profiles to the receiving school. If appropriate some children may make several visits to their new school with a member of support staff prior to starting. We follow Camden's transition process for transferring information of SEN children to their new secondary school.
- Children with Special Educational Needs who do not have Educational Healthcare Plans meet the Year 7 transition teacher of the new school. The Class Teacher or Inclusion Leader will discuss the child's particular needs with this teacher. We pass on all the SEN profiles to the receiving school.
- When a child transfers to another primary school we pass on the SEN profiles and the Inclusion Leader will speak to the teacher with responsibility for SEND at the new school.
-

Making the transition between year groups and phases

Our school has a number of measures in place that support a smooth transfer of <u>all</u> children to the next school year. In addition to these, we have the following measures for children with SEND;

- Termly IEP reviews with parents, Class Teachers, LSA and Inclusion Leader
- Children's records and books are passed on to the next teacher showing their progression and successes
- At the hand-over meeting in the summer term the current Class Teacher shares detailed information with the new class teacher using assessment and observation evidence.
- The Class Teacher and new Class Teacher share current targets and discuss provision needs for the next academic year
- Behaviour Support Plans for pupils with Social, Emotional and Mental Health Needs are communicated with the Class Teacher and if needed with whole staff school
- We put in place additional strategies for individual children e.g. extra visits to the new classroom, photo books, buddying with older child/sibling/learning mentor support.

- Use of social stories for within school transitions-change of teacher or TA etc. during the year (especially for children who work one-to-one with adults)
- For secondary transfer we organise visits to new settings with a member of staff, if appropriate, and provide the opportunity for children to find out information about their new school through visits from teachers in the new setting, researching websites and meeting with current pupils at the school.
- Meetings between the Inclusion Leader and SENCO/Head of Year/Head teacher take place to ensure key information and documentation is shared between settings.

13. HOW DO WE FUND SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS?

The school receives delegated SEN funding for pupils with SEND from the Local Authority based on factors such as the percentage of children receiving free school meals and the general level of attainment in the schools. In addition, the school is committed to using its general and personalization budget to support children with SEND and further to this, where there are exceptional special educational needs, the school can request additional, time limited, funding from the Local Authority through submitting an application for Exceptional Needs Grant or the Vulnerable Children's Grant. Lastly, the school also uses Pupil Premium funding where pupils with SEN are eligible.

Monitoring

It is the role of the Head Teacher and Inclusion Leader to monitor the effectiveness of the policy on a day-to-day basis. There is a governor with responsibility for Special Educational Needs and Disability whose role is to oversee the implementation of the policy and feed information to the Standards and Human Resources Committee and the Full Governing Body.

Complaints

It is always best to try to resolve concerns amicably and this is what invariably happens, either through the Class Teacher, Inclusion Leader or the Head Teacher. We try to make ourselves as accessible as possible and are always glad to talk informally at beginning or end of day. Alternatively, we are happy to make a time for a more formal meeting and you are welcome to bring family members or people acting as your advocate or translator if required. We are able to provide translation if necessary. However, the school does have a formal procedure for making complaints. A copy can be obtained from the school office and on our website.

Appendix I – Concerns Form

Completed by class teacher on: _____

Pupil Information	
Name	
Year Group	
Attendance	
EAL	
Pupil Premium	Yes / No

Current Attainment Levels					
Reading		Writing		Maths	

Please tick areas of concern and give some details

Area of Concern	Tick	Details
Communication and Interaction		
Cognition and Learning		
Emotional, Social and Mental Health		
Sensory and Physical		

Differentiation in Place

What action has already been taken through curriculum differentiation to address the child's needs? i.e. modifications to teaching approaches, seating arrangements, learning styles, differentiation of resources, levels of teacher support, opportunities for consolidation of learning, use of ICT, behaviour management strategies, consultation with other teachers/TLAs, equipment aids.

Planning/Differentiation	Impact

Parents and Pupil's Perspective

Summarise information from discussions.

Have concerns been shared with parent/carer?	Yes / No	Date:
Do parents share your concerns	Yes / No	
Parents' views	Pupil's views	

Please return to SENDCO to be uploaded to CPOMS

Agreed Action by SENDCO/SLT	
Further observation required	
Further modification to teaching strategies	
Targeted provision/intervention	
Referral to be made	

Additional Comments:

Appendix II – Identification of SEN Pathways

PATHWAY TO SEN IDENTIFICATION

Concerns Raised
Observations/assessments or risk factors shared by Class Teacher, parents/carers, previous setting, outside agency, Inclusion Leader, Leadership team. If necessary, further information to be gathered by teacher (via parent/child interviews, assessments, observations, Inclusion Leader advice).

Forums to raise concerns
Concern Forms (completed by a member of staff); Pupil Progress Reviews (Senior Leadership Team, class teachers); Meetings and email conversations; Transition and entry information; Parent/Teacher meetings

Is there further class-based differentiation that might meet the identified need/concern?

No

Can extra support and school-based interventions meet identified need/ concern?

No

Urgent, long-term or complex needs identified that cannot be met within standard provision (as agreed by Inclusion Leader/Senior Leadership/Parents)

Yes

Yes

Yes

Teacher to further personalise learning and monitor progress. (Advice given by colleagues, Inclusion Leader, Outside Agencies surgeries) Outcome shared at Pupil Progress Reviews

Child is **MONITORED**
Support planned during;
IEP Meetings
Pupil Progress Reviews
As need arises (in consultation with Inclusion Leader)
Teachers to inform parents of any concerns and of interventions put in place

MONITORING CYCLE
ASSESS: Current levels in area of need
PLAN: Additional measures/Intervention planned by class teacher with support from SENDCO (see class-based support)
DO: Time limited additional support managed and monitored by class teacher
REVIEW: Measured/monitored and re-assessed by end of intervention or next Pupil Progress meeting.

Child identified for **SEN SUPPORT**

Has the child made satisfactory

No Progres

Yes

Has the child made satisfactory progress?

Yes

Remove from **MONITORING**

Special Educational Needs and Disabilities (SEND) Policy

Teacher continue to monitor and

No

Inclusion Leader Meeting will consider whether child needs **SEN**

Yes

Child identified as **SEN**

Further Assess/Plan/Do/ Review cycle at level of **MONITORING**

A child is identified as SEN Support when they need provision that is *additional to or different from* the educational provision normally available to pupils of the same age. The Inclusion Leader, parents and teachers will meet to agree to specific interventions, possible outside agency support, and/or additional adult support in school. Targets and progress are recorded in personalised plans reviewed in collaborative meetings at least termly.

Special Educational Needs and Disabilities (SEND) Policy

Appendix III - Emmanuel School Provision Map

Emmanuel Primary School

Provision Map

Provision additional to Wave 1 Inclusive Quality First Teaching for all children

A = AUTUMN, S = SPRING, SU = SUMMER

Provision	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cognitive and Learning Needs								
Educational Psychologist								
Phonics and Spelling Interventions								
Teach led booster – Reading/Grammar, Punctuation and Spelling								
Echo Reading								
Teacher led booster group – writing								
Teacher led booster group – maths								
Communication and Interacion								
Speech therapy and language and communication								
Social Skills Group								
Speaking and Listening Group								
Sensory and/or physical needs								
Occupational therapy								

OT intervention Handwriting (H) Motor skills (MS)								
Physiotherapy								
Social, Emotional and Mental Health Needs								
Small group work to develop social, emotional and behavioural skills								
Restructured lunch times								
ELSA Support								
School Counsellor								
Zones of Regulation Intervention								