



## Lawford C of E Voluntary Aided Primary School SEND and INCLUSION POLICY

### **Person responsible for the formulation and execution of the plan:**

The Head teacher – Miss Abbie Fairbairn

### **Those responsible for implementing our SEND Policy:**

**SENCo:** Mrs. Leanne Harding 01206 393585 (NASENCo qualified)

The SENCo is a member of the Senior Leadership Team.

**Governor for Inclusion:** Mrs Teresa Cole

**Date of Policy :** April 2010

**Reviewed:** By Standards Committee on June 27<sup>th</sup> 2013

**Reviewed and updated:** 14/09/25

**To be reviewed:** September 2026

### ***To be read in conjunction with the attached appendices:***

<b>Appendix 1</b>	Identification of SEND at SEN Support/SEN Support Plus
<b>Appendix 2</b>	Allocation of resources in each year group

### **Statement of Vision and Values**

We welcome all pupils and staff, irrespective of race, colour, creed or impairment. Every member of staff shares in the responsibility to remove barriers to learning for all pupils, including those with a disability or specific special learning need. This is reflected in our Equal Opportunities Policy and confirmed by our statements. The purpose and direction of the school's plan, vision and values come from individual statements which form part of our school prospectus

We will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunities to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, age, sexuality or disability.

We are committed to promoting good race relations between persons of different racial groups and avoiding racial discrimination, whether direct or indirect. The school will actively promote race equality, oppose racism in all its forms and foster

positive attitudes, respect, equality and partnership as we work with pupils, parents and the wider community.

*Every teacher is a teacher of every child or young person including those with SEND.*

**Our Mission Statement is: “High quality learning and caring, together in an encouraging Christian environment.”**

### **Equal Opportunities**

We aim to provide high quality education where all pupils are given equal opportunities and the opportunity to fulfill their potential without discrimination, regardless of sex, class, race or ability. We promote a non-obtrusive equal opportunities policy.

### **Inclusion**

We aim to safeguard the interest of all pupils in our policies and practices ensuring that all children have access to an appropriate education that promotes their self-esteem and gives them the opportunity to fulfill their academic potential.

To carry out these aims, staff at Lawford C of E Primary School set suitable learning challenges, respond to children’s diverse needs, and overcome potential barriers to learning and assessment in every area of school life for individuals and groups of pupils. Staff aim to ensure every child feels safe, secure and valued and makes progress in their learning journey. We are committed to working in partnership with parents to achieve this aim.

Lawford C of E Primary School is committed to inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Lawford C of E Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

The development and monitoring of the school's work on inclusion will be undertaken by the linked governor for SEND who meets termly with the SENCo to review progress. The SENCo takes the lead role in relation to inclusion, and reports regularly to the head teacher on this area.

### **Overall Aim:**

We wish to raise the aspirations and expectations for all pupils with SEND. Our school provides a focus on outcomes for children and young people and not just hours of provision / support provided.

### **Objectives**

1. To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum\* through differentiated planning by class teachers, SENCo, and support staff as appropriate.

(\*Except where disapplication, arising from an EHCP occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND at **SEN Support or SEN Support +** or for those children who have an EHCP.

6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

### **Arrangements for coordinating and leading SEND provision**

1. The SENCo will meet with each class teacher regularly to discuss additional needs concerns and to jointly review individual Pupil Support Plans. This document highlights small targets the child and staff will work on to move learning forward.
2. At other times, the SENCO will be alerted to newly arising concerns through teachers raising their concerns as they occur. Children will be added to the monitoring list if it is agreed that this is appropriate.
3. For EHCP children, targets arising from One Planning meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. adaptations, varied teaching styles.
4. The SENCo monitors planning for SEND and supports teachers and TAs with planning where applicable
5. The SENCo, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation or observing 1-1 intervention sessions.
6. SEND support is primarily delivered by class teachers through adaptive and ordinarily available teaching methods which involves scaffolding and other methods.
7. Where pupils are identified as not making the required progress i.e. they fall into the target group or below on target tracker, they may be given an appropriate intervention from a range of evidence-based intervention programmes, and these individuals or groups are charted on a provision map.

