

Bitterne CE Primary School



Special Educational Needs and Disability Policy

in compliance with

Statutory Instrument: Special Educational Needs (Information) Regulations

(Clause 65)

and

Special Educational Needs and Disability Code of Practice (2014)

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Chair of Governors – Amanda Humby

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Next review – Sep 2025

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This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001), September 2014
- Statutory Guidance on Supporting Pupils at School with Medical Conditions, April 2014
- The Special Educational Needs and Disability Regulations, 2014.
- Ofsted School Inspection Handbook, September 2018
- Ofsted SEND Review: “A Statement is not Enough”, 2010
- Equality Act 2010: Advice for Schools, DfE February 2013
- Children and Families Act, 2014
- Schools SEN Information Report Regulations, 2014
- The National Curriculum in England Key Stage 1 and 2, December 2014
- Teachers Standards, June 2012
- SCC Physical Intervention Guidelines for Schools, 2011
- Southampton Local Safeguarding Children Board Procedures Manual
- Keeping Children Safe in Education, September 2018
- Working Together to Safeguard Children, July 2018

This policy was created by the school’s SENCO, SLT, SEND Governor and in liaison with all staff and parents of pupils with SEND.

AIMS AND OBJECTIVES OF THIS POLICY

The **aims** of our Special Educational Needs and Disability (SEND) Policy and practice in this school are:

- To ensure pupils with SEND access a broad and balanced curriculum and learning is adapted appropriately;
- To ensure pupils with SEND secure high levels of achievement as a result of careful monitoring and differentiation;
- To ensure the identification of all children requiring SEND provision as early as possible in their school career;
- To meet individual needs of pupils with SEND including personalised learning where appropriate;
- To ensure the views of pupils with SEND and their parents/carers are listened to and valued;
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes;
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development in relation to SEND;
- To work in cooperative and productive partnership with the Local Authority and other outside agencies to ensure an effective multi-professional approach to meeting the needs of all vulnerable learners;
- To ensure pupils with SEND are supported to develop their self-esteem and build and maintain worthwhile relationships;
- To share a common vision and understanding with all stakeholders for SEND pupils.

The **objectives** of our Special Educational Needs and Disability (SEND) Policy and practice in this school are:

1. To identify and provide support for children who have Special Educational Needs and additional needs
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a “whole pupil, whole school” approach to the management and provision of support for Special Educational Needs and other vulnerable groups.
4. To provide support and advice for all staff working with Special Educational Needs children and other vulnerable groups.

DEFINITIONS

A child has a Special Educational Need or Disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

ROLES AND RESPONSIBILITIES

Special Educational Needs Coordinator will:

- Work with the Headteacher, the Senior Assistant Headteacher responsible for inclusion and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have a day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health and Care Plans (EHCPs);
- Provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching;
- Advise on the graduated approach to providing SEND support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority and its support service;
- Liaise with the potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;
- Work with the Headteacher and governing board to ensure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Implementing and updating the SEND register;
- Co-ordinating provision for children with Special Educational Needs;
- Liaising, advising and supporting teachers;
- Mentoring and coaching teachers and support staff;
- Maintenance and analysis of intervention overviews for vulnerable children;
- Liaising with outside agencies;
- Overseeing the records on all children with Special Educational Needs or Disabilities;
- Contributing to the in-service training of staff;
- Overseeing the smooth running of transition arrangements and transfer of information for pupils at transition points;
- Carrying out referral procedures to the Local Authority to request an Education Health and Care Plan when it is identified that a pupil may have a Special Educational Need or Disability which will require significant support;
- Implementing a programme of Annual Review for all pupils with an EHCP;
- Monitoring the school's system for ensuring that 'Passports to Success' are updated and reviewed;
- Evaluating regularly the impact and effectiveness of all additional interventions;
- Monitoring the SEND provision map;
- Meeting at least termly with each teacher to review and revise targets for all vulnerable learners in their class who are being tracked on the school's provision map;
- Working effectively with parents and families of pupils on the SEND register to keep them informed and ensure they are listened to;
- Attending area SENCo network meetings and training as appropriate;
- Liaising with the school's SEND Governor to ensure they are informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs or Disabilities.

