

LYDIARD MILLICENT CE PRIMARY SCHOOL

A Church of England Primary School

within the [Diocese of Bristol Academies Trust \(DBAT\)](#)

SEND / Inclusion POLICY

Member of staff responsible	Catherine Frost, SENCO
Governor responsible	Sadie Herbert, Vulnerable Pupil Governor
Committee responsible	Performance
Date agreed with staff	September 2018
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Document Version Control

Issue Number	Issue Date	Summary of changes
1.0	04/07/07	None
1.1	12/05/08	Omit date of review section, revised teaching assistants, addition of bullet point to say that parents need to be informed by class teacher about Wave 3 intervention, under specialist facilities it was noted that Serena Thompson had new role of monitoring SEN provision.
1.2	20.05.09	Date removed
1.3	September 2010	Added Inclusion Policy
1.4	October 2011	SENCO Change
1.5	April 2013	Minor changes e.g. LEA to LA
2.0	Sept 14	New policy reflecting new code of practice and has the Teacher's Guide and Local Offer attached.
2.1	March 15	SENCO updated to Mrs. Catherine Frost.
2.2	Sept 15	Minor changes e.g. SEN to SEND and WIPD to GRSS. Newly updated Teacher SEND Guidance Pack. School Local Offer referred to as SEN Information Report.
2.3	Sept 16	Updating Section 5 to include information on the Wiltshire Local Offer and how to access it. Updating the roles and responsibilities in line with DBAT and adding in Head Teacher responsibilities.

		<p>Addition of Section 6 with detailed information on the Graduated Approach to Special Educational Support including information on School Support and Education Health and Care Plans (EHCPs).</p> <p>Update of Section 15 with details on the criteria for evaluating the success of the SEND Policy.</p>
2.4	Sept 17	Change of Lead Governor
2.5	Jan 19	Update SEND Teacher Guidance Pack and the SEN Information Report.
2.6	Sept 19	Update SEN Governor

LYDIARD MILLICENT CE SCHOOL

SEND / INCLUSION POLICY

1. Definition of Special Educational Needs and Disability (SEND)

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 or mainstream post-16 institutions (SEND Code of Practice January 15).

2. Aims

At Lydiard Millicent School we believe in providing every possible opportunity to develop the full potential of all children. Each child should receive a broad, balanced and differentiated curriculum, including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our goal is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

3. Objectives and Success Criteria

The objectives of the policy together with the success criteria in each case are:

1. To identify and monitor pupils' individual needs at the earliest possible stage so that appropriate provision can be made and their attainment is raised.

Pupils' individual needs are identified through formative summative and diagnostic assessments as well as liaison with Early Year's settings or previous schools (e.g. Wiltshire Graduated Response to SEND Support GRSS).

2. To plan an effective curriculum to meet the needs of children with special educational needs and ensure that the targets set are specific, measurable, achievable, realistic and time related (SMART).

Class Teachers plan the curriculum to meet all needs and a differentiated or supported curriculum is put in place when needed as soon as possible when children are not making progress. Class Teachers and the SENCO work together to describe in our Provision Map what provision we make for pupils with SEND in our school.

3. To monitor and evaluate the progress made from any interventions put in place.

Baseline Assessments are carried out prior the commencement of any intervention to assist in measuring the progress made. This is recorded by the Class Teacher onto the 'Vulnerable Pupil Tracking Sheet' (Appendix 3) and this is monitored and evaluated by the SENCO.

4. To work in close partnership with, and involve, parents/carers of pupils who have special educational needs.

Parents are involved at every stage of a child's education and regular meetings allow parents to understand about and participate in planning for their child's education.

5. To involve pupils and parents/carers in setting their targets and monitoring their progress regularly.

All target sheets and plans are shared and written with parents/carers and children.

6. To ensure that the self-esteem of pupils having special educational needs are positive by acknowledging the progress they have made.

All pupils have high self-esteem demonstrated through pupils' responses to discussion and questionnaires.

7. To ensure that all staff involved with pupils are aware of the procedures for identifying their needs, supporting and teaching them.

SENCO monitors the understanding and demonstration of all staff through discussion, observations, and questionnaires. Teachers use the support materials supplied by the SENCO and understand what to do at each stage of a child's education.

8. To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

Target sheets and 'My Plans' include strategies recommended by outside agencies and reviews undertaken demonstrate progress towards targets.

4. ROLES AND RESPONSIBILITIES

Role of the Governing Body

Mrs. Sadie Herbert is the Vulnerable Pupil Governor and is the link governor for Special Educational Needs and Disability.

The Governing Body will:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the "responsible person" – the Head teacher, or the SEN Governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Consult with the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.

The Governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed;
- SEND provision is an integral part of the School Development Plan if a priority;
- The quality of SEND provision is continually monitored.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Role of the SEN Governor

- to keep up to date and be informed of all relevant documentation and legislation
- liaise with the SENCO to be informed about the school's policy, practice and provision
- by arrangement, and within the school's agreed policy, visit classrooms to gain a better understanding of the provision
- monitor, on behalf of the governing body, successes, use of resources, and staff training needs where gaps are identified
- maintain good communication between SENCO/Head teacher and Governing Body on provision for SEND
- ensure parents are kept fully informed of the provision – reports, newsletters, school prospectus & website
- report back to Governing Body decisions which have implications for SEND provision
- question any Governing Body decisions which have implications for SEND
- join SEND working parties on behalf of the Governing Body
- attend training sessions when available – school or LA or other
- arrange training for whole of governing body on its own or in cluster of schools
- with agreement of the Governing Body, make representation on its behalf to the local authority

Role of the SENCO

The SENCO is Mrs. Catherine Frost and she is responsible for coordinating the provision of special educational needs throughout the school. This will involve:

- Overseeing the day to day operation of the special education needs and disability policy
- Co-ordinating provision for children with SEND
- Liaising with the Designated Teacher for Looked After Children where a looked after pupil has SEND
- Identifying and monitoring progress and attainment for those children with SEND
- Ensuring the procedures for identification and assessment are observed
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with and supporting fellow teachers and Teaching Assistants and advising on the graduated approach to providing SEND support
- Overseeing the records of all children with SEND and monitoring their progress
- Overseeing and maintaining specific resources for special educational needs
- In conjunction with the Class Teacher, liaising with parents of children with SEND
- Liaising with outside agencies, including other educational settings
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Contributing to the in-service training of staff
- Monitoring, evaluating and reporting on provision for children with SEND to the Governing Body in conjunction with the SENCO
- Coordinating and attending termly review meetings with class teachers, teaching assistants (TA) and parents if required
- Attending appropriate in-service and external training
- Keeping abreast of significant development/research for all areas of SEND
- Organising assessments as appropriate, e.g.: Phonological Skills, Math's Screening
- Managing the timetables and undertaking annual performance management reviews for teaching assistants
- Monitoring the quality of teaching and standards of pupils' achievements including setting targets for improvement
- Ensuring the website and Local Offer is up to date and shared with parents

Role of the Head Teacher

The Head teacher is Mrs. C. Luce and she will determine the strategic development of SEND policy and provision in the school, alongside the Local board and the SENCO. This will include:

- Allocating roles and responsibilities to staff so that special needs are met.
- Ensuring that the SENCO has sufficient time and resources to fulfil their role.
- Liaising with the SENCO, staff, support services, parents and pupils.
- Reporting to the Local Board and the Trust SIO on the needs of the SEND children in their care and how they are being met.
- Delegating the organization of review meetings to the SENCO.
- Ensuring that the needs of SEND children are met within the school.

