



## Special Educational Needs and Disability Policy

### **This policy was re-written in light of The New Code of Practice and Children and Families Act July 2014**

This policy will be reviewed by the Governors as part of their cycle of policy review, or in response to additional guidance from the Department for Education.

#### **Rationale/Aims**

Twineham CE Primary School is committed to providing an appropriate and high quality education to all the children who attend our school. We believe all children, including those children identified as having 'special educational needs' have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We also believe that all children are entitled to an education that enables them to make progress so that they can achieve their best and become confident individuals living fulfilling lives.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children flourish and feel safe. We aim to develop cultures, policies and practices that include all learners. Our approach will engender a sense of community and belonging and will offer new opportunities to learners who may have experienced previous difficulties.

The first part of this policy addresses SEND. Our policy with regard to extending our more able learners is outlined later on in the Policy.

#### **Purpose**

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

- Learners of all ages
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special education needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the Local Authority
- Others who are sick; those who are young carers; those who are in families under stress

- Any learners who are at risk of disaffection or exclusion

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

At Twineham Primary School we aim to identify these needs as they arise and provide quality first teaching and learning contexts which enable every child to access the curriculum and achieve their best possible outcomes.

### **How we define Special Educational Needs and Disabilities (SEND)**

Code of Practice (2014) definition:

‘A child of compulsory school age 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, or
- has a disability which prevents or hinders him or her from making use of educational 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 of the same age by mainstream schools.’

Having SEN may mean that a child has difficulties with:

- all school work
- reading, writing, numbers or understanding information  
expressing themselves or understanding what other people are saying
- making friends or relating to adults
- having social and emotional difficulties that impact on their behaviour in school or at home
- organising themselves
- sensory or physical needs that affect them accessing aspects of school

Special educational needs and provision can be considered as falling under four broad areas:

1. Communication & Interaction
2. Cognition & Learning
3. Social, emotional and mental health
4. Sensory and / or physical

A child does not have SEND just because English is not their first language.

## **Our objectives:**

- Use our best endeavours to make sure that a child with SEN gets the support they need – this means doing everything we can to meet children and young people’s SEN and ensure every lesson counts.
- We believe in the early identification of a pupil's difficulties in learning and participation and will endeavour to ensure that any pupil with additional educational needs will have those needs identified, assessed, met and monitored at the earliest possible opportunity.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To foster every child with a strong sense of self-belief and the ‘I can’ attitude to all they undertake in school.
- To ensure the views, wishes and feelings of the child are discussed and taken into account when making decisions and to involve them in the planning and decision making process.
- To ensure the child’s parents, participate as fully as possible in decisions and that they are provided with the information and support necessary.
- Do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN.
- To ensure we focus on inclusive practice and endeavour to remove barriers to learning.
- Regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.
- Identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- Teachers will set high expectations for every pupil, whatever their prior attainment. Teachers will use appropriate assessment to set targets which are deliberately ambitious.
- A child’s potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.
- To ensure all relevant national guidelines are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

- To ensure that pupils with SEND are perceived positively by all members of the school community and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children to move on from us well-equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

### **How we coordinate SEND provision in our school**

The SENDCo and Headteacher will monitor and respond to SEND provision and issues through:

1. Half termly pupil progress reviews with teachers
  2. Monitoring planning and teaching.
  3. Headteacher and class teachers to discuss children with SEND during performance management meetings
  4. Classroom observations of pupils, teachers and support staff.
  5. Discussions about the needs of individuals with teachers, support staff and outside agencies.
- Targets arising from pupil progress reviews will be used to inform and support whole class approaches to inclusion e.g. differentiated and personalised teaching, varied teaching styles to cater for the preferred learning style of the child.
  - SEND support is primarily delivered by the class teacher through differentiated teaching methods. Additional support is provided by the SENDCo and by Teaching assistants throughout the school. This is funded from the school's annual budget. The support timetable is reviewed regularly by the SENDCo, Headteacher and Leadership Team in line with current pupil needs, curriculum development and the budget. Additional support is funded through individual allocations from the LEA although this may change in line with budget constraints.
  - Class teachers, SENDCo, support staff and outside agencies liaise and discuss progress, the effectiveness of the interventions and that the expectations of pupils with SEND are sufficiently high in order to inform reviews and forward planning.