8. The SEND register and monitoring grid is reviewed termly by the SENCO, the management team and all teachers. Pupil progress data is updated on a termly basis and areas for concern are highlighted in red. Pupil Premium children are also identified. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **Specialised Provision**

Where pupils require specialist provision, the SENCo arranges for the Inclusion Partner to advise staff on what to do to remove barriers to learning for that child. These children are recorded as SEN Support + on the SEN register. This is how we record when any outside agencies have been involved. At times it is also necessary to seek support from a range of organisations such as CAMHS (Child and Adolescent Mental Health Service)

### **Allocation of resources to and amongst pupils**

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEND provision.

**Appendix 1** shows the current provision for each year group.

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

- Progress measured against key objectives in literacy and numeracy
- National curriculum criteria for the end of a key stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHCP identifying a child's specific areas of need and required provision
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs
- Baseline assessment results

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCo and parent, the child may be recorded on our SEN register as needing either:

1. Differentiated curriculum support within the class, **SEN Support**
2. **SEN Support +**, this is where an outside agency such as an Inclusion Partner from the local authority or an NHS service such as speech and language are involved.
3. Additional support through an Educational Health Care Plan.

Our current criteria for **SEN Support** are described in **Appendix 2**.

### **Differentiated Curriculum Provision**

In order to make progress a child may only require adaptations of the plans for the whole class. These adaptations may involve modifying learning objectives, teaching styles and access strategies. The aim of this adaptive teaching is the following:

- To close the attainment gap between the child and their peers
- Prevent the attainment gap from growing wider
- To match or better the child's previous rate of progress
- Ensures full access to the curriculum
- An improvement in self-help or social or personal skills
- An improvement in the child's behaviour

### **Monitoring**

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making at least satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Adaptive teaching will be recorded in the daily planning by the class teacher.

### **SEN Support**

Where a period of adapted curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **SEN Support** level may need to be made.

**SEN Support** provision would be required where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments

- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **SEN Support**.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs which may require support from professionals outside of school.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. These children will be recorded on our SEN register. If a child is listed on the SEN register, termly meetings with parents will take place and the child will have individual targets identified in a **Pupil Support Plan document**.

This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Both groups of children will have provision for their common needs addressed within small group work as well as some individualised support for their more unique needs. Provision will run concurrently with adaptive curriculum support.

The group may be taught by the class teacher and also supported by a TA or SENCo. The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCo**.

**Monitoring** will be carried out regularly by all those involved with the child. Significant achievements and difficulties will be recorded. The SENCo and class teacher will look at the monitoring information on a termly basis and make adjustments to the provision for the child, if appropriate.

Pupil Support Plans will be reviewed on a regular basis. The SENCo and class teacher will lead the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to move a child onto **SEN support plus**.

## **SEN Support Plus**

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

SEN Support Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A child receiving support at SEN Support Plus will have a Pupil Support Plan document. Monitoring will take place as for SEN Support and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

The parent may be asked to fill in a **CAF** Form – a common assessment framework form so that the SENCo can request the help of other services or experts.

### **School request for an EHCP assessment**

For a child who is not making adequate progress, despite a period of support at SEN Support Plus, and in agreement with the parents/carers/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make an Educational Health Care Plan application. (EHCP).

The school is required to submit evidence to the LA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

## **Children with an EHCP**

A child who has an EHCP will continue to have arrangements as for SEN Support Plus, and additional support that is provided using the funds made available through the plan.

There will be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the plan or to the funding arrangements for the child.

If a child has an EHCP, the Senco may seek advice from the Inclusion Partner (IP) about the provision listed. This is a specialist who works for the Local Authority. If the IP works directly with the child, then parental permission will be sought before this work takes place. It is good practice for the Senco to inform a parent if they wish to seek advice about their child.

## **The School's Arrangements for SEND and Inclusion In-Service Training**

- The SENCo, due to new legislation has to be a trained teacher and undergoing SENCo training or completed it.
- The SENCo attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCo.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

## **The use made of teachers and facilities from outside the school, including support services**

- As part of the Local Delivery Group (LDG), we have access to an Educational Psychologist (EP) who visits the school when needed.
- Teachers from the Physical and Neurological Impairment Team work in school to support children, both with and without EHCPs, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on an EHCP. Class teachers plan alongside these specialist teachers who also attend and contribute to One Planning meetings and reviews the current needs detail on the Pupil Support Plan document.
- The SENCo liaises frequently with a number of other outside agencies, for example:

1. Social Services

2. Education Welfare Service
3. School Nursing Team
4. Community Pediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy

Parents/carers are informed if any outside agency is involved.