The class teacher is responsible for:

- Know which pupils they teach are on the SEND Register and at what stage and which have Education Health and Care plans (EHCP'S). For pupils with EHCPs to be aware of the details of the plan and what they needed to do to support its implementation
- Identify the SEND of individual pupils that they teach, assessing their needs, planning, implementing and evaluating specific interventions or adjustments to address them using the approach set out in the SEND Code of Practice. (SEND Code of Practice 2015 paragraphs 6.44-6.58)
- Maintain the SEND file for their class to record this process of 'Assess, Plan, Do and Review' for all pupils identified as having SEND as well as those with EHCPs. (Vulnerable Children folder within class and GRSS on staff share)
- Ensure Teaching Assistants (TAs) are supporting pupils in their class, as directed in accordance with their needs and any EHCPs
- Writing My Special Target sheets for the pupils he/she teaches in collaboration with the class Teaching Assistant/SENCO;
- Ensure that the Head teacher, SENCO and other colleagues are aware of children's needs
- Provide learning experiences which are appropriate to the needs of the child
- Teaching pupils with SEND – 'quality first teaching' and planning any support needed;
- Attending reviews and writing update reports for the review or progress meeting
- Attending appropriate in-service training;
- Informing parents if a pupil is having support and carrying out regular pupil progress meetings with parents and children.

The Teaching Assistant is responsible for:

- Carry out activities and learning programmes planned by the class teacher and the SENCO
- Supervising, supporting and assisting children, on an individual basis or in small groups, throughout the primary age range, encompassing **all** areas of the curriculum including games and swimming if requested;
- Preparing resources;
- Attending appropriate in-service training;
- Keeping a record of activities/relevant observations etc. and to share these with the class teacher;
- Meeting regularly with class teacher to review and plan activities and assess pupil progress;
- Attending meetings with external agencies, e.g. Speech Therapist/Educational Psychologist with the SENCO you may be asked to write a report for a meeting;
- Reading reports provided by external agencies;
- Following activities suggested by external agencies after discussion with the SENCO/class teacher;
- Attending termly review / progress meetings and contributing to them;
- Encouraging the social, emotional and educational development of the pupils, in co-operation with the teacher, by offering appropriate attention, relationships, care and interest in the children and their activities;

5. Arrangements for co-ordinating provision for pupils with Special Educational Needs and Disability

The needs of the majority of pupils will be met in the classroom through quality first teaching. Teachers are expected to make every effort to ensure that pupils with special educational needs are fully involved in the life of the class, such as participating in assemblies and the numeracy/literacy hours. For some pupils it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their individual education plans. This may be delivered by the class teacher, SENCO or teaching assistant and will complement ordinary classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The class teacher in conjunction with the SENCO will oversee this provision to ensure it meets the objective of the policy.

The SENCO will oversee this provision to ensure it meets the objective of this policy.

- A. All children are entitled to a broad-based curriculum as set out in the National Curriculum.
- B. Each child should be treated as an individual accepting his/her strength and areas for development.
- C. We recognise that each child's achievements are of equal value.
- D. It is essential that differentiation of work be taken into consideration when planning work. Children should always be given work to match their ability.
- E. Parents/carers of children with SEND should be involved and supported and should be encouraged to support their children positively.
- F. The class teacher should keep accurate and up-to-date records of the child's progress.
- G. Effective use should be made of outside agencies as and when they are required to meet the needs of the child.
- H. The SENCO will give teachers advice when setting individual targets. They will inform teachers of the resources available in school to help teachers meet these children's needs.
- I. Class Teachers will inform the SENCO of any child who causes concerns.
- J. When discussing the children with Special Educational Needs with others within the school and relevant outside agencies, confidentiality must be considered at all times.
- K. It is the delegated SEND Governor's responsibility to oversee the SEND policy is in place and is operated effectively.

Please see the attached documents at the end of this policy – SEND Teacher Guidance Pack 2015 and also our SEN Information Report which is available on our school website.

The Wiltshire Local Offer is also a service available to help parents, carers and young people to find out about the support and services available in their local area and how to access them. Wiltshire's Local Offer can be accessed through their website www.wiltshirelocaloffer.org.uk and there is a link available on the school website. For those people who do not have internet access, it is also available at local libraries and selected children's centres. The Local Offer includes information on:

- Education
- Preparing for adulthood
- Health and social care
- SEND service
- Leisure
- Travel
- Support and guidance

6. A Graduated Approach to Special Educational Support

The new Special Educational Needs Code of Practice (2014) recommends a graduated approach, initially using classroom and school resources, before bringing in specialist expertise to address specific difficulties that a child is experiencing. This means that children will receive different levels and amounts of support depending upon their individual requirements.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements may fall within or across four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

6.1 SEN Support

The previous categories of School Action and School Action Plus were replaced by a single category following the introduction of the new Code of Practice from September 2014. Children in this category receive specialist intervention where provision goes beyond the differentiated approaches.

If there is a concern that a child is failing to make adequate progress and that the attainment gap is widening then the school will follow the 'Assess, Plan, Do, Review' process.

In-class support from teaching assistants is targeted within the timetable to ensure the maximum amount of allocated curriculum time is accessed thus ensuring pupil progress. Consistency of support across year groups is taken into account. All teaching assistants offer support under the direction of the teacher and SENCO.

A child would move to SEN Support if it is necessary to make provision which is additional to, or different from, that which is already provided, for example, if the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches used in school;
- Has physical or sensory problems, and despite specialist equipment being provided still makes little or no progress;
- Has communication and/or interaction difficulties which adversely affect the child's progress.

6.2 Education, Health and Care Plan (EHCP).

Where, despite the school's best endeavours, the child still makes little or no progress in the areas targeted and their level of need is either so complex or so severe as to require further action, the school will consult with parents/guardians and the child and a My Support Plan will be put in place. This document will provide a clear picture of what is working and not working for this child along with any other additional support or intervention that has been put in place to date. The Support Plan can be amended and added to regularly and can support a child from 0-25. An approach to the local authority through the SEND lead worker can then be made to request an Education, Health and Care Plan needs assessment, with the My Support Plan as evidence. This may or may not result in the issue of an Education, Health and Care Plan (EHCP). The progress of children with an EHC plan is reviewed annually with parents/guardians, the child, outside agencies, the SENCO and any other appropriate member of staff. This review monitors the progress against the objectives of the EHCP and any actions to support them. This meeting has a child centred approach and involves all parties equally in the discussion that takes place.

7. Resources for pupils with SEND

Most of the resources used by children having special educational needs are available within the classroom. Money will be spent on additional resources and staffing costs to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO. Resources, both consumable and non-consumable, will be purchased following recommendations from Subject Leaders and other external agencies.

Provision mapping is undertaken by the SENCO / SEND Governor annually identifying pupils requiring provision and resources. Some pupils may be allocated a named pupil allowance by the LA if they have a 'Statutory My Plan'. The SENCO will liaise with parents to discuss the use of this funding so that it best meets the needs of the child.

8. Admission arrangements

Normal admission arrangements apply. In Voluntary Controlled Schools, the LA is the admissions authority.

We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his/her characteristics.

We uphold the principle of positive inclusion and where a pupil has a particular need, the governors will make reasonable adjustments to ensure that the child's needs are fully met. Our school building is fully accessible. If a child is transferring into the school with a Statutory My Plan (EHCP), or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate member of the LA to ensure that their needs be met.

9. Specialist facilities/expertise

There are no specialist facilities or a Specialist Learning Centre in the school.

The SENCO attends termly Cluster Group meetings and also keeps up-to-date with new initiatives at county and national level.

All the TA's have had County SEN training and some have achieved national accredited qualifications (e.g. HLTA). Mrs. Serena Thompson, an experienced and highly qualified Teaching Assistant is our trained Emotional Literacy Support Assistant (ELSA).

10. Identification and Assessment Arrangements and Review Procedures

In accordance with the Children and Families Act 2014, Lydiard Millicent Primary School aims to identify SEND at the earliest point and then make effective provision that improves the long term outcomes for the child. Children with SEND are identified through the following:

- The attainment and progress of each child is continually monitored and termly progress review meetings with the senior leadership team take place. Those pupils not making expected progress are identified and a cycle of Assess-Plan-Do-Review is used.
- Class teachers are constantly aware of their children's learning. If they observe a child is making less than expected progress, given their age and individual circumstances, they will inform the SENCO and seek to identify the cause. 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 pace of progress.
 - Fails to close the attainment gap between the child and their peers.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification

and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENCO. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through individual targets and the implementation of our Provision Map, highlighting the entitlement to support that the child will have. Please see our SEN Information Report and teacher guidance details which explains these clearly.