## **Roles and Responsibilities:**

The Headteacher has responsibility for the day to day management of all aspects of the school, and the SENDCo is responsible for co-ordinating and monitoring the SEND provision for children with additional needs. The Headteacher/ SENDCo keeps the Governing Body informed. The Class teachers have the responsibility for ensuring they are delivering high quality teaching that is differentiated and personalised to meet the individual needs of the children in their class. The Class Teacher, SENDCo and Senior managers will know where children with SEND are in their learning and development.

Together they will:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.

The following information provides a more detailed look at the responsibilities of these key people in supporting children with SEND.

### **1. Governors' Responsibilities:**

- To ensure there is a written SEND policy, which they have approved and which they will be involved in developing and monitoring.
- To ensure the school has a SEND Co-ordinator (SENDCo).
- To ensure that the school has procedures to identify and assess the needs of those pupils who are not fully included because of learning, physical, social, communication or emotional difficulties.
- To ensure that the identified children are fully included into the daily activities of the school.
- To ensure that other children are not disadvantaged by children with additional needs in the class.
- To ensure that appropriate proportions of the school's resources are allocated to meet the identified needs.
- To make parents familiar with the school's policy for SEND.
- To ensure appropriate strategies are developed to implement the principal of 'Parents as Partners'
- To report annually to parents through the school profile.
- To appoint a Quality & Standards committee and named governor to oversee the school's work and progress of children on the SEND register.
- To ensure equal opportunities for SEND children.
- It is important that confidentiality is maintained for the protection of the children and their families. For this reason names of children are never given when reporting on special educational needs.
- Ensure that the school communicates with parents regarding SEND provision

## **2. Headteacher's Responsibilities:**

- To ensure the policy is implemented.
- To provide training and professional development.
- To ensure that a record keeping system and procedures are properly followed.
- To attend interviews where necessary.
- To assist the SENDCo and the class teacher in the liaison with external agencies and ensure all involved are aware of action to be taken.
- To be involved in annual reviews, and budget for attendance/involvement in these by class teachers and learning support assistants when applicable.

## **3. SENDCO's Responsibilities:**

- To co-ordinate the management of pupils' SEND provision in consultation with staff, parents and pupils.
- To oversee the work of the teaching assistants who have a given responsibility for delivering special learning programmes.
- To maintain a SEND file with up to date assessment information and tracking of SEND pupils, an annual provision map and ILPs where appropriate.
- Liaise with the headteacher to prioritise needs.
- Keep staff and governors informed of new developments.
- Maintain a register of children with individual educational needs.
- Liaise with outside agencies.
- Plan for the planning and review meetings.
- Monitor the implementation and impact of SEND interventions.
- Co-ordinate annual reviews, including those at transfer.
- Inform parents about other support services.
- Complete returns required by the education authority.
- To contribute annually to the school improvement-planning day by identifying strengths and areas for further development for children with additional needs.
- Discuss with governors progress made by children on the SEND register.

## **4. Class Teachers' Responsibilities:**

- To deliver high quality teaching that is differentiated and personalised to meet the individual needs of all children in their class.
- To take account of pupils' learning styles and needs across all curriculum areas, through the use of appropriate teaching styles. To use visual/aural/kinaesthetic elements in their teaching to reflect the range of styles.
- To bring to the attention of the SENDCo those pupils who may require additional support, at the earliest opportunity.
- To liaise with the SENDCo / Teaching Assistant (TA) and parents in setting and reviewing targets for supported children.
- To liaise with the SENDCo and provide any reports or records required.
- To complete paperwork requested by the SENDCo e.g. class provision map, behaviour logs, intervention support/ lessons, assessments
- To keep SENDCo, parents, Headteacher informed of progress and of any concerns and /or action taken to support children who have additional needs.
- Have a positive approach to pupil's behaviour, enhance self-esteem, and celebrate success and achievement.