The Headteacher will:

- Work with the Senior Assistant Headteacher responsible for inclusion, the SENCo and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

The SEND Governor will:

- Help to raise awareness of SEND issues at governing body meetings;
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this;
- Work with the Headteacher and SENCo to determine the strategic development of the SEND provision in the school;

- Provide support and challenge to the SLT.

The class teacher/ set teacher will:

- Facilitate the progress and development of every pupil in their class;
- Work closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;
- Work with the SENCo to review each child's progress and development and plan and implement any changes to provision;
- Ensure they follow the SEND policy.
- Use the SEND Code of Practice.

Liaising with the SENCo the class teacher will agree:

- Which children in the class are vulnerable learners;
- Which children are underachieving and need to have their additional interventions monitored on the a intervention overview– but do not have Special Educational Needs or a Disability;
- Which children may require additional support because of a Special Educational Need or Disability and need to go on the school's SEND register. Some of these children may require advice/support from an outside professional and, will require Passport to Success to address a Special Educational Need (this would include pupils with statements/EHC Plans).

Class teachers will ensure good provision and good outcomes for all groups of vulnerable learners by:

- Providing differentiated teaching and learning opportunities through quality first teaching;
- Ensuring there is adequate opportunity for pupils with Special Educational Needs or Disabilities to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies" (SEN Code of Practice, 2014);
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

IDENTIFICATION AND ASSESSMENT OF SEND CHILDREN

Our school currently provides additionally and/or different provision for a range of needs including:

- Communication and interaction, for example: Autism Spectrum Disorder, Speech and Language difficulties
- Cognition and learning for example: Dyslexia, Dyspraxia

- Social, mental and emotional health for example: Attention Deficit Hyperactivity Disorder (ADHD)
- Sensory and/or physical for example: visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

These four broad areas give an overview of the range of needs that will be planned for. The purpose of identification is to decide on the most appropriate support for the child and not to fit a child into a category. At Bitterne CE Primary we identify the needs of pupils by considering the needs of the whole child and ensure that they will be supported personally, emotionally or socially as well as focusing on academic achievement.

Behaviour is not considered to be a category of Special Educational Need. As a school we investigate the underlying response or communication need when a child exhibits any concerning behaviour. The class teacher will work closely with the SENCo and Senior Leadership Team to identify triggers for this behaviour and put the required support in place.

We believe that a child's needs should be identified and met as early as possible. The 'Assess, Plan, Do, Review' process as outlined in the New Code of Practice (2014) is used to identify if a child has a Special Educational Need. The views of the parents and the child themselves are an integral part of this process.

When children are identified as having a Special Educational Need or Disability they will be added to the school SEND register and their specific areas for support outlined using the categories of need defined in the SEND Code of Practice (2014).

The progress of all children and vulnerable groups of pupils are monitored through the school's assessment and tracking systems. This information is discussed regularly at Pupil Progress Meetings. Where necessary, even if the child does not yet have an identified SEND, additional support will be put in place to support pupils, following the same Assess, Plan, Do, Review process.

Other factors which do not involve a Special Educational Need (SEN) may also impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and Punctuality.
- Health and Welfare.
- Having English as an Additional Language (EAL).
- Being in receipt of a Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of Serviceman/woman.

A GRADUATED APPROACH TO SEND SUPPORT

Our school has a graduated approach to the management of children with SEND. We recognise that all teachers are teachers of children with Special Educational Needs and Disabilities (SEND). Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. Teaching staff will make provision within the classroom for children who require additional support. A high standard of quality first teaching is a right of all pupils and this is monitored by the senior leadership team. To further support this the school ensures:

- consistent routines and systems across the whole school;
- regular assessment of children's progress and setting 'next steps' in learning;
- groups changed to reflect children's learning needs for each lesson
- There is a structured classroom environment to support learning.

The school follows the 'Assess, Plan, Do, Review' process for the identification and support of pupils who have special educational needs. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

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

Where there are concerns about a pupil's progress at stage 3 of the graduated approach an Early identification of Concern meeting will be held with the SENCo and a member of SLT to identify needs, review provision, identify next steps and set up systems to monitor progress. Again, the views of both parents and pupils are important in this process.