11. Arrangements for SEN in-service training

Through the monitoring and evaluating of our provision, as well as performance management, the SENCO/Head teacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's development plan. All teachers and TA's will continue to undertake school based and external training. Staff undertaking external training will disseminate the information at Staff Meetings. The effectiveness of training will be monitored and evaluated by the SENCO and information provided during the annual evaluation of the school's overall SEND provision. The SENCO regularly attends network meetings in order to keep up to date with local and national updates in SEND.

12. Arrangements for partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in their school. Parents/carers contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing My Special Target sheets and My Plans. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know their own opinions will be valued and who can practice making choices, will be more secure and effective children during their school years. In this school we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Development Plan through the School Council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for success in their targets and My Plans. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Parents/carers are informed by the SENCO and the Class Teacher prior to special educational provision being made for their child. Parents/carers have many opportunities and are encouraged to discuss their child's progress informally and at designated parent interviews throughout the year. Parents/carers of children that have My Special Target sheets will also be invited to give input and attend meetings with external agencies. Parents/carers of a child with a Statutory My Plan will also be invited to contribute and attend Annual Review Meetings and attend meetings with external agencies.

Parents/carers are asked to contribute their views to their child's Target Sheet and can request access to the information in their child's SEN file. Parents'/carers' contribution to their child's education is highly valued by the staff of the school and they are encouraged to involve their child in the decision making processes such as recording pupils' views and in implementing and reviewing their My Special Targets (IEP).

The Local Authority, Wiltshire Council, has a legal duty to make arrangements to provide information and advice on SEND matters to parents/carers of children with SEN. This is known as parent partnership services. See the Wiltshire Council website or our school website for further details on the Wiltshire Local Offer.

The Local Authority must also make arrangements for avoiding or resolving disagreements that parents/carers have either with them or with the School about SEND matters.

Parents/carers can make a request to the LA for a Statutory My Plan and also have a right to appeal if the LA refuse the School's request for a statutory assessment.

Additional information on the Code of Practice for SEND is available on the DfES website – www.dfes.gov.uk, however, parents/carers with specific concerns can contact the SENCO or visit the school website which has lots of SEND information.

13. Links with other Mainstream/Special Schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years' settings. Pre-school children are invited to visit the school for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

All children experience secondary induction programs in Year 6. SEN children are discussed at length with the secondary SENCO's during the summer term. For children transferring to secondary schools other than Wootton Bassett and Bradon Forest, it is the responsibility of the SENCO to ensure that the school has been informed of the child's needs and that records have been sent.

When SEN children leave mid Key Stage, it is the responsibility of the SENCO to ensure that the receiving school is informed and records sent. Summaries of these records are kept on file for 18 months.

There have been no links formed with Special Schools in Wiltshire primarily because none of the school's SEN pupils have transferred to Special Schools and also because of their geographical location. However, should the need arise, then links would be formed as appropriate.

14. Links with other agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Authority team including the Educational Psychologist, Cognition and Learning team, Physical and Sensory Impairment Support Service team, Speech and Language Therapist, Behaviour Support team, social services, health and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of individual targets set to ensure children's attainment is raised and progress made.

The Local Education SENs Team (LET) provides a full range of services to support children's learning and behaviour needs and staff's professional development. The SENCO undertakes bi-annual LET Planning Meetings to identify needs and to plan the support.

Children requiring daily medication to address their needs will have a Health Care plan that will be reviewed with the School Nurse and parents annually. The School Nurse will also provide training at this time. Referral to outside agencies is made through the SENCO.

15. Monitoring and evaluating

The SENCO and SEND governor will meet yearly prior to the Governor's Annual Report being written and the success criteria in Section 3 will be used to assess the implementation and success of the SEN Policy one and will be measured by:

- The graphing of the register of each year group, which will be reviewed on an annual basis to determine the overall progress of the pupils. The aim will be to improve the development of the children so that they can be removed from the register.
- An analysis of all teachers' planning by Subject Leaders / managers / subject leaders ensures that a differentiated approach is taken and that the targets and learning objectives are identified and reflected in planning.
- Parents/carers being aware of individual targets set for children by discussing, receiving and having their views recorded.
- Children being involved in discussing, constructing, reviewing and having their views recorded.
- Individual targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART).

- Ensuring that outside agencies, where appropriate, have their comments recorded on My Support Plan documents.
- The Governors' Annual Report to Parents shows the success of the policy or any changes needed for the subsequent year.
- The School Development Plan priorities which include the provision for SEND.
- Undertaking a value for money review of our Special Educational Needs funding.
- Any external evaluation or inspection.
- Termly monitoring of procedures and practice by the SEND governor.

15.1 Success criteria will be:

- All planning reflects individual targets and any previously identified need.
- The majority of those children identified and needing SEND support reach their expected target as judged through objective testing and/or teacher's professional judgement and/or no longer need additional support.
- All targets/My Support Plans include written/recorded comments from parents and children, and where necessary outside agency involvement.

16. Complaints procedures for SEND

In the event of a complaint with a child's SEND provision, the child's parents/carers should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO. Should the matter still be unresolved the parents/carers should contact the SEND governor. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the LA and/or Secretary of State.

Glossary of Terms

BSS	Behaviour Support Service
LA	Local Authority
LET	Local Education Team
SEN	Special Educational Need
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-coordinator
SMART	Specific, Measurable, Achievable, Realistic, Timely
TA	Teaching Assistant
LSS	Learning Support Service
GRSS	Wiltshire Graduated Response to SEND Support

Lydiard Millicent CE Primary School Inclusion Policy Please also refer to our Equality Information 2014 with reference to this policy

Introduction

At Lydiard Millicent CE Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, sexual orientation or background. Our school population has limited social and ethnic diversity and members are taught to value and celebrate difference in others.

Aims and objectives

Inclusion lies at the heart of our School's vision. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with special educational needs;
- Gifted and talented children;
- Children who are at risk of disaffection or exclusion;
- Travellers and asylum seekers.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Teaching and learning styles

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we may need to use the programmes of study from earlier key stages.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers ensure children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences *they see* in others;
- Take responsibility for their own actions;
- Participate safely, in clothing that is appropriate to their religious beliefs;
- Are taught in groupings that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds, without

Stereotyping;

- *Have a* common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Children with disabilities (physical, learning, emotional/behaviour)

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. At present we do not have any pupils with physical disabilities however in response to the Disability Act 2001, the governing body reviews annually how the school can be made more accessible for disabled children and it has an Accessibility Plan with time-related targets. Further details are to be found in the school's disability policy. Information relating to pupils with learning disabilities can be found in the school's SEN policy.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources and learning support assistants. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational *needs* would also be closely involved in this process. We would ensure that *every* effort had *been* made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Racism and inclusion

The school has implemented the recommendations of *The Stephen Lawrence Inquiry.- MacPherson Report (1999)*. The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All

racist incidents are now recorded and reported to the governing body by the head teacher. The school contacts parents of those pupils involved in racist incidents. Further details are to be found in the school's Racial Equality Policy.



LYDIARD MILLICENT CE PRIMARY SCHOOL/
RIDGEWAY FARM CE ACADEMY
SEND TEACHER GUIDANCE PACK 2018



Teachers should:

- ✓ Differentiate in planning for all children.
- ✓ Provide Quality First Teaching and an inclusion friendly environment.
- ✓ Identify pupils with SEND as early as possible.
- ✓ Identify areas children find difficult and plan for these early.
- ✓ Plan lessons to identify and support areas of difficulty.
- ✓ Use appropriate assessment and set ambitious targets.
- ✓ Have high expectations for SEND pupils.
- ✓ Plan for pupils to access all curriculum areas.

Identifying SEND at our schools:

- ✓ If you have a concern, use the GRSS Quick Checker to identify the main area of concern. Within GRSS, you will be signposted to a suggestion of strategies to try. Over a 2 week period, you should use the GRSS Assessment and Checklist to keep a record of the strategies you have tried and complete the 'Assess' section of the GRSS Pupil Profile as evidence.
- ✓ If a child continues to make little or no progress or you still have a concern about a child's development or access to learning let the SENCO know immediately by completing the Concern Sheet (Appendix 1).

