

Henley-In-Arden C of E Primary School

Special Educational Needs and Disabilities (SEND) Policy

26.11.2024

This document has been developed by the SENDCo (Special Needs and Disabilities Coordinator) in consultation with the Executive Head, SLT, school staff, parents, children and the school's Governing Body. It is written to meet the requirements of the Special Educational Needs and Disabilities Code of Practice, 2014 and is a working document which reflects the ethos and practice within the school in relation to children with Special Educational Needs and Disabilities. The policy will be monitored and evaluated according to changes within the Code of Practice as and when they arise.

The named responsible person within the for SEND: Mary Gray

The named responsible governors: Shelley Molloy

Statement of intent

This policy outlines the framework for Henley In Arden C of E Primary School to meet its duties and obligations to provide a high-quality education to all of its pupils, including pupils with special educational needs and / or disabilities.

The following principles underpin this policy:

- High quality provision to meet the needs of children and young people with SEND.
- The involvement of children, parents and young people in decision making.
- The identification of children and young people's needs.
- Collaboration between education, health and social care services to provide support.
- Greater choice and control for young people and parents over their support.
- Successful preparation for the next transition of their education.

At Henley In Arden C of E Primary School our aim is to embed our Christian values throughout our everyday practice and life of the school. We want children to establish links between their actions and Christian beliefs, with an ultimate goal of all children and adults treating each other with compassion and love in a place where equality, trust and fairness are over-arching all actions and thoughts. We are committed to ensuring equality of education and opportunity for all pupils irrespective of special educational needs and disability. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

At our school, individuals are valued and achievements are celebrated through a caring, positive and stimulating approach. Our policy for pupils with SEND is therefore an integral part of the whole school's ethos. In implementing this policy, we strive to ensure that all children are fully included within the school community, can access a broad and balanced curriculum and can reach their individual potential as learners.

Definition of Special Educational Needs

Under the new Code of Practice, a child is deemed to have Special Educational Needs, or SEND, if they have:

- a significantly greater difficulty in learning than the majority of children of the same age or
- a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

(Special Educational Needs Code of Practice, 2014)

Special educational provision is needed for children, over and above that which can be met through good quality classroom teaching and differentiation. The new Code of Practice 2014 identifies four broad categories of need, although some children will have difficulties across more than one category.

The 4 categories are:

- **communication and interaction** - this is where children find it difficult to understand what others are saying or have difficulties with fluency or forming sounds, words or sentences. We work with the Speech and Language Therapists to support children with this area of need. We also make provision for children with social communication difficulties. These children may have difficulties with communication, social interaction or flexibility of thought, and find it harder to make sense of the world.
- **cognition and learning** - children with cognition and learning difficulties are supported through high quality teaching, effective differentiation and supportive intervention.
- **social, emotional and mental health difficulties** - for some children, difficulties in their social and emotional development can mean that they require additional or different provision. We involve outside agencies such as RISE (Formally CAMHS - Child and Adolescent Mental Health Service) if necessary.
- **sensory and/or physical needs** - we work with outside agencies to provide support for children in our school who have sensory or physical difficulties. Where necessary, we make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them.

Many children will have inter-related needs. These additional needs may be for a short period or throughout a child's educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education. Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Not all children with a disability have special educational needs.

Special educational provision means: -

"Support and interventions (additional to and different from that provided by high quality teaching) ...selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness...provided by staff with sufficient skills and knowledge".

(See Section 6.50 Special Education Code of Practice, 2014, p90)

Children with special educational needs will be those who:

- make little or no progress;
- demonstrate difficulty in developing basic English and maths skills;
- experience persistent and/or significant emotional/social difficulties which may lead to poor or challenging behaviour that is not improved by positive behaviour management strategies;
- have sensory/physical problems, and make little progress despite the provision of specialist equipment;
- experience speech, language and social communication difficulties that act as a barrier to learning.

Children will be therefore added to 'SEN support' and the SEND register (held in school) when they need consistent and significant support beyond that which can normally be provided within the classroom.

The Graduated Approach

The Code of Practice 2014 advocates a graduated response to meeting pupils' needs.