Each teacher has a record of the children in their class or their set currently identified as having SEND. The SENCo and SLT work with teachers to provide high quality teaching that is differentiated for individual children as the first step in responding to children who have or may have SEND. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching. We regularly and carefully review the quality of teaching for all children, including those at risk of underachievement. This includes observation of lessons, and support to review and, where necessary, improve, teachers' understanding of strategies to identify and support vulnerable children and their knowledge of the SEND most frequently encountered. The school follows the Assess, Plan, Do, Review process for the identification and support of children who have Special Educational Needs. This is an **ongoing cycle** to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

STAGE 1: Well-differentiated, quality first teaching

All learners will have support and provision from:

- high quality first teaching;
- a broad and balanced curriculum within an inclusive classroom;
- personalised learning targets;
- attention paid to different learning styles;
- carefully planned differentiation, including practical, visual, concrete resources;
- modelling by adults within the classroom;
- curriculum assessment of progress to support target setting for children;
- assessment for learning and constructive feedback.

This is implemented and monitored by:

- differentiated planning and outcomes;
- pupil aware of learning targets;
- review at Pupil Progress and Phase Review meetings with Senior Leadership Team;
- Assessment for Learning systems used to identify strengths/gaps.

STAGE 2: Early intervention support

In addition to stage 1, learners will have support and provision from:

- support within class through small groups and individual support (e.g. cut away, workshops);
- further differentiation of the curriculum to meet individual learning needs;
- tools and resources to support access;

This is implemented and monitored by:

- differentiated planning and outcomes;
- pupil aware of learning targets;
- review at Pupil Progress and Phase Review meetings with Senior Leadership Team;
- Assessment for Learning systems used to identify strengths/gaps.

STAGE 3: Targeted, additional support

In addition to stages 1 and 2, learners will have support and provision from:

- supported investigation of strengths and needs;
- early intervention and personalised provision;

- inclusion of parents and child as part of a Plan – Do – Review cycle of targeted assessment;
- targeted support within class through small groups and working individually with an adult;
- additional group or individual programmes;
- evidence based interventions delivered individually or in small groups (e.g. ELSA support, phonics and reading interventions etc).
- differentiation of the curriculum to individual learning needs e.g. alternative methods of recording;
- specific tools and resources to support access;

This is implemented and monitored by:

- SENCo made aware (Concerns recorded on CPOMs);
- differentiated planning and outcomes;
- pupil aware of learning targets;
- review at Pupil Progress meetings with SENCo;
- Assessment for Learning systems used to identify strengths/gaps;

STAGE 4: Targeted, intensive additional support (identified on the SEND register)

In addition to stages 1 -3, learners will have support and provision from:

- multi-professional planning and coordinated support may be in place, e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG problem solving and CAMHS;
- personalised support, working on an individualised curriculum;
- high levels of adult support and modelling to enable access to the curriculum;
- personalised resources, e.g. visual timetable or work station if appropriate;
- inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention;
- IEP targets will be reviewed at least termly;
- identified on school provision map, reviewed at least termly;
- access to an adapted environment if appropriate;
- individual modifications to the curriculum.

This is implemented and monitored by:

- IEPs where the targets are reviewed at least termly review;
- progress meeting with SENCo;
- SENCo monitoring provision;
- intervention identified on whole school provision map.

At stage 4 an EHCP request can be submitted if it is deemed the individual child is accessing provision which is over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term. An EHCP request can also be considered if the strategies employed at this level do not result in an improvement in the child's learning, then a statutory assessment may be requested. If a child has lifelong or significant difficulties they may undergo an Education Health Care plan process which is usually requested by the school, but this can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

STAGE 5: EHCP

Provision above what is over and above that which would be expected at universal and targeted support levels because pupil's needs are exceptional, severe, complex and long term.