A Concern Sheet should be raised if progress:

- ✓ 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.
- ✓ Is not improving despite strategies implemented and evidenced in the GRSS Pupil Profile.

Steps to take once a Concern Sheet is raised:

- ✓ Meet with SENCO to Plan and Do next steps using GRSS.
- ✓ Inform parents and share next steps – use a Progress Meeting Sheet (Appendix 2).
- ✓ Put in high quality teaching targeted at their areas of weakness. Teacher to carry out 1:1 as well as high quality TA support (6 weeks) (Refer to Appendix 5).
- ✓ Fill in a Vulnerable Tracking sheet (Appendix 3).
- ✓ Update GRSS Pupil Profile as evidence.

After 6 weeks:

- ✓ Let SENCO know results of high quality teaching.
- ✓ Meet with SENCO to Plan and Do next steps using GRSS.
- ✓ Inform parents and share next steps – use a Progress Meeting Sheet (Appendix 2).
- ✓ Put in high quality teaching targeted at their areas of weakness. Teacher to carry out 1:1 as well as high quality TA support (6 weeks) (Refer to Appendix 5).
- ✓ Fill in a Vulnerable Tracking sheet (Appendix 3).
- ✓ Update GRSS Pupil Profile as evidence.

After 12 weeks:

- ✓ Let SENCO know results of high quality teaching.
- ✓ Make a decision of next steps:
 - 1) Try another 6 weeks if *some* progress made using GRSS guidelines and suggestions
 - 2) SENCO/Class Teacher to fill in DART form and get support and/or advice from SSENS *if slow or no progress*. Documented evidence from GRSS will be needed to send with the DART or it will be rejected by the SSENS Team.
 - 3) Inform parents at review meeting saying that slow progress and/or low attainment does not automatically mean a child is recorded as having SEN. It may just be a block or slower development in an area. The child stays as 'a concern' until they make progress or outside agencies are involved.

After a DART referral:

- ✓ The child will be added to the SEND Register and monitored closely by the SENCO.
- ✓ The Class Teacher and TA plan support and intervention for the child based upon the recommendations in the SSENS report.
- ✓ A 'My Special Target Sheet' (child friendly – Appendix 6) should be written with the child with clear SMART targets; support that will be put in place and when it will be reviewed. Copies of these should be given to the SENCO for monitoring.
- ✓ Class Teacher to meet with parents/carers to share targets and provision plans. Set a date at this initial meeting for the next review.
- ✓ Over the 6 week period, measure the impact support or intervention is having using the Vulnerable Tracking Sheet (Appendix 3). SENCO will check and monitor these at the end of each term.
- ✓ At the review meeting, complete the Review Meeting Form (Appendix 4) and discuss impact/progress and decide on whether to continue, change plan or withdraw support or specialist teaching if child has caught up or back on track. These forms will need to be shared with and signed the SENCO.
- ✓ If little or no progress has been made then SENCO and Class Teacher will put in place a My Support Plan (non-statutory) and a My Support Plan meeting will be arranged.

Class Teacher SEND To-Do Checklist

Children of Concern:

- Complete GRSS quick checker to identify main need (saved on staff share)
- Monitored by Class Teacher for two weeks
- Quality First Teaching (QFT) in place for two weeks (appendix 4)
- Concern sheet completed and copy sent to SENCO (appendix 1)
- Observation by SENCO organised.
- Request review of provision with SENCO (after 6 weeks)
- Request to raise child at Solution Focused Meeting (SFM) sent to SENCO.
- Request to SENCO for DART referral to outside agencies (if no improvement seen after 12 weeks)

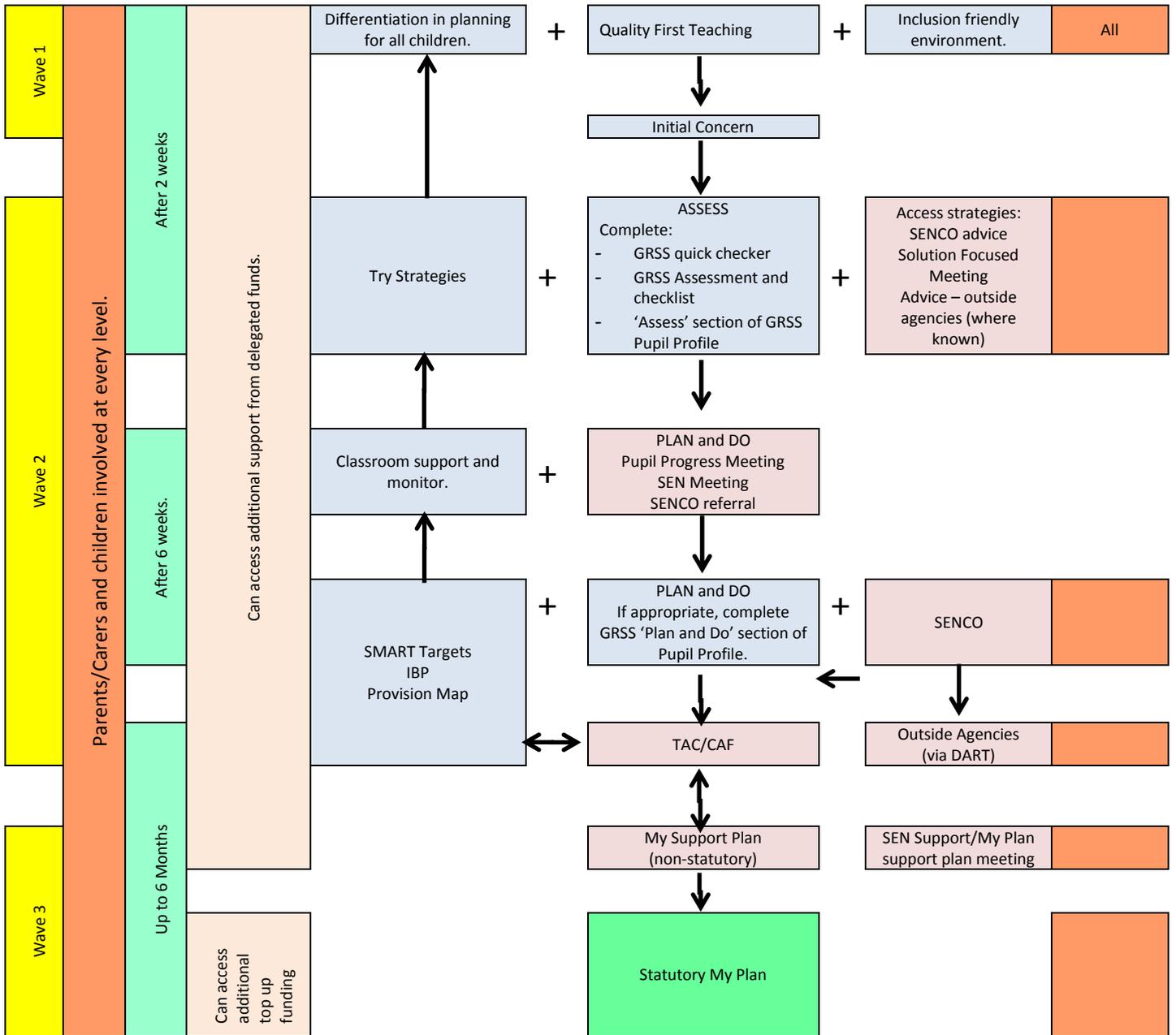
Children receiving School Support (SS):

- GRSS started and updated termly (3 x) (saved on staff share)
- Support recorded on Vulnerable Pupil Provision Map (appendix 3)
- Copy of Vulnerable Pupil Provision Map updated termly and copy sent to SENCO (3x)
- Letter to parents sent informing them of support in place (appendix 8)
- Baseline Assessments (see assessments section in appendix 5) recorded on Vulnerable Tracking sheet
- Termly (3 x) assessments completed to record progress/impact of intervention
- SMART Targets in place – reviewed every 6 weeks with parents (appendix 2)
- Copy of SMART targets sent to SENCO
- Observation by SENCO organised.
- Request review of provision with SENCO
- Request to raise child at Solution Focused Meeting (SFM) sent to SENCO.
- Request to SENCO for DART referral to outside agencies (if no improvement seen after two terms)
- Request to SENCO for My Support Plan (MSP) (if no improvement seen after two terms following outside agency input)
- Complete 'All About Me' sheet (appendix 7).
- Request to SENCO for EHC Assessment (if no improvement seen after 3 full terms following MSP being in place)
- Update/create Case studies for all CYP working at emerging level (E1, E2 etc...) to record progress.

