



Inclusion Policy September 2024

SEND Link Governor: Mrs Tina Dobrowolski (Interim)

Safeguarding Governor and Chair of Governors: Renee Joyce

The following documents and guidance should be read in conjunction with this policy:-

- Teaching and Learning Policy
- SEND Information Offer
- Equalities Policy
- Medical Needs, Intimate Care, Use of Restrictive Force Policies
- SLC prospectus and Integration Document
- Curriculum and Mastery Statement
- Child Protection and Safeguarding Policy
- Keeping Children Safe in Education DfE
- The Prevent duty Departmental advice for schools and childcare providers DfE
- FGM (Serious Crime Act 2015) Fact Sheet Ministry of Justice/Home Office
- Female Genital Mutilation Multi-agency Guidelines
- Ofsted Inspection Handbook

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Tany's Dell Primary School
INCLUSION POLICY
Review Date: April 2022

“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning”.
NASEN Mission statement

Introduction

Tany's Dell is a primary school of approximately 420 pupils. We are an inclusive school and aim to help all children make the most of the opportunities they are given. We welcome all pupils and strive to help them be the best they can be. To accomplish this, we offer a broad and balanced curriculum with high quality teaching. We offer effective targeted support for pupils with special educational needs and disabilities (SEND).

Aims

We, at Tany's Dell Primary School, believe that each pupil has individual and unique needs. However, some pupils require more support than others and we acknowledge that a significant proportion of pupils will have special educational needs (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a shorter period of time. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. The objective of the Special Educational Needs Policy is to improve the learning and raise the achievement of pupils with special educational needs.

Objectives

We aim, through an inclusive curriculum, to:

- Work within the guidance provided in the SEN Code of Practice, 2014
- Identify and meet the needs of all SEND pupils as soon as possible.
- Enable every pupil to experience success.
- Promote individual confidence and a positive attitude.
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- Give pupils with SEND equal opportunity to take part in all aspects of the school's provision, as far as is appropriate.
- Use resources effectively to support children with SEND.
- Identify, assess, record and regularly review pupil's progress and needs, involving pupils in their own target setting where appropriate.
- Work in partnership with parents/carers and pupils to plan and support at all stages of the pupil's development, seeking and taking all views into account.
- Work collaboratively with outside agencies and support services.
- To provide targeted continuing professional development in order to ensure a high level of staff expertise.

What is Inclusion?

'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation' Index for Inclusion – Booth and Ainscow 2000.

Successful inclusion should result in every pupil feeling safe, confident and happy at school.

Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school.

Meeting diverse needs

We recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils. Tany's Dell follows the Assess, Plan, Do, Review model as set out in the Code of Practice, 2014. If a child is identified as not making expected progress, extra provision will be provided relevant to the child's needs and a time scale will be set to monitor that progress.

- Early action is essential for pupils who need support prior to placement on the SEND register. The SENDCO uses the school tracking system to highlight pupils who are falling behind age related expectations and pupils who are not progressing. Discussion takes place between the SENDCO and class teachers about high quality differentiated teaching within class, intervention and strategies to support. Individual pupil's progress alongside national data and expectations of progress is also discussed.
- Parents/carers are involved prior to placement on the SEND register so that their views and wishes can be ascertained, and all procedures can be explained. Agreement can be reached regarding future support as well as the expected impact on progress, development or behaviour, along with a clear date for review. Parents/carers are then regularly updated on their child's progress, through reviews, at least 3 times a year, and are encouraged to become involved in supporting their child at home with individual targets. Pupils will be invited to attend and contribute to each review with their parents. Pupils with EHC plans will also attend their annual reviews.
- Once a pupil has been identified as having SEND, the graduated approach, as set out in the Code of Practice (Jan 2015), is put in place – assess, plan, do, review.
- Individual targets are drawn up for each SEND pupil in the format of a one plan. This details the specific targets the pupil is working towards and describes the strategies and arrangements needed to help them to achieve these targets. Pupils and parents will be encouraged to be involved in the process of identifying the targets and reviewing their progress.
- If a pupil continues to make inadequate progress, the SENDCO, with the parent/carers consent, may ask for help from specialists outside school. This is in addition to the extra support the school is already providing for the pupil.