Initial concern - Where a child is not making progress within a differentiated curriculum delivered through quality first teaching, the Class Teacher will alert the SENDCo to his/her concern, and also discuss this with parents/guardians. Inclusive strategies will be agreed for whole-class teaching, and additional interventions may be tried to boost the child's progress and confidence. Teachers will seek advice from the 'Local Offer' to support their knowledge about specific needs and how to help individual children. Appropriate parental support will be agreed.

Persistent concern - Where a child does not make progress despite inclusive strategies and additional interventions, there will be a formal meeting between parents/guardians, Class Teacher and the SENDCo to explore what underlying reasons may be contributing to the child's lack of progress. Where external factors may be contributing to the child's lack of progress, in certain cases, 'Early Help' will be completed as a way of gathering useful information and agencies together to support families as fully and as sensitively as possible.

SEN Support - Children at our school who appear to have significant barriers to learning may be identified as having Special Educational Needs.

If the school decides, in consultation with parents/guardians, that a pupil requires additional support to make progress, the child will be placed on the SEND Register at 'SEN support' level. The Class Teacher will remain responsible for planning and delivering individualised learning opportunities in consultation with the SENDCo, and will direct Teaching Assistants, as appropriate, to provide SEND interventions either in class, one to one or as part of a small group. Pupil progress as a result of interventions will be closely monitored and reported to parents/guardians through regular consultations.

Our aims

The responsibility for meeting the special educational needs of children lies with the class teacher supported by parents/guardians, the SENDCo, the school's teaching assistants, SLT, outside agencies and governing body. In order to provide high quality provision to meet the needs of children with SEND, we aim to:

- Ensure that all pupils have access to a broad and balanced curriculum;
- Foster a fully inclusive learning environment;
- Ensure the identification of all pupils requiring SEND provision as early as possible and target their needs effectively;
- Work in close partnership with parents/guardians of SEND pupils to ensure decisions are informed by their insights and the voice of the child, and that they are kept fully informed of their child's progress and attainment;
- 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;
- Meet individual children's needs through:
 - Quality first teaching;
 - Effective differentiation of the curriculum;
 - Careful targeting of additional resources, including adult support;
 - The provision of interventions where appropriate;
 - Ensuring that all who are involved with children with SEND are aware of the procedures for identifying, supporting and teaching them.
- Have a **Learning Plan** (See Appendix) that:
 - Shows the provision that will be put in place for each child;
 - Keep under review the additional or different provision that is made for them;
 - Have high ambitions and set stretching targets for pupils with SEND so that they can reach their individual potential;
 - Identifies vulnerable children;
 - Draws fully and effectively on outside agency resources.
- Ensure that SEND pupils take as full a part as possible in all school activities, including extra-curricular activities where appropriate;

- Involve the children, where practicable, in setting and reviewing their **Learning Plan** (See Appendix) and in decisions regarding their future SEND provision;
- Work in close partnership with outside agencies to support the needs and provision for children who have SEND;
- Ensure continuity for pupils when transferring between classes or schools through carefully planned transitions;
- Promote the self-esteem of children with SEND by acknowledging and celebrating the progress they have made.

Coordination of Provision

Staffing responsible for **SEND co-ordination**:

Headteacher	Kate Adcock
SENDCo for Main School	Mary Gray
SEND Governor	Shelley Molloy

Roles and Responsibilities

The Governing Body

The Governing Body of our school will:

- Fully engage parents and / or young people with SEND when drawing up policies that affect them.
- Use their best endeavours to secure the special educational provision called for by a child or young person's SEND.
- Designate an appropriate member of staff (SENDCO) as having responsibility for co-ordinating provision for pupils with SEND.
- Appoint a designated teacher for 'looked after' children where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Ensure that annual information on the school's SEND Policy, setting out the measures and facilities to assist access for pupils with disabilities are published.
- Ensure that annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent children with being treated less favourably than others, the facilities provided to assist pupils with disabilities, and the school's accessibility plan are published.
- Ensure that accessibility plans setting out how they plan to increase access for pupils with disabilities to the curriculum, the physical environment and to information, reviewable every 3 years are published.
- Develop complaints procedures which, along with details about appealing to the SEND Tribunal, will be made known to parents and pupils through a single point of access.
- Provide suitable, full-time education from the 6th day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have SEND;
- Report to parents/guardians on the implementation of the school's policy for children with special educational needs.
- Have regard to the new Special Educational Needs and Disability Code of Practice (2014) when carrying out its duties toward all children with special educational needs;
- Ensure that parents/guardians are notified of a decision by the school that SEND provision is being made for their child.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND Policy;
- The SEND policy is reviewed regularly and that parents/guardians are consulted when any changes are made;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed. This is achieved through meetings between the SENDCo and SEND Governor; regular meetings between the Heads of School and Chair of Governors; Governor Committees and an annual report to Governors;
- SEND provision is an integral part of the School Development and Improvement Plan. (The SDIP plan is reviewed annually);
- The quality of SEND provision is continually monitored through reviews of effectiveness;
- The SEND Policy is monitored through the Governor with SEND responsibility.