Children with an EHCP/My Plan:

- GRSS updated termly (3 x) (saved on staff share)
- Support recorded on Vulnerable Pupil Provision Map (appendix 3)
- Copy of Vulnerable Pupil Provision Map updated termly and copy sent to SENCO (3x)
- Letter to parents sent informing them of support in place (appendix 8).
- Baseline Assessments (see assessments section in appendix 5) recorded on Vulnerable Tracking sheet
- Termly (3 x) assessments completed to record progress/impact of intervention
- SMART Targets in place – reviewed every 6 weeks with parents (appendix 2).
- Copy of SMART targets sent to SENCO
- Observation by SENCO organised.
- Request review of provision with SENCO
- Annual Review meeting paperwork completed (appendix 9, 10 and 11)
- Update 'All About Me' sheet (appendix 7).
- Update/create Case studies for all CYP working at emerging level (E1, E2 etc...) to record progress (appendix 12)

SEND Levels of Support Flowchart



(Appendix 1 – Concern Sheet)

Date:

Parents Informed: Yes / No

Name of pupil:

DOB:

Year Group of pupil: Teacher:

TA:

Area(s) of Concern (Identified using the GRSS Quick checker):

Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory and Physical
------------------------	-------------------------------	-------------------------------------	----------------------

Please reflect on this child's learning (highlight concerns):

Learning Skills	Response to teaching style	Social Skills	Subject Competence
Maintaining focus to tasks.	Working well in a group.	Relationships with other pupils.	Speaking, listening and communication.
Confidence in attempting tasks.	Ability to take responsibility for own work.	Relationship with adults.	Reading.
Interest in tasks/motivation.	Motivation on a 1:1 level.	Attention seeking/withdrawn.	Writing.
Understanding tasks.	Resilience during group or whole class work.	Co-operation.	Spelling/Phonics.
Completion of tasks.	Working independently.	Self-control.	Numeracy.
Age appropriate skills.	Organisation of resources/possessions.	Play times/lunch times.	Other:
Gross/fine motor skills.	Asking for help.	Ability to regulate emotions.	

Date and outcome of discussion with parents:

Has the child had a recent eye test?	Y/N	Is the child EAL?	Y/N
Has the child has a recent hearing test?	Y/N	Is the child Pupil Premium?	Y/N
Has the child been seen by the GP recently?	Y/N	Is the child CIN/under a CP Plan?	Y/N

What resources have you employed?

Resources tried	Duration	Impact

Actions taken to remove barriers and support the child (Quality First Teaching):

Cognition and Learning		Communication and Interaction	
Identified gaps in learning.	Peer support.	Individual visual timetable.	Peer support.
Alternative methods for recording.	Increased use of role play and drama.	Seated with a suitable role model.	Pre-teaching vocabulary.
Word banks, sentence starters, writing frames.	Use of resources e.g. Numicon.	Social stories.	Simplified language.
Simplified instructions.	Visual support.	Individual word banks.	Visual prompts.
Now and Next task board.	Small group support in class.	Specific groupings in class.	Referred to SWASS document.
Social, Emotional and Mental Health		Sensory and/or Physical	
Sitting near an adult/role model.	Clear expectations.	Different coloured paper/IWB etc.	Pen/pencil grips.
Regular positive praise.	Clear time limits.	Coloured overlay.	Modified exercise books.
Regular routines.	Clear choices.	Writing slope.	Pincer scissors, triangular pens etc.
Tactically ignoring minor behaviour.	Class responsibilities.	Enlarged versions of text.	Support with changing if required.
Prepare for change.	Modelling.	Sitting near the front.	Fine motor programme.
1:1 time to build relationships.	Safe space within the classroom.	Use of ICT where appropriate.	Gross motor programme.
Ways to indicate need of support.		Discussion with specialist TA.	Specialist resources e.g. ear defenders.

What interventions has the child been part of?

Resources tried	Duration	Impact

Assessment Data:

Assessment/DATE	Autumn	Spring	Summer
Reading			
Writing			
Maths			

Additional Information:

Raised at SFM?	Y/N	Observed by SENCO?	Y/N
Raised a DART	Y/N	Moved on to school support?	Y/N

1st Meeting review date: (After 6 weeks) 2nd Meeting review date: (After 12 weeks)

Signed by SENCO:Mrs Catherine Frost Date:

Progress Meeting/Review Form			
Name:		Year Group:	
Date:		Those present:	
Current Attainment Levels (ARE):	R	W	M
Expected / target Attainment Levels:	R	W	M
What's working well:		What's not working well:	
Agreed actions:			By Whom/By When
Reports & discussions by attendees (can include professionals):			
SMART Target(s) for next 4 – 6 weeks:			
1.			
2.			
3.			
Next Review date (6 – 8 Weeks):			
Signed:			

(Appendix 2)

My Special Targets

Name:

Class:

Date:

My SMART Targets	What help do I need to achieve target?	When do I have my support?	My progress! (Impact)
1.			
2.			
3.			

These targets need to be reviewed with parents or carers on a regular basis – please log the meetings overleaf:

Vulnerable Pupil Tracking – Front Sheet

(This sheet must stay in the Vulnerable file so that interventions can be tracked through school. Additional sheets can be added but they should not be replaced).

Name:

DOB:

Date of entry to school if other than September reception:

Reason for individual tracking: (please circle)

Below expected progress

Below ARE

Please circle any other following that apply:

SEN

A, G & T

EAL

Ethnic min.

LAC

Pupil Premium

Any contextual information that may impact on progress/achievement:

End of EYFS	GLOD?	R-	W-	M-
End Year 1	Reading -	Writing -	Maths -	
End Year 2	Reading -	Writing -	Maths -	
End Year 3	Reading -	Writing -	Maths -	
End Year 4	Reading -	Writing -	Maths -	
End Year 5	Reading -	Writing -	Maths -	
Final results Year 6	Reading -	Writing -	Maths -	

(Appendix 3 – Vulnerable Tracking Sheet)

Vulnerable Pupil Provision Map

Please give brief details of additional support provided or interventions the child has been involved in. Impact MUST be evidenced but this can be in a variety of ways, e.g. a raw score, a spelling age, before and after pieces of writing....

School Year/Class	Provision / Programme (this must be above and beyond normal classroom provision)	Date & length of programme	Starting score/baseline	End score/evidence of Impact

(Appendix 4)

Evaluation of Quality First Teaching			
Name of Child:	Subject:	Date:	Examples/Comments:
Intervention Used (please tick)		Effectiveness in participation in learning (Please circle) 1 = very effective 5 = not effective	
Pupil's name and eye contact established before giving instructions		1 2 3 4 5	
Clear and simple instructions, breaking down longer instructions and giving one at a time		1 2 3 4 5	
Tasks are clearly explained, modelled or scaffolded, and staff check for understanding		1 2 3 4 5	
Key points/instructions are jotted down		1 2 3 4 5	
New learning broken down into small steps		1 2 3 4 5	
Link new learning to what pupil already knows, for example, start a lesson with a class mind-map of what they already know about a subject		1 2 3 4 5	
Specific activities are differentiated appropriately, e.g words for spelling practice, times tables practice, methods of recording		1 2 3 4 5	
There are opportunities for practical and interactive, as well as paper and pencil tasks.		1 2 3 4 5	
Give pupils 'thinking time' or opportunities to work with talk partners before answering a questions, or say "I'm going to come back to you in a minute for your idea"		1 2 3 4 5	
A range of lesson activities are planned to take account of different learning strengths, and practical activities offered where possible, e.g learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting		1 2 3 4 5	
Multiple examples of new concepts are provided and staff aim to take these examples from children's own real life experience rather than talking in the abstract		1 2 3 4 5	
A list of key vocabulary for a particular topic or lesson is put up and staff teach the meaning of each word		1 2 3 4 5	
A range of aids and resources is easily accessible to support learning and aid independence, such as letter and number charts, word banks of high frequency and topic words, number lines/squares, calculators, dictionaries, computer and internet access (where appropriate)		1 2 3 4 5	