In addition to stages 1 -4, learners will have support and provision from:

- Education, Health and Care Plan (EHCP) reviewed annually (Annual Review);
- Multi-professional planning and coordinated support e.g. E.P. Service, Outreach Services (SAOS), Health colleagues, PHIG problem solving and CAMHS;
- personalised support, working on an individualised curriculum;
- high levels of adult support and modelling to enable access to the curriculum;
- personalised resources e.g. work-station if appropriate;
- inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention;
- Individual Education Plan reviewed at least termly;
- identified on school provision map, reviewed at least termly;
- access to an adapted environment if appropriate;
- individual modifications to the curriculum.

This is implemented and monitored by:

- Annual Review Meeting;
- Annual Review Report;
- Pupil Passport;
- Individual Education Plan, reviewed at least termly;
- termly monitoring with SENCo or member of the inclusion Team;
- intervention identified on whole school provision map.

MONITORING AND EVALUATION

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- learning walks by the SENCo and senior leaders;
- ongoing assessment of progress made by intervention groups;
- work sampling;
- scrutiny of planning;
- teacher interviews with the SENCo or member of the Inclusion Team;
- informal feedback from all staff;
- pupil interviews when setting new targets or reviewing existing targets;
- pupil progress tracking using assessment data (whole-school processes);
- attendance records and liaison with Education Welfare;
- regular meetings about pupils' progress between the SENCo and the Senior Leadership Team;
- Headteacher's report to parents and governors

ASSESSING AND REVIEWING PROGRESS TOWARDS OUTCOMES

The class/ set teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- the teacher's assessment and experience of the pupil;
- their previous progress, attainment and behaviour;
- other teacher's assessment where relevant;
- the individual's development in comparison to their peers and national data;
- the views and experience of parents;
- the pupil's own views;
- advice from external support services if this is relevant.

This assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

The graduated approach and the four-part cycle of Assess, Plan, Do, Review

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCo and the child's parents, will carry out an analysis of the child's needs. This initial assessment

should be reviewed regularly to ensure that support is matched to need. As a result of this assessment interventions and support will be planned.

If the child does not respond to the intervention and support and if after further assessment there is still cause for concern, the child is placed on the SEND Register as SEND support and will have a personalised learning plan or SEND support plan. It is the responsibility of the class teacher to carry out the support and intervention set down in the SEND support plan. They will, for the most part, be carried out in the classroom using additional adult support and resources.

If after an agreed time scale there are still concerns over progress and attainment, alternative interventions will be put into place and if needed outside agency involvement will be sought after discussion and agreement from parents.

Plan

Where it is decided to provide SEND support and having formally notified the parents, the teacher and the SENCo should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour. All teachers and staff who work with the child should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies and approaches that are required. The support and intervention provided should be selected to meet the outcomes identified for the child and provided by teachers and assistants with relevant skills and knowledge. Any related staff development needs should be identified and addressed.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the child's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

The effectiveness of the support and interventions and their impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the parents. This should feed back into the analysis of the child's needs. The class teacher, working with the SENCO, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent.

The progress of our children will be assessed and reviewed through:

- the school's assessment records for tracking the progress of all pupils;

- evaluation of progress with class teacher and SLT at termly Pupil Progress Meetings;
- evaluation meetings/surgeries with the SENCo to discuss the interventions or support put in place;
- half termly evaluation meetings to discuss children with an Education Health and Care Plans and how they are meeting their individual targets;
- annual reviews of Education Health and Care Plans to evaluate the targets and the provision of each individual child;

MANAGING PUPILS ON THE SEND REGISTER

Step 1: If there are concerns about a child's progress, the class teacher will discuss these with the child's parents.

Step 2: Amendments will be made to the quality first teaching in class.

Step 3: If the progress is limited or no progress is shown then concerns will be recorded on CPOMs by the class teacher.

Step 4: The SENCO or a member of SLT will decide whether further adaptations to the quality first teaching is required. It will also be decided if the child will require additional support. This will be completed with the parent and the class teacher.

Step 5: Provision maps will be used to identify the provision required and this will be monitored regularly.

Step 6: Additional support will be put in place and this will be carefully monitored.

Step 7: A Quality First Teaching Plan may be created with the child and their parents if progress is slow. If progress is not shown, the child will be placed on the SEND register and an Individual Education Plan is put in place. An Individual Education Plan (IEP) shows the learning journey of the child. It identifies how a child learns and keeps a chronology of intervention and support. It also identifies outside agencies which have been involved. The target section included in the IEP sets outcomes and targets for a child on the SEND register. The targets are reviewed termly to track progress of the child.