- In a very small number of cases, where all school resources have been exhausted, and the pupil is still making inadequate progress, school may request that an Education, Health and Care Plan assessment needs to be undertaken. If the local authority agrees to this request, it will collect information from everyone involved with the pupil and, from this, decide whether to issue an Education Health and Care Plan (EHCP).
- Most SEND pupils have a one plan which records their current targets. Dates of all interventions and comments on progress against their individual targets are included. Pupils have ownership of their targets. Pupil records are stored electronically, and can only be accessed by the appropriate people
- Pupils on the SEND register may receive extra support from a teacher or teaching assistant, in a group or, when necessary, as an individual. This support may either be given within the classroom or as part of a group intervention away from the classroom. Wherever possible pupils will remain with their Class Teacher as this is where they learn best, with the rest of their class in the classroom. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a Teacher, Specialist Teacher or Teaching Assistant, the focus of all intervention will be on outcomes; our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult.
- There are a number of shared areas within the school which teaching assistants use for specialised teaching.
- Arrangements are made for pupils with SEND taking statutory tests. These may include a reader, extra time and help with recording, in line with government assessment policy.
- When pupils leave the school, all SEND records are sent on to the new school. The SENDCO makes contact with the receiving school's SENDCO to ensure continuity of support.
- Inclusive practice is encouraged at all times and the school is always looking at ways of removing barriers to learning. The school has wheelchair access and disabled toilet facilities. (Please see the Accessibility Plan)
- The SEND Code of Practice January 2015 requires all local authorities to publish a Special Educational Needs and Disability Local Offer which sets out, in one place, information about the support available for children and young people with Special Educational Needs and Disability. Schools are also required, from September 2014, to publish details of their own SEND information report, detailing provision for pupils with Special Educational Needs and/or a disability. Tany's School's SEND information report can be found on the school website.
- At every stage of the SEN process it is our policy to work in partnership with our parents and their child to secure the best possible outcomes.

Potentially vulnerable groups

There are a number of identified groups of pupils and families: -

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are entitled to Pupil Premium funding (PP)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school.

Promoting and supporting Inclusion

Leadership

- Responsibility for making Tany's Dell a truly inclusive school lies with the Head Teacher, Senior Leaders, and the Local Governing Body of the School.
- We aim to promote Inclusion at Tany's Dell through all of our policies, systems and practices.

Personalising the Curriculum

School Leaders at all levels; including Governors, Head teacher and Deputy, and Subject/Aspect Leaders, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the school.

The school has a long term Curriculum Map which is used to plan appropriate, differentiated activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual needs. All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos within both the explicit and hidden curriculum.

Hearing Impairment team

We have a team of specialist teachers, known as Teachers of the Deaf. (Teachers of the Deaf are qualified teachers who have completed an additional qualification; diploma or master degree, in deaf education.) A Teacher of the Deaf helps to support professionals, as well as working individually with children.

The primary aim of our hearing impairment resource is to provide appropriate and effective educational support to children and young people with a hearing impairment, in order to raise achievement and overcome barriers to learning, through early identification of need. Our hearing impaired resource aims to work in collaboration with teachers, support staff and all other relevant agencies to promote and support inclusive practices and to ensure that children and young people with a hearing impairment have full access to a broad and balanced curriculum.

Level of Support

Hearing loss ranges from mild to profound and can be permanent or temporary. Some children with a hearing loss require little or no support at school while others may need intensive support for communication and learning for all of their education. The level of support offered to each child and family is based on the child's needs in relation to their degree of deafness, their stage of development and the knowledge and support that they have around them.

Our hearing impairment resource offers a Total Communication approach to education. Total Communication is a communication policy that involves children using mainly British sign language English. All pupils based in the HIU have weekly access to a deaf adult who uses British Sign Language.