Heads of School

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision;
- Keeping the Governing Body well informed about SEND within the school;
- Working closely with the SENDCo;
- Informing parents/guardians of the fact that SEND provision has been made for their child;
- Ensuring that the school has clear and flexible strategies for working with parents/guardians, and that these strategies encourage involvement in their child's education;
- Class teachers meet with the Headteacher termly to review pupil progress;
- Ensure that those teaching or working with the pupil are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review the pupils' progress during the course of the academic year.
- Cooperate with Warwickshire County Council during annual EHC plan reviews.
- Ensure that the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within the school.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils and possess knowledge of the SEND most frequently encountered.

The SENDCo

The SENDCo is responsible for the coordination of provision for SEND throughout the school. This involves working with the Headteacher, the Leadership Team and the Governing Body to determine the strategic development of the policy.

- Be a qualified teacher.
- Attain the National Award in Special Educational Needs Coordination within three years of appointment.
- Collaborate with the governing body and Headteacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those who have EHC plans.
- Liaise with the relevant designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents of pupils with SEND.
- Liaise with Early Years providers, other schools, educational psychologists, learning support advisory teachers, health and social care professionals, and other professionals.
- Be a key point of contact with external agencies, especially the LA and LA support services.

- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Provide guidance to colleagues and work closely with staff members, parents, carers, and other agencies, including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supportive role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities of the school together with those who do not have SEND, including on forums.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the child's parents/ carers, by means of a letter, when SEND provision is being made for their child, where the child does not have an EHC plan and when it is no longer needed.

Other responsibilities include:

- The day-to-day implementation of the SEND policy;
- Monitoring, evaluating and reviewing policies and practices relating to SEND;
- Coordinating provision for children with SEND in order to meet their needs effectively;
- Meeting regularly with class teachers to discuss the needs of children on the SEND register, to identify vulnerable children and to help them to identify appropriate strategies and resources;
- Work with class teachers to ensure the evaluation of the effectiveness of interventions;
- Assessing and identifying children's needs in partnership with teachers and parents/ guardians;
- Working in partnership with class teachers in the formulation and review of specific targets and their review and any recommended actions from external agencies;
- Working with class teachers, SEND pupils and parents/guardians of those pupils in the formulation of a clear plan for some SEND pupils;
- Leading, managing, supporting and developing the Teaching Assistant Team, including the provision of regular training;
- Making sure individual learning plans are followed for those with a 'Education, Health and Care Plan' (EHCP);
- Monitoring and tracking the progress of SEND children;
- Working in partnership with outside agencies connected with children on the SEND register;
- Requesting statutory assessments where appropriate;
- Working closely with parents/guardians of children with SEND including regular meetings and Annual Reviews;
- Maintaining up-to-date records for pupils with an EHCP (Education, Health and Care Plan) and overseeing the record keeping for all children with special educational needs;
- Overseeing and maintaining specific resources for special educational needs and disabilities;
- Liaising with the SEND Governor;
- Facilitating appropriate training and professional development for staff in the field of SEND;
- Working with Executive Head and Headteacher to ensure the effective use of the SEND budget;
- Reviewing and writing the SEND section of the School Development and Improvement Plan;
- Ensuring and facilitating (where necessary) the transition process with pre-visits and close liaison for all SEND children – both for feeder nurseries and linked secondary schools.
- Responsible for the maintenance of a child's EHCP, which includes the preparation and organisation of the 'Annual Review' process.
- Liaise with a parent/ guardian should they have any concerns regarding pupil progress.
- SENDCo to work alongside Headteacher to support the performance management of the Teaching Assistants.