### **Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCo will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we ensure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and all parents/carers will go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- All notes taken at One Planning Meetings and annual reviews will be copied and sent to parents/carers after meetings.
- Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

### **Links with other schools and transfer arrangements**

- Foundation Stage staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo after this meeting. Where necessary the SENCo will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENCo will telephone to further discuss the child's needs. Children transferring from Lawford C of E to new schools will have a transfer form that gives details of particular needs and additional provision made by the school. The SENCo will discuss these children with other

schools on request.

### **Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCo, and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate.
- There are many voluntary organisations supporting SEND. Such organisations can be found in the 'Directory of Services' produced by Essex County Council.
- Parents/carers will be given details of these groups on request or as appropriate.

### **Inclusion Principles**

- Staff at Lawford Primary School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best education for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Occasionally, where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

### **Access to the Environment (see also School Access Plan)**

Lawford C of E Primary School is a double site school, with Key Stage 1 being located in our 'old' school building and KS2 in our new school building. The old school building is built on one level. The new school building is on two levels with a lift to reach the second floor. Entrance to the school is via the new building, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. The new building has wide corridors and the toilets are accessed from the corridors on both floors.

- There are currently accessible toilets for children or adults in both buildings.

- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas). The new building has sound-proofed rooms.
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require- staff will also be trained to use specific equipment.
- Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

**Arrangements for providing access to learning and the curriculum (see also School Access Plan)**

- The school will ensure that all children have access to a balanced and broad curriculum, and the programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively adaptive and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Adaptive teaching takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the 'hidden curriculum' and extra curricular activities are barrier free and do not exclude any pupils wherever possible.
- The children in Years 4, 5 and 6 currently have daily access to their own Win books. This allows teachers to share the teaching resources with the children directly on their laptops which aids children in a variety of ways. They still record their work

in books.

- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

### **Access to Information (see also School Access Plan)**

- All children requiring information in formats other than print have this provided
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- We use a range of assessment procedures within lessons (such as taping, role-play and drama, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

### **Admission arrangements**

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Admission to Reception is on a part-time basis for the first week. These arrangements are flexible to cater for individual needs.
- Prior to starting school, parents/carers of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating disability issues into the curriculum**

- The physical, social, health and emotional (PSHE) curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources or the PNI (Physical, Neurological impairment team) who are specialist teachers that work for Essex County Council.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of disabled people as they become available.

- Opportunities to teach the children Makaton signs e.g. for signed singing, are used occasionally

### **Terminology, imagery and disability equality**

- The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of PHSE sessions for raising issues of language and other disability equality issues.

### **Listening to disabled pupils and those identified with additional needs**

- Lawford C of E Primary School encourages the inclusion of all children in the School Council and other consultation groups
- We aim to include children in their one planning and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- The staff has on-going training opportunities on issues relating to communication and listening skills.

### **Working with disabled parents/carers**

- Lawford Primary School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities.
- When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc. For some parents/carers we ensure that we have regular telephone contact, as this is their preferred method of communication.
- We have a disabled parking spaces for use by disabled parents, visitors or by parents of children with a disability. These are located in a large car park adjacent to our new school building.

### **Disability equality and trips or out of school activities**

- Lawford C of E Primary School aims to make all trips inclusive by planning in advance and using accessible places. We aim to take all Year 6 children to an activity centre and provide additional TA support for individual children as required.

- All children are welcome at our wraparound care activities

### **Evaluating the success of the School's SEND and Inclusion Policy**

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions should they occur (including lunchtime exclusions). We use this analysis to help us plan our provision. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment,
- An increase in the percentage of children recorded as having special educational needs attaining expected at the end of KS1 end of KS2,
- A reduction in behaviour incidents and exclusions

We report progress against these targets to the governing body, who in turn report to parents/carers through the School Prospectus This also includes the details of SEND provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

The Head Teacher provides information to the governors on a termly basis. The SENCo will provide information to the governing body as to the numbers of pupils receiving special educational provision through SEN Support, SEN Support Plus and EHCPs as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The prospectus will include the details of SEND provision, along with the information required by the Disability Discrimination Act.