All children in the HIU have Educational Statements or EHC plans based on their own communication and learning needs. The children are encouraged to develop their language and communication, both spoken English and British sign language, in all aspects of the daily life at school. The children's day is split between work in the HIU, generally literacy and numeracy and in their mainstream class. They are supported in their mainstream class by staff from the HIU. We try our best to provide the children with exciting hands on opportunities to involve them in their learning and to encourage communication at all times. The mainstream children and teachers at school are eager to learn signing to communicate with the hearing impaired pupils and the hearing children and teaching staff in Tany's Dell Primary School have access to free BSL tuition from our teacher of the deaf.

The HIU works closely with other agencies to support the children's needs including Sensory and Physical Support Service, Specialist Speech and Language Therapists, Cochlear Implant Teams and Audiology Service. Parents are invited into school for parent's conference but also have annual reviews every year to review the child's Educational Statement/EHC plan.

Roles and Responsibilities

Role of Governing Body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

The Governing Body will ensure that:

- The SEND policy is implemented fully
- The success of the implementation of SEND policy and quality of SEND provision is monitored through regular planning with SEND governors
- They have regard to the requirements of the SEND Code of Practice (Jan 2015)
- The SEND governor has regular contact with the SENDCO to keep up to date and monitor the school's SEND provision.

Provision for pupils with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, to recognise the need for differentiation and employ a range of teaching and learning styles to meet the individual needs. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs

The Special Educational Needs Co-ordinator (SENDCO), Mrs Gadd, is responsible for:

- Writing and reviewing the SEND policy
- Overseeing the day to day implementation of the SEND policy and resources
- Maintaining the school's SEND register and records, ensuring that the school keeps the records of all pupils with SEND up to date
- Helping staff to identify pupils with SEND
- Co-ordinating provision for pupils with SEND, with the support of class teachers, through the setting up of in-class support, intervention programmes and the teaching of individual and small groups of SEND pupils
- Monitoring and evaluating the progress of pupils with SEND through the use of assessments, book scrutinise, observations and the school tracking system.
- Contributing to the in-service training of staff
- Liaising with and supporting class teachers in devising strategies, monitoring and reviewing individual targets, setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with SEND
- Organising and leading non HI annual reviews of EHC plans
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Carry out referral procedures to the Local Authority and outside agencies.
- Working with the head teacher and school governors to ensure they meet the responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- Attend area SENDCO meetings and training as appropriate.

Class teachers:

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Tany's Dell will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils, and their knowledge of the SEN most frequently encountered. However support is provided, 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.

- Identifying pupils who require extra support in class, raising initial concerns and consulting the SENDCO for advice and support
- Including pupils with SEND in the classroom and providing an appropriately differentiated curriculum
- Working on individual pupils' targets in class
- Monitoring individual progress
- Managing teaching assistants in their classrooms on a day to day basis
- Meeting with parents and outside agencies when appropriate

Teaching assistants:

- Supporting SEND pupils with differentiated activities designed to meet specific individual targets
- Encouraging and promoting pupil independence
- Liaising with teachers and the SENDCO, giving feedback and suggesting development
- Working with individuals or groups of pupils
- Helping to prepare resources and adapting materials
- Attending planning and review meetings as appropriate

Pupil Premium Pupils

Definition and Rationale- In 2011, the Pupil Premium Grant was introduced; it aims to improve outcomes for disadvantaged learners and to diminish the differences between them and their more affluent peers.

Identification and Assessment - The children are identified upon starting school.

- Assessments are carried out through regular formative and summative assessment and progress is monitored through Pupil Progress meetings termly.

- A provision map/ One Page Plan for identified PP pupils will be used to track vulnerable PP pupils to ensure the provision provided is diminishing the difference and barriers to learning are identified and removed.

Provision for Pupil Premium Children

- Each class teacher is aware of the Pupil Premium children in their classrooms.
- Termly the children are reviewed and monitored at Pupil Progress meetings.
- Pupil Premium children have their provision monitored.

English as an Additional Language

Definition- The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.

- EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential.
- Our main aim is for all EAL pupils to become confident in speaking, listening, reading, and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
- The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

Identification and Assessment of EAL pupils

Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the EAL Stages.