Class teacher

The new Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Providing high quality teaching, which is effectively differentiated, to meet the needs of children with SEND;
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND;
- Ensuring that all children can access the curriculum and engage in learning;
- Utilising our school's assessment tracking system, Insight, to record termly provision, the scrutiny of support/interventions and impact across an academic year.
- Setting and reviewing, with pupils, their 'My Plan' (see Appendix) and working with them on a daily basis to help them to achieve them;
- Identifying, planning and monitoring effectiveness of catch-up groups and interventions and the progress of SEND pupils termly using Insight's Provision facility
- Collaborating with the SENDCo to decide the action required to assist the pupil to progress;
- Working with the SENDCo to collect all available information on the pupil;
- Developing constructive relationships with parents/guardians;
- Make use of the Local Offer, research and advice from specialists to inform decisions and support for children;
- Being involved in the development of the school's SEND policy.

Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not their SEND label.
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon.
- Highlight the child or young person's strengths and capacities.
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

Joint commissioning, planning, and delivery

Henley in Arden C of E Primary School will collaborate with the local authority in the exercise of its duty to work together with health and social care providers by:

Identifying improved system outcomes in consultation with pupils and their parents, taking into account:

- Prevention.
- Early identification / recognition.
- How pupils and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE).
- How provision and support services will enable pupils to prepare for their future adult life.

Drawing on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND and disabilities among children and young people at national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEND and disability.
- An analysis of local challenges / sources of health inequalities.

Plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for children and young people with SEN.
- Increasing the proportion of children with SEN whose needs are identified before school entry.

Funding

- Henley in Arden C of E Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEN provision of its pupils.
- Personal budgets are allocated from the local authority's high needs funding block and the School will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

Local offer

<https://www.warwickshire.gov.uk/send>

Education, Health and Care (EHC) plans

- Henley in Arden C of E Primary School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.
- The school will admit any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's need significantly changes.

Reviewing an EHC plan

Henley In Arden C of E Primary School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.
- Ensure that a review of a pupil's EHC plan is undertaken at least 7 months before transfer to another phase of education.

SEND and Disability Tribunal

- Henley in Arden C of E Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Inclusion

We recognise the entitlement of all pupils to a balanced, broadly based curriculum; this policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Henley C of E Primary School prides itself on providing an inclusive learning environment where all children, including children with SEND, are treated equally and have access to the full range of opportunities that we provide.

The SEND Code of Practice (2014) recognises that:

'Special educational provision is underpinned by high quality teaching and is compromised by anything less'
(p14).

At Henley in Arden C of E Primary School our priority is to ensure that all children, including children with SEND, have access to high quality lessons which are appropriately differentiated and personalised to meet the needs of individual children.

Our approach is to tailor learning opportunities so that they are accessible to all the children through effective planning and differentiation of lessons. We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels. The high expectations and aspirations that we have for all children in the school are extended to children with SEND.

Identification and provision

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. If Class Teachers have concerns about a child in their class, they share their concerns with parents/guardians, and contact the SENDCo for advice on next steps. Regular meetings are also held in which the Class Teacher and Headteacher review the progress of SEND children along with children from vulnerable groups and discuss approaches to support them. The SENDCo is then informed of updates and changes to provision or meets with class teachers to develop support for children identified as having SEND.

The school follows the guidance of the Code of Practice, implementing a staged procedure which identifies the needs of children with SEND using a graduated response.

Identification

The attainment and progress of all children is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons. If teachers have any concerns regarding a child in their class, they will discuss these concerns with parents/guardians and also with the SENDCo.

Early identification of pupils with SEND is a priority. On entry to the school, each child's attainment will be assessed using baseline assessments. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning when he/she enters Key Stage 1 from the Early Years. Ongoing assessments will be used as the child matures and moves through Key Stage 1 and into Key Stage 2.

Whilst most children with SEND will have their needs met at the 'Targeted Support' level, a small number may require 'Higher Needs Support', which may include outside agency support or an Education, Health and Care Plan (EHCP) assessment. An EHCP assessment will determine whether the Local Authority needs to provide a higher level of support and funding in order to meet the identified learning outcomes. Children who have an Education, Health and Care Plan (EHCP) will also have a formal 'Annual Review' meeting to review their progress and current needs. The SENDCo will organise the review and invite the child's parents/guardians; the child, if appropriate; the Class Teacher and TA; a representative of the LA, if appropriate and the relevant outside agencies.