Visual cues and prompts, visual timetables are used.		1	2	3	4	5	
Staff provide writing frames and templates (e.g writing up a science experiment) to help structure thinking		1	2	3	4	5	
Staff provide prompt sheets: questions to answer, key words to build each section or paragraph around, sentences or paragraphs to put in correct order, paragraph openings, etc		1	2	3	4	5	
Explicit teaching of independent and study working skills is routine. Pupils are encouraged to take charge of their learning and develop strategies that work for them		1	2	3	4	5	
Other strategies used:							
Other comments:							
Please return to SENCO							
SENCO notes:							

(Appendix 5)
Intervention Programmes



Wave 1 (Universal):

The effective inclusion of all children in high-quality daily literacy & numeracy lessons – ‘**quality first teaching**’. Lessons are differentiated for pupils. **Teachers should take the lead and teach pupils with concerns**. See appendix 4 for guidance.

Assessments available:

Teachers’ Assessment Pack – all teachers / classes have this pack to help assess general issues.
‘Basic Maths Assessments’ – Essential Keys Document.
WESFORD Screening – dyslexia screener.
Dyscalculia assessment.
Boxall Profile – SEMH needs.
Sensory Integration Screening Questionnaire – sensory processing issues/disorders.
Strengths and Difficulties Questionnaire – Social, Emotional and behavioural difficulties.
SPARKS ‘ABC’ assessment – Fine and Gross motor skills assessment.
GRT _{II} - Group Reading Test to get Reading Ages.
Visual Stress Assessment Pack.

Wave 2 (Targeted):

Small group interventions are used for pupils who may need to ‘Catch-up’ – these children may be withdrawn for group sessions and this support will help children to access Wave 1 teaching. Parents need to be informed that children are having a boost!

Wave 2 programmes
NNS Springboard
ELS (Early Literacy Support)
Year 3 Literacy Support
FLS (Further Literacy Support)

Better Reading

Wave 3 (Specialist):

Specific targeted approaches for individual children identified as requiring SEN intervention. Provision at Wave 3 is likely to draw upon specialist advice – children’s parents need to be informed that they are having this support.

Wave 3 programme
Acceleread / Accelewrite
Nessy (dyslexia prog.)
WESFORD (dyslexia prog.)
Sound Linkage – Letters & Sounds
Sound Discovery
Catch-up Literacy
Catch-up Numeracy
Word Shark & Number Shark
ELSA support
Sliding in – Selective Mutism
Sensory Circuits Programme
THRIVE

Notes:

The SENCO will have an overview of all these programmes and will be able to point you in the right direction of the sort of programme that might help.

The SENCO will expect a Vulnerable Pupil Tracking sheet to be filled out for all SEND pupils so she can monitor the impact of each programme children start on – please fill these in and let SENCO have the results after each course.

SENCO then fills out an impact report to monitor results over time.

GRSS – this is the provision document – use this to find out whether a child needs to be on the SEND register – fill in the appropriate sections (usually just a tick and the date as the child works through the suggestions for strategies and things to try).

SENCO will help with DART (Single Agency Referral Form) and CAF (Common Assessment Form) documents – these will need to have evidence attached (GRSS).

The Stock Cupboard has loads of great resources for children who have difficulties accessing the curriculum, or for general support – have a look! Please remember to sign out any resources so that we can keep a track.

Remember to keep parents informed at every stage – they can help so much – team work!



Ridgeway Farm
CE Academy

..... 'All About Me' Sheet
I am in Apple Tree Class.

I need you to know....

What people like
about me...

-

How I can help
myself...

My strengths and
interests....

This is a
picture of
me!

How you can help....

What's important for my health, safety
& happiness....



..... 'All About Me' Sheet
I am in Class.

I need you to know....

What people like
about me...

-

How I can help
myself...

My strengths and
interests....

This is a
picture of me!

How you can help....

What's important for my health, safety
& happiness....



28.09.17

Dear Parents of _____,

At the beginning of the year we carry out assessments of the children. After considering the information gathered from these we feel _____ would benefit from some extra support.

Therefore we propose to offer _____ each week to help support _____.

These sessions are designed as a booster and we will continue to regularly monitor and review _____ progress.

If you wish to discuss this further, please do not hesitate to come and talk to me.

Kind regards



Ridgeway Farm CE Academy
The Buffer
Purton
Swindon
Wiltshire
SN5 4GT

Tel: 01793 677471

Principal: Mrs C. Luce

28.09.17

Dear Parents of _____,

At the beginning of the year we carry out assessments of the children. After considering the information gathered from these we feel _____ would benefit from some extra support.

Therefore we propose to offer _____ each week to help support _____.

These sessions are designed as a booster and we will continue to regularly monitor and review _____ progress.

If you wish to discuss this further, please do not hesitate to come and talk to me.

Best wishes,

My views as a Parent/carer
EHCP Annual Review meeting

Child/Young person's Name:		Date of Birth:	
Parent/Carer's Name and relationship:		Date of meeting:	
What are the things you feel most pleased your child/young person has achieved this year?			
What are the things you feel concerned about (if any):			
What has changed since last year that people need to know (school or at home)?			
Is there anything you would like to discuss at the meeting?			
Are there any reports you would particularly like to attach yourself (this might include private professional reports, drawings, pictures, photos, video clips or pieces of writing that your child/young person has done)			
Attachment name	Date	Who from	Key points or why this is important
What are your views about your child's/young person's progress over the last year towards the outcomes currently in their Education, Health and Care Plan?			
Could anything be done differently?			
What do you want for your child/young person in the future (think 1 year ahead, 5 years ahead, adulthood)			

Name

Signature

Date

Please send this back to the school, early years setting or Further Education College your child/young person attends.

**My Views as a Professional
ECHP Annual Review Meeting**



Child/young person's Name:		Date of Birth:	
Setting/School/ College:		Date of meeting:	
Name of Professional:		Team/Role:	

My involvement and what I Like and Admire About (child/young person's name):

What I consider is important to (child/young person's name) **now and in the future?**

The reports I have written this year or are still important

Title of report	Date	Key points	Where can this report be found
Report detailing progress towards outcomes (essential)			
Attainment report			

What's working:

What's not working:

What do you think should be done differently?

Are there any new outcomes (child's name) **should be working towards this year?**

Are there any new needs identified?

Actions – what support can I provide over the next year

Name

Signature

Date Please send this back to the school, early years setting or Further Education College.

Appendix 10

Your Name:	Date of Birth:
	Date of meeting:
What I like about myself:	
What others say they like and admire about me:	
What is important to me?	
What helps and supports me in my learning, play and/or social time:	
What is going well/ working for me: 	
What is working less well: 	
What are my hopes for the future (think current year/ phase of education/ aims for adult life)	

Signature

Date

Please send this back to the early years setting, school, or further education college.