This assessment will be done termly to record specific progress against EAL targets.

Progress is monitored at Pupil Progress meetings.

Provision for EAL pupils

- If a pupil is in the early stages of the 'EAL Stages', then the pupil will be included in a specific EAL intervention support.
- Teachers and other adults aware of good EAL practices within a lesson and throughout school life. EAL pupils on lower stages of English acquisition can be buddied with a more confident pupil who speaks the same language or with an English-speaking pupil as appropriate.
- Classrooms are highly visualised environments – dual-language texts, labels, and visual support within lessons.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability, and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We

also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers.

Greater Depth/High Scoring and Mastery

Tany's Dell define Mastery and Greater Depth as children who can independently, confidently, and consistently apply their learning to a range of contexts, explaining their thinking, after a period of time has passed from initial learning.

Identifying Special Educational needs

What are special educational needs (SEND)?

- 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she— has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection when of compulsory school age (or would be likely if no special educational provision were made).
- A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' (Child and Families Act 2014 s20)

The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. The Code of Practice states: 'It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development of social needs.'

Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case, then school will seek appropriate advice and support from the relevant school and external agencies. When a concern is evident the class teacher will liaise with the Inclusion Manager and parents/carers. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should Additional School Intervention taken from The Provision Guidance, not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Educational Needs. Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil. Higher needs, when outside agencies are involved lead to a termly One Plan meeting. If the needs are not met within this framework then application is made for an Education, Health Care Plan.

There are six areas that give an overview of the difficulties a pupil may have.

These are linked to the Provision Guidance. However it is important to note that a pupil's needs may cross one or more of the following:

- Learning difficulties and disabilities
- Social, Emotional and Mental Health difficulties
- Autism and Social Communication Difficulties
- Speech, Language and Communication Needs
- Physical and Neurological impairment
- Sensory, Hearing, Visual and Multi-Sensory impairment.

The kinds of interventions within this 'graduated response' are as follows:

- Universal – All pupils will benefit from:
- High Quality Teaching
- Teaching and Learning that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- Formative and summative assessments which inform any further provision needed.

Disability

The code of Practice 2014 states that 'Many children who have SEN may have a disability under the Equality Act 2010, that is '...a physical or mental impairment which has a long-term and substantial adverse effect in their ability to carry out normal day-to-day activities. Children and young people with such difficulties do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.'

We aim to meet the needs of all children who are identified in the new Code of Practice (2014) as having SEND in the areas of learning difficulties and disabilities, social, emotional, and mental health difficulties, autism and social communication difficulties, speech language and communication needs, physical and neurological impairment, sensory: hearing, visual, and multi-sensory impairment (as referenced in the Provision Guidance). The class teacher is responsible for Quality First Teaching with the highest possible expectations. Pupil progress is tracked and gaps in understanding, and learning identified. Pupil Progress meetings are held termly. Identified needs are planned for via targeted work, additional support and intervention work.

Targeted Support – Some pupils may benefit from:

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
- Interventions where progress is monitored by the HT, DHT, IM, Class teacher and the adult leading the intervention through the Pupil Progress meetings. If a pupil has not made the required progress, then the appropriate referral will be made to outside professional support and a One Plan meeting will be initiated. Specialist Support – A few pupils may benefit:
- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any One Plans for the pupil.
- Not all children making less than expected progress will have SEN; many things can impact on a child's progress and attainment, including the following:

- Bereavement
- Attendance and Punctuality
- Health and Welfare of the child and their family
- English as an Additional Language (EAL) – Difficulties related solely to having EAL are not SEN.
- Being in receipt of Pupil Premium
- Being a child who is looked after
- Being a Young Carer

Additional School Intervention.

This type of support is available for any child who has been identified as having specific gaps in their understanding. The children and their parents will be involved in a One Plan meeting and an action plan drawn up, driven by outcomes. One plan's are reviewed termly. Children with high needs also have a One Plan, but outside agencies may be involved. All plans are reviewed termly. Specified individual support is provided via Education, Health and Care Plan (EHCP).