The aim of the review will be to:

- Assess the pupil's progress in relation to the statement targets and consider his or her well-being and development;
- Review the provision made for the pupil in the context of the National Curriculum and attainment in basic English/maths and life skills;
- Consider the appropriateness of the existing plan in relation to the pupil's progress, provision and attainment during the year;
- Agree new targets and/ or provision for the coming year;
- Make recommendations as to whether to cease, continue, or amend the statement.

Outside Agencies - The school works in collaboration with a number of outside agencies including the Early Help and Targeted Support Service; Specialist Teaching Service (STS); Speech and Language Therapists; RISE – Coventry and Warwickshire's emotional well-being and mental health services for children and young people (Previously CAMHS - Children's Mental Health Service); Physiotherapy and Occupational Therapy Services; Parenting Project (a charitable organisation that can offer a range of services including counselling, parenting courses and family support services); Shakespeare Hospice (a charitable organisation that offers counselling and family support services); Guy's Gift (a charitable organisation offering support to bereaved children)., and Beacon Behaviour Support (supporting students with behavioural special needs). Agencies are available to the school to be used in an advisory capacity, to support children directly or to train staff to deliver specific interventions. The Educational Psychologist (EP) is available to observe children in the classroom and to make formal assessments. Class teachers will use advice and strategies suggested to inform the targets on the class provision map. The EP will also contribute to the recommendation of an 'Education, Health and Care Plan'.

Where external support services are called upon, they will require access to our pupil records in order to understand the strategies employed to date, interventions deployed and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental or Guardian consent will be sought for any additional information required. The resulting individual targets will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention or support from a specialist/teacher.

Provision

'Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place.' (Code of Practice 2014 6.44)

The Four-Part Cycle

The new Code of Practice stipulates a four-part cycle through earlier decisions and actions are refined and revised. This is known as **the graduated approach**.

- **Assess:** The class teachers, and if necessary, the SENDCo or professionals from external agencies, assess the needs of the individuals, in agreement with parents.
- **Plan:** We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- **Do:** We provide appropriate support either within the classroom, as part of a targeted intervention programme or in 'catch-up' sessions. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- **Review:** We evaluate the impact of the support provided and consider whether changes to the support need to be made.

Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers;
- Prevents the attainment gap widening;
- Is equivalent to that of peers starting from the same baseline but less than the majority of their peers;
- Equals or improves upon the pupil's previous rate of progress;
- Ensures full curricular access;
- Shows an improvement in self-help and social or personal skills;
- Shows improvements in the pupil's behaviour and attitude to learning.

The school uses annual tests, Assessment for Learning (AfL), Insight's provision mapping tool, school tracking data and individual learning targets to assess and monitor progress. Where pupil's progress is below expected, the class teacher will review the approaches adopted and share their concerns with parents/guardians. The SENDCo will then be notified.

Interventions

Children with SEND will receive various interventions as appropriate to their currently identified needs. These may include:

- Reasonable adjustments, e.g. provision of alternative learning materials; learning zone, or special equipment (including iPads);
- Provision of additional adult time e.g. group support or intervention;
- Staff development/training to undertake more effective strategies;
- Access to external SEND professionals for advice on strategies, equipment, or staff training;
- Direct work with a SEND professional.

Our provision map shows 3 levels of support (in line with the Warwickshire SEND Provision Matrix).

Class teachers identify children needing 'Universal Provision', 'Targeted Provision' or 'Higher Needs Provision' on their Insight's Provision tool for each term/half term.

- **Whole class (Universal Provision)** - the school aims to deliver high quality, personalised teaching and learning to all pupils.

At the end of each term teachers carry out assessments in Reading, writing and maths. The progress of all pupils is reviewed by class teachers, the SENDCo and Headteacher. All pupils in danger of underachieving are identified and the need for intervention is discussed. Planned interventions are recorded on

- **Additional Support (Targeted Provision)** - where pupils are falling slightly below the level expected for their age, class teachers will target additional teaching support to enable pupils to catch up. This may include specific programmes e.g. Further Literacy Strategies, Spellwise or other similar tailored group interventions. The intervention will be for a specific period of time, usually half a term or for a term. After delivery, pupils and staff will evaluate the impact on learning and achievement and record this on Insight's Provision tool.