CASE STUDY OF A PUPIL WITH SEN

Pupil	<i>Use first name only or Pupil A</i>																	
Date of placement on SEN register																		
Pen Portrait including area(s) of need / barriers to learning																		
External agencies who have been involved																		
PROVISION OVER TIME / ARRANGEMENTS OVER TIME																		
<i>e.g. type of targeted intervention; mentoring – advice and guidance; additional specialist teaching; transition arrangements; resources to support access to curriculum; support for/involvement with parents/ carers, peer support; arrangement for pupils missing work through absence, through attendance at additional programmes or through exclusion etc</i>																		
How the skills of staff have been developed to address needs																		
QUANTATIVE OUTCOMES FOR PUPIL																		
YEAR																		
Attainment FS/NC/P levels or GCSE/ other	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
Progress Summary – sub levels or points score																		
<i>Pupil made ___(How much)___ progress over ___(time)___ in reading / writing / maths / etc</i>																		
Other data – Improvement in attendance, reduction in fixed term exclusions or numbers of behavioural incidents, etc.																		
This enabled pupil to {e.g. catch-up/ meet FFTD target, access Wave 2 provision, be removed from SEN record, be school }																		
QUALITATIVE OUTCOMES FOR PUPIL																		
Independence/ confidence / attitude to learning																		
Social skills / relationships																		
Behaviour / ability to make well informed choices																		
Other e.g. attendance, involvement of parents, participation in wider school activities (school council, clubs etc)																		

Impact on wider school practice and provision e.g. staff now trained in Makaton, links with area special school, change to school ethos/ policy/ practice

SEN INFORMATION REPORT

(2018-19)

For Children with Special Educational Needs and / or Disabilities

Here at Lydiard our vision is 'Believe, Learn, Grow'



Lydiard Millicent C of E Primary School

A Church of England Primary School

within the

[Diocese of Bristol Academies Trust \(DBAT\)](#)

'Together we can share our expertise to make sure all children in our schools achieve their very best'

Cluster SENCOs- 2014

For the Local Authority local offer, use the following link <http://www.wiltshirelocaloffer.org.uk>

School Information

Lydiard Millicent C of E Primary School is a small primary school in the village of Lydiard Millicent.

Specific needs and information

Number of pupils registered with SEND within Lydiard Millicent C of E Primary School: 10

There are currently 197 pupils on roll and 5% are identified as receiving SEND Support.

Key Stage	SEND Support	EHC Plan	Total
EYFS	0	0	0 - 0%
KS1	4	0	4 – 2%
KS2	5	1	6 - 3%

Number of pupils moving up from SEND support to EHC Plan: 0

Number of pupils awaiting an EHC assessment: 1

There are currently 197 pupils on roll and 5% are identified as having special or additional needs. The range of special and additional needs that we have in school is wide and varied and is what makes our school diverse and special. We do have disabled access into the school and we also have toilet facilities for those with disabilities.

Accessibility

The range of special and additional needs that we have in school is wide and varied and is what makes our school diverse and special. Our school building is fully accessible as it is all on one level with no steps. We have disabled toilet facilities around each area in school and a disabled shower facility / wet room. All children are encouraged to go to after school activities, tournaments and extension activities. We choose our residential sites carefully so that they are fully accessible too. All children can go on trips as they are chosen with the children in mind.

We also provide Quality First Teaching and an inclusion friendly environment for all children that includes:

- A range of lesson activities are planned to take account of different learning strengths, and practical activities offered where possible, e.g learning from pictures, diagrams, mind-maps, using practical equipment, handling objects, moving and doing rather than sitting.

- A range of aids and resources is easily accessible to support learning and aid independence, such as letter and number charts, word banks of high frequency and topic words, number lines/squares, calculators, dictionaries, computer and internet access (where appropriate).
- Tasks are clearly explained, modelled or scaffolded, and staff check for understanding.
- Visual cues and prompts, visual timetables are used.

Profile of current SEN cohort area of need is shown in the table below:

SEN Area of Need 2018/19		
SEN	%	No. of Chn
Communication & Interaction (inc ASD)	2.5%	5
Physical & Sensory	0%	0
Cognition & Learning – MLD & SpLD	2%	4
Social Emotional & Mental Health	0.5%	1

Key contacts for help and advice

Who do I contact in school for more information?	Mrs Frost is the school SEN co-ordinator (SENCO) 01793 770571 CFrost@lydiardmillicentceps.org Or, contact the school office to make an appointment on 01793-770571.
Who do I contact at Wiltshire Council for more information?	0300 456 0100 – phone this WC number and then ask for SEN support or access Wiltshire Local Offer at: https://www.wiltshirelocaloffer.org.uk/

Provision

We are fortunate to have very good relationships with many agencies and are able to refer children to them when appropriate. The school has worked effectively with the following agencies this year:

- Speech and Language Therapy
- School Nurse
- Advisory Teacher of the Hearing Impaired
- Behaviour Support Service
- Educational Psychologist
- SEND Service Professionals.
- SEND Lead Workers

- Play Therapist

All staff within the school will have training related to SEND as appropriate to their role and also to the needs of the children that we have in school at any one time. General SEND training is arranged at points within the year, and specific training related to individual needs, disabilities or children happens as and when necessary. We endeavour for as many staff to be trained as possible to ensure a consistent approach with children throughout the whole school day.

SEND Training received during 2017/18:

- ELSA Supervision Meetings
- Working with children often operating in survival brain Training
- Anxiety Training
- Team Teach Training
- Quality First Teaching CPD
- Math's Interventions/Resources CPD
- SEND Surgeries with Wiltshire SSENs, Behaviour Support Service and Educational Psychologist

Monitoring

The school will know that your child needs extra help or support through a number of channels: You (as parent or carer) may tell us, the pre-school or school that they currently attend will pass on any information that they have, and/ or other professionals/ agencies will liaise with the school to ensure that your child's needs are met. If you think that your child may have unidentified needs, you should speak with their class-teacher and ask their opinion. You may then wish to make an appointment to meet with the Special Educational Needs Co-coordinator (SENCO). The school may decide that they would like to seek the opinion of other professionals and you will be involved in the decision. We would never involve outside agencies without your permission.

As part of the 'Assess, Plan, Do, Review' process, if your child is identified as having any additional needs then there are termly opportunities throughout the year for parents and teachers to review and agree new targets and plan together to ensure we do our very best for your child.

Policies

We try to ensure that parents are well informed about all we do at school. These key policies can be found under Policies on our website:

SEND Policy
Equality & Diversity Policy
Equality Information 2014
Disability Policy

General Information:

<p>What should I do if I think my child has special educational needs?</p>	<p>Come and see Mrs Frost the SENCO straight away, or contact your doctor / health visitor – we can have a chat, talk about your concerns and then ask someone to help if that is needed.</p>
<p>How will the school identify and / or let me know if my child has SEN?</p>	<p>We do not have specialist trained SEN staff at Lydiard, however we do have teachers and TAs who have had training in many areas and know the signs to look out for. If we see that a child is not making progress and the things put in place (such as intervention programmes) to help children move on do not work, we will make a referral to a specialist service so that an assessment can be made by experts and strategies and suggestions can be sorted.</p>

Supporting your child:

<p>What support will there be for my child?</p>	<p>Teachers will plan and teach activities to the work level of your child. They will also give resources to help your child learn. Teaching assistants are in each class to support children's additional needs. If needed small group work or 1:1 intervention will be provided. We can offer ICT resources to pupils who need different access to their learning.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>We have two members of staff trained for paediatric first aid and most staff are trained in basic first aid and child protection. Identified members of staff have received training on allergies (epi-pen use). We also have a number of staff who are Team Teach trained. We also have two Emotional Literacy Support Assistant (ELSA) available within our school.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>We want all children to make progress, so if they have a period where they are not making progress we will use a TA or a teacher to support them. Teachers and TAs will assess pupils as part of the normal lesson time and then decide what intervention programme is needed to support that particular area. If we use an external agency to assess a pupil, they will suggest strategies or support and the school will put these in place.</p>

	<p>If a child has additional needs, we may request a statutory assessment and this is followed by a 'My Plan' or Education Health Care Plan and in these documents it is explained what support is needed and how it will be funded.</p> <p>Each year the school creates a 'Provision Map' and this shows what support is being put into place for each child in school who needs additional support.</p>
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Specific needs information & support:

On the following pages we list what services we can provide / support or signpost to. Our teachers and teaching assistants take every opportunity to keep up to date with all areas of need and we encourage training in as many areas as we can. If your child has needs that are not listed below, or needs that you feel we may not support fully, please come in and chat with us to see if we can work something out.