Step 8: Support from outside agencies will be requested if after intensive support the progress of the child is slow or limited.

Step 9: After following advice from outside agencies if progress continues to be slow or limited an application may be made for an Education Health and Care Plan (EHCP). A request for statutory assessment maybe submitted where the school feels a pupil requires provision is additional to or is different to other pupils. Where an EHCP has been agreed by the Local Authority, it will explain the long-term outcomes for the child and set short-term targets and provision which need to be put in place by the school. The EHCP is reviewed annually, and this is called an Annual Review. The meeting will be held at school and the class teacher, SENCo or member of SLT, Teaching Assistant and parents will be invited to

attend. The purpose of this is to review what has worked well over the year, review the outcomes and targets, and identify next steps for the child.

CRITERIA FOR EXITING THE SEND REGISTER

Once a child has made good or accelerated progress and their attainment comes within the 'average' requirements for their age, they will exit the SEND register. Children who make progress which means they are no longer on the SEND register will continue to be monitored through pupil progress meetings and review meetings with the Assistant Headteacher/SENCo.

SUPPORTING PUPILS AND FAMILIES

We will have an early discussion with the pupil and their parents identifying whether they need special educational provision. These conversations will make sure that:

- everyone develops a good understanding of the individual's strengths as well as their difficulties;
- we take into account the parents' concerns;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the next steps are.

We encourage pupils to be involved by encouraging them to share their views about their learning, to identify their own needs, share their targets and review these targets with the child and set new targets on their Passport to Success on the My Target page.

SUPPORTING WITH TRANSITION

We will share information with the school, or other setting the child is moving to. We will agree with parents and children which information will be shared as part of this. We prepare pupils for transition in the following ways:

- all children will receive an induction session at their new school;
- some children will be offered extra transition sessions if this is required and possibly with a member of school staff;
- social stories to support the transition process;
- meeting with the child, parents, school staff and new school staff where appropriate.

OUR APPROACH TO TEACHING CHILDREN WITH SEND

Teachers are responsible and accountable for the progress and development of all the children in their class. High quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children.

We will also provide the following interventions:

- Extra phonics, reading, writing and maths boosters focused on the skill the child needs to improve on
- Daily reading
- Speech and Language programmes using targets advised from the child's Speech and Language Therapist or school SALSA
- Gross motor interventions and Fine motor interventions
- Little Wandle Phonics Catch up intervention
- Precision teaching
- Maths catch up interventions including Number Stacks
- Phonics catch up interventions including Dancing Bears

ADAPTIONS TO THE CURRIULUM AND LEARNING ENVIRONMENT

We make the following adaptations to ensure all children's needs are met:

- Differentiating our curriculum and approach to ensure all children are able to access it, for example: 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, now, then and next boards, larger font, task boards, variety of practical resources for maths, etc.
- Differentiating our teaching for example, giving longer processing times, pre-teaching of key vocabulary, over learning key skills, reading instructions aloud, repeating instructions, using the flashback technique to consolidate and introduce new learning of sounds and words, etc.
- Use of provision mapping to identify which children are undertaking interventions and establish the impact of the intervention

MONITORING AND EVALUATION OF SEND

The progress of all children on SEND register is monitored at least each term to ensure that provision is effective and that children are making progress. This is completed through evaluating the targets included on the Learning Plan. The impact of support and interventions is also closely monitored. Children are discussed on an individual basis at termly pupil progress meetings. Following termly pupil progress meetings the SEND register will be reviewed and pupils will be added to the provision map where needed. The Assistant Headteacher/SENCo liaises with the SEND Governor to track the progress of children with additional needs to ensure the school fulfils its obligations and that the provision and interventions are having maximum impact. Progress for SEND pupil is also measured through termly work sampling, IEP checks and Early Identification of Concern meetings.