Targeted Provision may also be given for children who might be identified as SEND and who are working on specific targets but who are making progress towards these targets.

- **Special needs support (Higher Needs Provision)** - where pupils require additional support as well as Targeted Provision. This is usually where Universal Provision and Targeted Provision have not been sufficient to enable a child to make consistent progress.

Record Keeping

Teaching assistants (Tas) who have responsibility for delivering specific interventions complete and review the impact of the interventions at the end of each term in partnership with the class teacher, who will then update Insight's Provision tool. In addition, attendance of intervention and activities completed with personal notes are kept by TAs to ensure that these interventions are delivered as planned, consistently and effectively. My Plans are reviewed termly in conjunction with parents. SEN review Meetings are held with parents three times a year. The SENDCo will ensure that records are maintained and ensure access to them. In addition to the usual school records, the pupil's SEND folder and electronic records will include:

- Information from parents/guardians,
- Copies of My Plans,
- Pupil's own perceptions of difficulties (if appropriate),
- Information from health/social services,

- Information from other agencies.

It is recognised that teaching children with SEND is a whole-school responsibility. The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. It is recognised that children need a balance of support from teachers, teaching assistants and opportunities to work with peers, or independently. Teachers plan a range of activities to enable children to work at their own pace and to demonstrate their understanding in a variety of ways. Collaborative learning is encouraged. Class teachers liaise with the SENDCo to provide the most effective support for some children. It is the school policy that children are withdrawn from their peer group (class) as little as possible. For some children it will be necessary for them to spend time in small group work or to be withdrawn from the classroom for specific, timed activities related to the needs identified in their personal targets, and to access resources as identified on Insight's Provision tool. Great care is taken to ensure that any support they receive will not affect their entitlement to the whole curriculum.

GDPR and confidentiality

All records will be stored securely both electronically and in paper form following the school's GDPR and confidentiality procedures.

Reports will be shared confidentially with parents/ carers and passed securely to any future educational settings that the child may attend.

Parental consent will be sought either verbally or in writing before an outside agency is consulted about their child and copies of this written consent will be stored within the child's SEND files for future reference.

English as an additional language

Particular care will be needed with pupils whose first language is not English. Teachers will closely monitor their progress across the curriculum to ascertain whether any problems arise from an uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

Pupil voice

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 that their opinions will be valued and who can practise making choices, will be more secure and effective learners during their school years.

In this school, we encourage children to participate in their learning by being voted onto the school council. We encourage them to have a voice by helping to decide on the priorities for our School Development and Improvement Plan. We encourage them to take ownership of their learning targets by discussing them and thinking about what they can do to improve. For children with SEND, this includes discussing the strategies for success in individual learning targets. We encourage them to take part in reviewing their progress and in setting new goals and challenges via pupil interviews, questionnaires and informal discussion with SLT and /or SENDCo.

Links with other schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local pre-school groups. Pre-school children are invited to visit Henley C of E Primary School for induction visits in the term before they start school. We ask for previous records of children who enter from other schools which will enable the SENDCo to be alerted to all new entrants with special educational needs. If necessary, the school liaises with other agencies at this stage. In the case of a child with an ECHP, the Executive Head, Heads of School, SENDCo and/ or Governor for SEND will inform the LA to arrange funding details for any support necessary.

Close links are maintained with the Henley High School and other local secondary schools to ensure smooth transition between Years 6 and 7. Transition arrangements include a meeting with the Year 6 class teacher and our SENDCo (where appropriate) and the SENDCo from the secondary school to pass on information. All children have a pre-visit to the secondary school and extra visits and transition activities, if necessary.

Evaluating the success of our SEND policy

This policy will be continually monitored, reviewed and evaluated with reference to the aims outlined at the beginning of this policy through rigorous self-evaluation by the SENDCo, in liaison with the Headteacher and the school's SEND governor. Areas of strength and development are identified and the SENDCo forms an action plan which is shared with the SEND governor.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents/Guardians
- Pupils
- External professionals and agencies

Associated Policies

More information about our 'SEND Information Report' is available on the school's web-site:

<http://www.henleyinardenprimary.org.uk>

Please refer to the following policies when reading this policy: Behaviour, Medical Conditions in School, Child Protection and Safeguarding and Accessibility Plan.

Date of review

This policy has now been updated to be in line with the new Code of Practice. It will next be reviewed in November 2025.