Communication & Interaction	<p>This incorporates speech, language and communication. It is when children need help to develop their linguistic competence; they may need help with specific sounds, becoming fluent or taking part in conversations. Sometimes children need help with vocabulary or 'tenses'. Some children need help with social relationships or situations. Children with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome and Autism have difficulty making sense of the world in the way others do and need help learning about change and social situations at school and their routines. We work closely with Speech & Language therapists and CAMHS to help our children with C&I difficulties.</p>
Cognition & Learning	<p>Children with learning difficulties will learn at a slower pace than other children and may have greater difficulty than their peers acquiring basic literacy and numeracy skills or in understanding concepts, even with appropriate differentiation. We will help children with C & L by offering specific programmes to support their learning, more detailed differentiation or setting the curriculum in smaller steps. We work closely with the Special Needs Support Service (SENS) and advising teachers in this area.</p>
Sensory & Physical Needs	<p>There is a wide range of sensory and physical difficulties that affect children across the ability range. Many children need minor adaptations to the curriculum, their study programme or their physical environment. We link with a range of services and take advice from them in order for our pupils to be able to fully access their curriculum.</p>
Social, Emotional & Mental Health	<p>Some children have difficulties in their emotional and social development that mean they require additional and different provision in order for them to achieve. Children may have immature social skills and find it difficult to make and sustain</p>

	healthy relationships. Difficulties may be displayed through the child becoming isolated or withdrawn as well as through challenging, disruptive or disturbing behaviour. We work closely with the behaviour support service to give the very best to our pupils with these challenges. We also employ a Play Therapist to work with children on an individual basis. We also have two ELSA trained TAs who can provide additional support in these areas.
Medical Needs	If your child has any medical needs then we will work closely with parents and the school nurse to create an individual Health Care Plan – please look at our Medical Conditions policy which covers all areas of medical needs. If we know that a child has specific needs then we liaise with the school nurse and receive specialist training. All our TAs and teaching staff receive annual First Aid training and two members of staff have paediatric First Aid training.
Speech Therapy	When a child comes to Lydiard with a plan from the Speech Therapist, or if we notice a child has difficulty with an area or speech or sounds, we work in partnership with parents and the speech therapist to plan out regular sessions at school where a TA can work with a child one to one (daily if necessary). Plans are regularly reviewed and the speech therapist can come into school to assess pupils and have meetings with staff and parents.
Counselling	Although we do not have a trained counsellor at school, we can access counselling services through our School Nurse or a referral to CAMHS.
There are many services provided by Wiltshire Council signposted in their Local Offer website – https://www.wiltshirelocaloffer.org.uk/ .	

Communication:

How will school keep me informed about my child's progress?	Teachers will conduct progress meetings or review meetings on a regular basis if a child is working below the expected level or receiving additional support. At school we encourage parents and teachers to chat at the end of the day so that there is regular communication. We also use home / school communication books if parents or carers do not come to school on a regular basis.
Are parents and carers involved in planning, assessment and review of needs?	Most definitely – they are key to helping children progress – we like to work together closely to meet children's needs.
Are pupils involved in reviewing their learning?	Yes, of course! Children need to know their targets; they need to be able to share what they find hard and what might help them to learn better.

General things you might want to know?

How accessible is the school setting?	We had a new school building in September 2011 – it is fully accessible as it is all on one level with no steps. We have disabled toilet facilities around each area in school and a disabled shower facility / wet room.
Who will be responsible for my child's day to day needs?	The class teacher is responsible for your child's day to day needs and they are supported by a teaching assistant.
Will my child be included in all curriculum areas?	We will do all we can to ensure that your child will have access to the curriculum, just like other children.
Will my child be able to go to after school activities and trips?	All children are encouraged to go to after school activities, tournaments and extension activities. We choose our residential sites carefully so that they are fully accessible too. All children can go on trips as they are chosen with the children in mind.
What do you have in place to make sure my child is not bullied?	We have a comprehensive, very clear behaviour management policy which includes anti-bullying that was created with parent and pupil input. Through our curriculum, ethos and collective worship, we foster a culture where everyone is valued, and where everyone feels happy to talk to an adult if they have a problem. If a child finds it difficult to communicate, we would ensure that there were appropriate means for any issues to be raised and dealt with swiftly. Two children in school are also anti-bullying campaigners and they work with a team of children to make sure no bullying happens at our school or if it does happen it is stopped immediately, with support for the victim to make sure they are ok and guidance for the bully so they understand why they were wrong and helped to understand the implications of their actions – we find this works very well and bullying is rare.
What is a 'personal profile' sheet?	This is a single sheet that captures all a child's needs, what makes them happy, what works well, what does not work well etc. – it is a useful document for anyone to see information quickly and clearly. Sometimes it is called a 'One-Page Profile'. At Lydiard we call it an 'All About Me' sheet.
What is a target sheet?	If a child is working towards specific 'target' areas at school, these are noted and monitored to make sure that progress is being made. Targets should be SMART – S – specific M – measurable A – achievable R – results focussed T – time bound
What are the expectations for a child with SEND?	All children throughout the school have targets and next steps to work towards. Children with SEND will also have next steps and these may be broken down into smaller graduated steps to ensure success and build confidence. Every child in school is discussed with

	the Head Teacher, SENCO, Class Teacher and Teaching Assistant at designated meetings, to ensure no child's learning and well being is left to chance.
What is a 'my support plan'?	'My Support Plans' are replacing IEPs (see below) for those children with significant needs and who would have been at 'School Action Plus,' or who would have had a Statement under the old regulations for SEND. A 'My Support Plan' includes a one page profile of the child and highlights their strengths and difficulties. It details the support that will be given to the child as well as their personal targets. 'My Support Plans' are reviewed regularly just as IEPs were. For those children who were at School Action Plus, the 'My Support Plan' will be non-statutory although for children who would have previously had a Statement, the 'My Plans' will be statutory. The statement will be converted to a 'My Plan' by the local authority in accordance with their time line.
What is an IEP?	An Individual Education Plan (IEP) is sometimes used to state and monitor pupil targets. We no longer use IEPs but prefer to use our 'My Special Targets' sheets that are a more pupil friendly target sheet. These are reviewed every 6 weeks by the Class Teacher, TA, Parent and Child.
Who makes sure that children with SEN are looked after well?	All staff working in school are responsible for the well-being of all children in the school. However, the class-teacher will be the person who spends most time with your child along with any teaching assistants working in the class. Mrs Frost, the SENCO, also monitors the progress and happiness of all our SEN pupils.
Who do I contact if I am not happy with the support or education my child is getting?	In the first instance, you should speak with your child's class-teacher if you have any issues with the support that your child is receiving. If this does not resolve the issue for you or if the teacher feels it is necessary, you will need to speak with Mrs Frost, the SENCO, she should be able to change things or try something new, or put you in touch with someone who can help. We hope that any issue will be resolved by this point but if not, you will need to speak with the Head teacher, Mrs Luce. In the unlikely event of your issue still being unresolved, you would then need to contact the governor responsible for SEND, Mrs Sadie Herbert and you can email her through admin@lydiardmillicentceps.org or call 01793 770571. You can also use the Parent Partnership service to request advice: http://www.actionforchildren.org.uk/our-services/wiltshire-parent-partnership

Questions from children & young people:

Are the staff friendly?	Yes, very – we do not allow any grumpy teachers at our school!
Can I come and visit the school before I	We encourage everyone to come and visit before they start

start?	so you can meet us and the children and see our beautiful grounds and school.
What things do you have at your school?	Our classrooms are light and airy; we have lovely wide corridors with an ICT area and library. We have lots of iPads and IT equipment to help learning. We have a large playground and field which is next to the school. We also have a super outdoor play area with a fire pit and den. Around the field we have a 'Darwin's thinking path' with bug hotels, small animal environments and a bird watching area. We have lots of playtime equipment to make lunch and play times as fun as possible.
Can I get around the school easily?	Yes very – it is all on one level!
Can I go on trips?	Yes of course we would encourage it! We only organise trips that everyone can go on!
Will I be able to join after school activities?	Oh yes, and we have lots of different ones – some that the children run and some that the teachers or outside clubs run – we try to have 15 or more each term!

Moving on:

What will happen when my child moves to their next school?	We take transition for our children very seriously, so pupils will be able to visit their new school, more than once if necessary. We have meetings to share notes so that the new teachers will know all about a child's needs. We work very closely with our secondary schools to make sure that this process is smooth and happy!
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We do hope that this gives you all of the information that you need about our school in relation to SEND. If you have any further questions or comments about how we may be able to improve our service, please do not hesitate to contact one of the named people.