SEND and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.

The SENCo will meet regularly with the SEND Governor to discuss inclusion and current SEND concerns. The SEND Governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

Individual targets for children with additional needs will be reviewed through Pupil Support Plan targets, and a summary of the outcomes arising from these targets will be included in the governors' meetings. Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to

build upon successful practice.

Target setting for all pupils takes place half-termly and within each Key Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Percentage targets are set for children to achieve national expectations at the end of Key Stage 1 and at the end of Key Stage 2. Targets are also set, within the basic skills for children identified as having additional needs. These targets aim towards increasing the number of children with additional needs who achieve national expectations at the appropriate Key Stage, and become more ambitious from year to year.

### **Dealing with complaints**

To try and prevent complaints, a termly SEND evaluation form is sent out to all parents who have a child on the SEN register. Any suggestions as to how the school could improve their SEND provision are considered, and implemented if appropriate.

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

## APPENDIX 1

### Guidelines for identification of SEND at SEN Support and SEN Support Plus

#### School Support

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **SEN Support** level may need to be made.

**SEN Support** provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **SEN Support**.

- Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
- Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. These children will be recorded on our SEN register. If a child is listed on the SEN register, termly meetings with parents will take place and the child will have individual targets identified in a **Pupil Support Plan document**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA or SENCo. The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCo**.

**Monitoring** will be carried out regularly by all those involved with the child. Significant achievements and difficulties will be recorded. The SENCo and class teacher will look at the monitoring information on a termly basis and make adjustments to the provision for the child, if appropriate.

Targets detailed in the Pupil Support Plan will be reviewed on a regular basis as targets are expected to be met in a relatively short period of time. If the child is struggling with meeting the targets these will need to be reviewed and may need

adjusting. The SENCo and class teacher will lead the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to move a child onto **sen support plus**.

### **SEN Support Plus**

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

SEN Support Plus would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A child receiving support at SEN Support Plus will have a Pupil Support Plan document. **Monitoring** will take place as for SEN Support and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

The criteria above is a guide only and for the purpose of making clear to parents/carers, children and school staff, about the levels at which children might be considered for extra help. The actual decisions, however, will depend on assessment of the child's rate of progress, as set out in the *Code of Practice*.

## APPENDIX 2

### Allocation of Resources to and amongst pupils 2025-26

The school has high expectations for all teachers to deliver high quality teaching to all children. Lessons are monitored on a regular basis and high-quality professional development is a priority in the School Development Plan (SDP).

Lessons are adapted in a variety of ways to ensure that a ceiling is not put on children's learning.

A One Planning meeting will be held for any child on the SEN register on a termly basis. The aim is to review the provision in place and the impact this is having. Parents and children will be part of this process.

Year Group	SEN Support Provision	Additional Provision made at SEN Support Plus
Foundation Stage	Early identification and effective transition meetings with other settings.  Close monitoring to decide if children are moved to school support plus.  WellComm and Neli early screening programmes used.	The child would be referred to the appropriate outside professional. This may be the specialist teaching team, or an NHS service.
Year 1	Talk Boost (Speaking and Listening intervention) Phonics intervention Maths basic skills intervention	
Year 2	Number formation Daily Readers Arithmetic Group Phonics Maths intervention Handwriting and letter formation Fine motor skills Writing intervention Language link programme Precision teaching intervention	Two children with an EHCP.
Year 3	Handwriting Maths intervention Maths power of 2 intervention Reading comprehension group EAL intervention group. Phonics Toe by toe Daily Readers Precision teaching intervention Forest school	One child with an EHCP
Year 4	Daily Readers Handwriting group Maths intervention group EAL group Mastery reading group Nessy Wellbeing group Precision teaching intervention Forest school Social skills group	
Year 5	Nessy Social Skills Group Reading inference intervention Spelling group Whole class SMART thinking	Three children with an EHCP

Year 6	Mental Maths Strategies Reading Fluency Handwriting / Fine Motor Skills Working with Lego social skills intervention Forest school	
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