Outside Agencies who help us achieve inclusive practice and meet specific needs. Those agencies most commonly involved in supporting pupils are:

- The School Nurse (NHS)
- The Speech and Language Therapy Service to Schools (SLTs)
- The Occupational Health Therapy Service for Pupils (OTs)
- Child and Family Consultation Service (CFCS)
- The Child Development Clinic (CDC)
- The Educational Psychology Service (EPS)
- The Social, Emotional Behavioural team (SEBD)
- Services for the Hearing or Visually Impaired
- Speech language and communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)
- Moderate Learning Difficulties (MLD)
- Emotional Wellbeing Mental Health Service (EWMHS)
- Home School Liaison Officer
- Family Solutions

Reintegration and Alternative Provision

The Children's Support Service is an alternative provision, whose aim is to provide lasting, meaningful, and positive outcomes for children who are unable to access mainstream education. The Reintegration Team supports children unable to access education due to medical and/or SEMH needs. The reintegration support takes place in the school, the home, libraries, the hospital and/or other venues, with the aim of reintegrating pupils back into appropriate educational provision.

Exceptional Needs Funding to Support Inclusion

In a minority of cases and only when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make representation to the Local Authority to secure Exceptional Needs Funding.

Managing the needs of pupils on the SEN Register

Currently, parents are invited to attend termly One Plan meetings and meet with relevant professionals as required. We encourage involvement from the children and their families, using One Page Profiles and Person- Centred Reviews. Currently children have their own One Page Profiles and they are involved in the review process. We will meet once a term with parents and the child. However, certain outcomes may be reviewed more regularly. Children benefit from detailed transition arrangements already in place at the school. As the child moves to the next phase, every professional involved is fully aware of their needs and involved in planning future outcomes as appropriate. Outcomes will reflect the child's needs at that particular time as well as looking at their future hopes and aspirations.

We provide a differentiated curriculum with personalised outcomes for each child e.g. in maths, we provide a range of resources to suit individual children learning styles such as Numicon, multilink etc. Where appropriate, a child may be involved in a specific intervention to meet an individualised need or differentiated provision in the classroom or through Quality First Teaching. The interventions are evidence based and have entry and exit assessment points.

The impact of interventions is reviewed regularly. Training is provided for intervention leaders. The learning environment is adapted to the needs of the child, e.g. specialist visual resources. Specific programmes such as Shared Attention, P.E.C.s, Identi-play. Fine and gross motor skills are provided to meet individual and group needs.

Whole school approach

The Senco is supported by the Governing Body, who have nominated a specific governor to monitor the implementation of the SEN Policy and the SEN Code of Practice. To which can be contacted via the school office.

We offer staff training opportunities as needed. This may be in-house or via external courses. We seek advice from specialist teachers and educational psychologists. We maintain a contact list of specialist expertise. Currently, staff are trained in Speech and Language difficulties, Autism needs, behaviour management, dyslexia, attachment issues and specific learning difficulties. We make adaptations to the curriculum and the resources to ensure the children can access the activities. We also put care plans in place to meet the needs of children with medical needs.

At Tany's Dell we are committed to the development and wellbeing of the whole child. We employ Drama Therapists/ Counsellors who work in school. Learning Support Assistants are trained to support children in therapeutic interventions such as delivering sand play and behaviour narratives. We also provide one –to-one mentoring by Learning Support Assistants. We have a trained family support worker.

We have Behaviour and Anti Bullying Policies which ensure excellent attitudes and behaviours in school which underpin the whole school core values and British Values.

We have a named Locality Caseworker at the Local Authority Statutory Assessment service. We are able to access support services via the Essex Early Help and Advice Hub.

Training and Resources

All staff in school have a role in supporting children with SEN and have access to regular training opportunities to improve their knowledge and skills, see below:

- Whole school training is provided in a variety of areas. Training may be provided by an external agency or by a staff member with relevant expertise.