- To inform non-teaching staff of any individual programmes to be implemented.

## **5. Learning Support Assistants (LSA) / Teaching assistants (TA) Responsibilities:**

- Take a proactive role in the SEND interventions e.g. Reading groups, Jump Ahead, 1<sup>st</sup> class@number, 1<sup>st</sup> class @writing, Letters and Sounds, Socially Speaking, and Speech and Language programmes.
- The preparation of appropriate resources as required.
- Keeping records as required by the class teacher or SENDCo.
- Report to the class teacher any concerns, or progress/success they identify.
- Attend and actively contribute to review meetings.
- To have a positive approach to pupil's behaviour, enhance self-esteem and celebrate success and achievement.

## **6. Pupils will, where appropriate:**

- Will be encouraged to express an opinion and have it taken into account in any matter affecting them.
- Know and take account of their preferred learning styles and strengths and weaknesses with regard to key skills.
- Be enabled and encouraged to participate in decision making processes e.g. setting learning targets.
- Know their views are valued.
- Celebrate their success and achievements.

## **7. Parents responsibilities:**

- To ensure regular school attendance, and send their children appropriately equipped.
- To inform school of any problems and/or concerns.
- To support school policies.
- To know they will have open access to advice and support on matters affecting their children.
- To know their views will be valued and included in any planning and decisions made for their child.
- Celebrate their child's success and achievements.

## **8. Admissions**

- The admission policy of the school is common to all county schools in West Sussex. The policy is outlined in the booklet 'Information to Parents' which is published annually by the LEA.
- Parents and early year providers with pre-school children with SEND are urged to liaise with the school at the earliest opportunity prior to admission

## **Identification and Assessment, Monitoring and Review Procedures**

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

- assessment on entry

- progress measured against National Curriculum expectations and other assessment criteria such as reading age and spelling age
- progress towards targets
- standardised screening and assessment tools
- observations of emotional and social development (and the impact of this on a child's behaviour)
- an existing Statement of SEN or Education and Health Care Plan (EHCP)
- assessments by a specialist service such as Educational Psychology, identifying additional needs
- another school or LEA which has identified or has provided for additional needs

This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents will be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. A short note of these early discussions should be added to the pupil's record on the school information system and given to the parents.

Consideration of whether special educational provision is required will start with the desired outcomes for the pupil, including the expected progress and attainment and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

A clear date for reviewing progress will be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents will be formally informed.

Where a pupil is identified as having SEN (and therefore will be listed on the SEN register specifying the SEN category being focused on and listed as 'SEN support'), action will be taken to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach- Assess, Plan, Do, Review.

### **SEN Support- Assess**

In identifying a child as needing SEN support the class or subject teacher, working with the SENDCo, should 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 and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments 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 and if relevant, advice from external support services.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

Outside professionals from health or social services may already be involved with a child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENDCo will contact them if the parents agree.

### **SEN Support- Plan**

The teacher and the SENDCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

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. This may be recorded on an Individual Learning Plan and will be shared with appropriate members of staff who are working with the child.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

### **SEN Support: Do**

The class or subject teacher will remain responsible for working with the child on a daily basis. Quality First Teaching should ensure that needs of learners are met with support and resources in the mainstream class setting. Where additional interventions involve group or one-to-one teaching away from the main class or subject teacher, class teachers still retain responsibility for the pupil. They will work closely with any support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

### **SEN Support: Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, will revise the

support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.

### **Involving specialists**

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists. The SENDCo may liaise with:

- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Speech and language Therapists
- Family Link Worker
- Educational psychologist
- Learning Advisory teachers

Specialists may be involved at any point to advise on early identification of SEND and effective support and interventions. A specialist's involvement will be requested where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

The SENDCo and class teacher, together with the specialists and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

### **School request for an Education, Health and Care Plan (EHCP)**

If a child has not made expected progress, despite quality first teaching and a period of effective support and interventions using the graduated approach, in agreement with the parents/carers, the school may request the local authority to conduct an assessment of education, health and care needs to determine whether it is necessary to prepare an Education, Health and Care (EHC) plan for the child. An EHC Plan should be created for the child if the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to school.