Parents are welcome to come into school to discuss their child's learning at any point during the school year at a mutually convenient time. This discussion could be with the class teacher, the SENCo/ phase lead/member of the Inclusion Team or both. A child with SEND

will have their own individual targets outlining the support that is provided and the interventions or programmes which may be used. Parents will be invited in to review the targets when written and agree or make changes as necessary. The targets are achieved or modified regularly by the class teacher and teaching assistant.

TRAINING AND RESOURCES

In accordance with Section 6 of the SEN Code of Practice (2014), our Special Educational Needs Coordinator will be a qualified teacher working at our school. The current Assistant Headteacher/SENCo is qualified through experience and has been a SENCO for over 20 years. The Deputy Headteacher, who is also the Designated Teacher for LAC, will regularly attend local cluster meetings and undertake other training relevant to their role.

The school promotes regular in-service training for all staff to learn about the most recent strategies, developments, requirements and legislation. All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school improvement plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the performance management process. The school also has a coaching programme for staff through which staff will be supported in accelerating the progress of vulnerable learners.

Specialist advice and expertise in relation to assessment and support of individual children will be commissioned by the school, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Executive Headteacher and Deputy Headteacher will be responsible for reporting to governors on the efficacy of these arrangements.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Assistant Headteacher/SENCo (or delegated member of staff) to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

STORING AND MANAGING INFORMATION

The school follows the Local Authority Record of Retention guidance when storing and managing information. We maintain that all matters relating to children's special educational or medical needs are to be treated as confidential and only shared as per the 'Working Together' guidance, General Data Protection Regulations (GDPR) and accompanying Data Protection Act 2018 (DPA). Confidential SEND and medical records are stored electronically, on a secure cloud system (CPOMs) as well as in a confidential file.

Information will only be shared with agencies when we have consent from a parent or guardian – for example when seeking external professional support – or when we have a

statutory duty to share concerns relating to child protection. Within the school information is only shared with individuals who 'need to know'.

Since 25th May 2018, Bitterne CE Primary School acts within the statutory guidance set out in the 'General Data Protection Regulations' (GDPR) and accompanying 'Data Protection Act 2018' (DPA). However, we are clear that our fears about sharing information will not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. When sharing information without consent, we will keep a record of this on CPOMS, including a justification for this decision.

ENABLING CHILDREN WITH SEND TO ENGAGE IN ALL ACTIVITIES

All children are given the same opportunities in school and there are not barriers to children with SEND enjoying the same activities as others in our school. We may need to put provision in place to support the activities such as using school resources or asking parents to assist with trips where there is an unfamiliar environment or change to the structure of their day.

- All of our extra-curricular activities and school visits are available to all children, including our before and after school clubs
- All children are encouraged to go on trips and residential trips
- All children are encouraged to take part in Sports Day, school productions, special workshops etc.
- No children are ever excluded from taking in part of activities because of their SEND

SUPPORT FOR IMPROVING EMOTIONAL AND SOCIAL DEVELOPMENT

We provide support for children to improve their emotional and social development in the following ways:

- Children with SEND are encouraged to be part of the school council
- We have a zero-tolerance approach to bullying
- ELSA

SUPPORTING CHILDREN AT SCHOOL WITH MEDICAL CONDITIONS

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have Special Educational Needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information, please read this policy in conjunction with the school's policy for Supporting Pupils with Medical Conditions.

DEALING WITH COMPLAINTS

We aim to maintain a close working partnership with parents and carers and, if parents are concerned about any aspect of their child's education, they are encouraged to approach their child's class teacher in the first instance then Phase leader and SENCo. If the matter is still unresolved then the Senior Assistant Head Teacher for Inclusion will support followed by the Headteacher at the last resort. We will try to address any concerns you have immediately so please do this at the earliest opportunity. Concerns will always be listened to, and we will work with you to agree the best way to support your child.

If you have concerns after discussions with the Deputy Headteacher and/or Executive Headteacher matters cannot be resolved, parents/carers would be advised to write to the Chair of the Governing Body outlining their concerns.

LOCAL OFFER

Further information about the local authorities Local Offer can be found at <http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page>

REVIEWING THE POLICY

The Policy is reviewed annually by the SENCo, Staff and Governors. It will also be with consultation from parents of SEND children if any significant changes are to be made. The policy can be read alongside the School Information Report for parents on the school website.