- Individual or small groups of teachers and/or teaching assistants attend training courses run by external agencies to support them in meeting the needs of specific children in their class. Where relevant the training they receive is shared with other members of staff. The Inclusion Manager also provides training to staff members to help them meet the needs of individual children. Special Education Needs (SEN) Policy
- When teachers/teaching assistants join the school they are informed of the SEN approaches/systems that are used in school. They are also informed of the needs of the children they will be working with that are identified as having SEN and the support that these children require.
- Specific training needs are identified and met through the performance management process. Training needs may also be identified as part of the provision mapping process, when looking at the needs of the children requiring support, if we do not have the skills/knowledge in school to deliver an intervention relevant to their needs, we will identify an appropriate intervention and access the training necessary to deliver it.

Criteria for exiting the SEN Register

At the child's termly 'One Plan Meeting', the progress they have made towards meeting the agreed outcomes will be discussed and the impact of any interventions will be shared. In most instances it is expected that new outcomes/next steps will be identified, in some cases the child will have made the required amount of progress and no new outcomes can be identified, when this is the case they no longer need a One Plan. When a child no longer requires a One Plan, the class teacher will continue to monitor them closely and provide any additional 'In Class Support' that is required, this will be recorded on the class provision map. If at any point it is felt that the child once again requires support that is additional to the High Quality Teaching offered to all children, a One Plan Meeting will be held, a new One Plan will be created, they will be placed back on the SEN register and the Assess, Plan, Do, Review cycle will begin again for them.

Supporting Pupils and Families

Admission arrangements:

We follow the Local Authority admissions guidance. Our school admission arrangements can be found on our school website in our admissions policy.

KS 2 SATs Access Arrangements

Some children with SEND may qualify for special arrangements in order to help them access the Key Stage 2 SATs tests. Any child with an EHC will be given additional time for each paper with making an application. The school must follow government guidance with respect to access arrangements. These guidelines are updated annually and may be found on: <https://www.gov.uk/key-stage-2-tests-how-to-use-access-arrangements>.

Supporting pupils with transition

We work closely with parents/carers, children and staff to ensure transitions run as smoothly as possible. If a child is joining us from another school, we will liaise with the Inclusion Manager and/or class teacher from the school. If the child has an EHC plan, if possible, the Inclusion Manager will attend the annual review meeting held before the child joins our school. Records will be requested

from the previous setting, which will be shared with all relevant staff. All children entering Reception have the opportunity to visit the school and classroom before they start, the child and their parent/carer may be given opportunities for additional visits if necessary.

When a child starts a new class or Key Stage in the school they will be given opportunities to meet their new teacher and to spend time in their new class. If they would benefit from frequent visits to the new class this can be arranged. At the end of each year, each teacher meets with next class teacher to share information on the children in their class. Each class teacher has a confidential SEN File which is passed on to the next class teacher at the end of the academic year.

If a child moves to another school, we will liaise with the Inclusion Manager and/or class teacher from the child's new school to pass on any relevant information. Once the child has left our school, we will make sure that all their records are passed on as soon as possible.

When children move to Secondary School, they all take part in some transition work. Some children may also take part in a small transition group. The class teacher will meet with staff from the Secondary School to discuss the needs of the children with SEN/D. All children will visit their new school, where necessary additional visits can be arranged. For children with an EHC plan, the Secondary Inclusion Manager will be invited to their annual review and will be given the opportunity to contribute to the outcomes for the year ahead taking into account what will be relevant for Secondary School.

Mental Health and Wellbeing

We have many opportunities and programmes to support pupil's wellbeing:

- We have a robust Child Protection Policy in place, we follow Essex Safeguarding guidelines and all staff recently received training around this.
- We have an Intimate Care Policy, which details how we provide personal care for children who require it.
- Our in school Family Support Worker provides support around attendance.
- All classes follow a structured Personal, Social, Health and Citizenship Education (PSHCE) curriculum to support these areas of development.
- We have a structured Positive Behaviour Policy in place.
- Some children may take part in a small group to increase their social communication/interaction skills/self-esteem.
- Some children may work with our school based Family Support Worker to support their emotional health and wellbeing.
- We have drama therapists who make regular visit to the school.
- We have implemented a whole school Zones of Regulation programme to enable pupils to self-regulate and manage emotions and behaviours.