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

## **Education, Health and Care Plan**

A child who has an Education, Health and Care plan will continue to have arrangements as for School Support and receive additional support provided using funds available through the EHCP

There will be an Annual Review, chaired by the SENDCo, to review the appropriateness of the support and provision and to recommend to the Local Authority whether any changes need to be made, either to the EHCP or the funding arrangements for the child.

All families with an approved Education, Health and Care Plan will have a legal right to request a personal budget, if they choose. Parents can directly buy in the support identified in the plan. Parents will be given a choice of whether to take control of the personal budget by agencies managing the funds on their behalf or, where appropriate, by receiving direct payments, if they are suitable, to purchase and manage the provision themselves.

## **Working in Partnership with parents and pupils**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parent/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parent/carers whose children are being recorded as having additional needs. The SENDCo may attend this meeting if the school or the parent thinks this is appropriate. Clear outcomes will be set and a discussion about the activities and support that will help achieve them. The responsibilities of the parent, the pupil and the school will be identified. It will be an opportunity for the parent to share their concerns and together with the teacher, agree their aspirations for the pupil.
- At regular review meetings with parent/carers, we will discuss the child's strengths as well as weaknesses. The views of our pupils are also very important to us in these discussions, whether the pupil is involved in all or part of the meeting or whether we have gathered their views as part of the preparation for the meeting. Where we make suggestions as to how parent/carers can help at home, these are specific and achievable and we so that all parent/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The school's management information system will be updated as appropriate.
- ILP – individual learning plans will include targets to work towards at home and parent/carers will be involved in giving their views on how well the child has progressed towards them as well as contributing their suggestions for new targets. All ILPs and reviews will be copied and sent to parent/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parent/carers and distributed on request.

- Curriculum workshops may be offered for parent/carers to attend.
- Parent/carers' evenings provide regular opportunities to discuss concerns and progress. Parent/carers are able to make other appointments on request.
- When a child starts at the school we ask the parent/carers about their access needs and then send notes/newsletters home in the required format e.g. large print etc.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened however, parent/carers are able to raise any concerns about communication by contacting the Headteacher.

### **Linking with other schools**

- Reception staff will meet with staff from nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND concern the SENDCo will telephone to further discuss the child's needs.
- Transition arrangements for our Year 6 pupils will be co-ordinated by the SENDCo and class teacher involving the Transition mentors at the receiving Secondary school. Extra visits to the Secondary school will be organised if it is felt to benefit the child's smooth transition and to familiarise them with key staff members e.g. the Learning Mentor/pastoral support staff

### **Access to the Environment**

- Twineham Primary School is a single site school with ramped access.
- There is 1 accessible toilet and shower room.
- There are railings to support children in the toilets and when walking up and down steps.
- Children requiring equipment due to a disability will be assessed in order to gain the support they require.
- Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

### **Access to learning and the Curriculum**

- The school will ensure that all children have access to a balanced and broadly based creative curriculum and that the subjects being taught are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.

- Learning opportunities will be irresistible, absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring/talk buddies and collaborative learning.
- Our Inclusion policy details access to the curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the curriculum and extra- curricular activities are barrier free and do not exclude any pupils.
- Twineham School tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all Year 5 and Year 6 children on a residential trip and will adapt support / arrangements for individual children as required.
- Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate and in line with the EHCP.

### **Access to information**

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

### **Admission Arrangements**

- Please see our current Admission Arrangements Document.
- Admission into Reception is in discussion with the class teachers and Early Years team. Parents are entitled to have their children attend full time from September, if they choose. However parents of children starting Reception have the option to send them in part-time until the term after they turn five.