Support for families

- We have a school based Family Support Worker who supports children with their emotional needs, she can also work with the families of the children she is supporting to offer support and guidance.

Monitoring and evaluation of SEND

At Tany's Dell class teachers regularly monitor the progress of all pupils to review targets and assess for next steps in learning. Children are assessed at different points using a range of methods including Year 1 phonics screening, KS1 and KS2 SATS and the Learning Ladders. Every child has their progress monitored regularly. For children with SEND; more frequent and detailed assessments will be made to inform Individual Learning Targets. If progress is not being made then the planning stage of the graduated approach will be reviewed and next steps identified. The views of the parents, child and class teacher will be sought and a plan made in agreement. For pupils who may have an EHC Plan or Statement of SEND there will be a formal annual review that may involve the multi-agencies working with the children. This will be in addition to termly meetings to discuss the child's targets and set new targets if appropriate. Children who are involved with external agencies, for example Speech and Language Therapy will be reviewed by these services and copies of reports provided will be discussed with parents.

- Progress is continually monitored by the class teacher, through assessments and observations.
- Data is analysed on a termly basis by the Senior Leadership Team, including the Inclusion Manager.
- Pupil Progress meetings are held termly.
- The Inclusion Manager has regular discussions with the class teachers and teaching assistants about children's progress.
- Class observations are carried out in order to review the quality of teaching and the provision for children on SEN Support.
- If an intervention is identified to support the child, the child's progress will be monitored throughout the intervention and additional support will be provided if necessary. A baseline assessment will be carried out before the intervention begins and when the intervention has finished to see what the progress has been and to identify any areas the child continues to have difficulty with. The delivery of the intervention will also be monitored.
- Once a term a 'One Plan Meeting' will be held, where the child's progress towards meeting the agreed outcomes will be discussed and the impact of any interventions will be shared.
- If a child has had an Early Help Assessment (EHA), regular Team Around the Family (TAF) meetings will be held, if relevant and their progress will be shared at these meetings.
- If the child has an EHC plan, progress will also be shared at the Annual Review.

Supporting pupils at school with medical conditions

The school has a policy for supporting pupils at school with medical needs, which can be found on the school website.

Funding

The school receives funding to respond to the needs of pupils with SEN from a number of sources. A proportion of the funds allocated per pupil to the school to provide for their education, the Notional SEN Budget, the Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated additional funding through their EHC plan.

Storing and Managing Information

(See GDPR policies and procedures on the TMat website for further information about how your data is used and stored.) www.tmat.org.uk

- Each child on the SEN register has a pupil file. All documents relating to the pupil are stored in the file; the files are kept in a locked cupboard and office.
- Class teachers have a class SEN file in which they have the most recent relevant reports/plans for the children in their class; which is stored safely
- All documents move with the child when they move schools.
- Any documents that are not needed are shredded within the ICO timeframe

Complaints

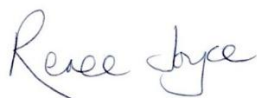
Dealing with complaints:

When an issue arises, parents should, in the first instance, make an appointment to speak to their child's class teacher and seek to resolve any concerns. Most issues or concerns can be resolved very quickly, please do speak to us.

If the parent believes that their concern has not been resolved to their satisfaction or is a more serious or sensitive nature, an appointment should be made with the Headteacher. Where an issue is not satisfactorily resolved, parents should consult the TMat Complaints Procedure for the next step. A copy of the Trust's complaints procedure is available on the TMat website and school website or a paper copy is available on request from the school.

Monitoring and Review

The Head teacher, SEND Governor and Inclusion Manager will monitor the effectiveness of this policy on a regular basis. The Head teacher and Inclusion Manager will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.

A handwritten signature in blue ink that reads 'Reece Joyce'.

Signed _____ Chair of Governors Date: November 2024

A handwritten signature in blue ink, likely of the Head teacher, written over a horizontal line.

Signed _____ Head teacher Date: November 2024