- Deferring for a Summer born child will be considered on an individual basis in line with national guidance
- Prior to starting school, parents/carers of children with a statement of SEN or EHCP will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating disability into the Curriculum**

- The PSHCE Curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from relevant organisations on appropriate resources.
- Adults with disabilities are invited to work with the children as we believe it is important to have role models and we encourage people with disabilities to join our governing body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs and come from a disability equality perspective. Priority is given to the ordering of books with positive images and a positive portrayal of people with disabilities.

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

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

### **Listening to all children**

- Twineham School encourages the inclusion of all children in the School Council and other consultation groups. We also have regular Circle Times throughout the school.
- We aim to include children in their target setting and encourage and support them to take an active part in their Annual reviews/target review meetings, through preparation and making the information and meeting itself accessible and child friendly.

### **More able pupils**

We recognise that our more able pupils will exhibit many higher level thinking skills and abilities such as:

- having the ability to generalise
- demonstrating independence and perseverance at all times
- a capacity to learn, understand and apply new ideas and ways of working easily or quickly
- demonstrating effective communication in all subject areas
- an ability to reason and argue

And we aim to foster and extend these at all times throughout the day.

- Our teachers are constantly monitoring and evaluating the work of pupils. If the work of a child is found to be substantially in advance of that expected of a child of a similar age, a detailed assessment is made.
- Work is carefully matched to the child's needs and to their accelerated pace of learning. Advice may be sought from specialists on the staff, Specialists, Advisory teachers and from the Educational Psychologist.

### **Staff Development**

All staff will take part in professional development activities. Staff regularly attend appropriate training offered by a range of providers including the local authority, speech and language teams and other approved agencies.

The school is regularly involved in professional development meetings specifically for SENDCos and LSTs who work for schools within the NEARS group. The Governing body is kept informed of staff training.

### **Safeguarding Statement**

The safeguarding of children is paramount at Twineham. Specific policies relating to this area are kept in a file in the School Office as well as in the general policies files. All staff are required to read these policies and commit to the high regard safeguarding has at the school and fulfil all safeguarding duties. To this end all visitors supporting the school curriculum will be DBS checked or never left alone with the children and will be supervised by a member of staff (who will be DBS checked as a matter of course). Children are to be reminded about safety and keeping themselves safe and opportunities provided in the curriculum to reinforce this will be taken.

### **Equal Opportunities Statement**

Twineham is committed to providing equality of opportunity and there is a separate Equalities Policy which should be read alongside this policy. Reasonable adjustments to the curriculum will be made to maximise opportunities for all children to access learning and the curriculum. In school every opportunity will be taken to explore equality and the impact of discrimination

### **Evaluating our attainment for SEND pupils**

Every year, we analyse the data we hold on attainment at the end of each Key Stage against national expectations and outcomes. This contributes to school improvement by identifying particular patterns of need and potential areas of development for

teaching staff. This analysis helps the school to develop the use of interventions that are effective and to remove those that are less so. This ensures we improve the school.

The SENDCo will regularly provide information to the Governing body as to the numbers of pupils receiving special educational provision at School support stage, Statement/EHCP as well as any pupils for whom an Education, Health and Care Plan assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Headteacher will report on any whole school developments in relation to inclusion and will ensure that governors are kept up to date with any legislative or local policy changes.

SEN and Inclusion is a regular item on the Quality and Standards Committee agenda and is reported at full governing body meetings through sub-committee reports, which are then discussed as necessary.

The SENDCo will meet with the SEND and /or Safeguarding governor to discuss inclusion and current SEND issues as necessary. The SEN Governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include learning walks, data analysis, sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

## **Complaints**

If there is any cause for concern, the problem should be resolved at the earliest opportunity. Initially discussions should take place with the class teacher/SENDCo. If the matter cannot be resolved an appointment should be made with the head teacher (Scott Reece) or senior teacher (Claire Meeson). If an informal approach is inappropriate the matter should be raised in writing, initially with the headteacher and then, if not resolved, with the Chair of Governors.

Any complaints should be made and dealt with in accordance with the school complaints policy.

Reviewed: January 2017

Next review: January 2019