

# The Bliss Charity School



*The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.*

## Special Educational Needs Policy (2023-2024)

### 1. Legislative Compliance

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

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- The Special Educational Needs and Disability Regulations 2014
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014
- National Curriculum 2014
- Ofsted 2006, 'Inclusion: does it matter where pupils are taught?'
- National Strategies 2009 "Achievement for All"
- Education Endowment Foundation "Special Educational Needs in Mainstream Schools Guidance Report" 2021
- Ofsted Research and Analysis "Supporting SEND", 13<sup>th</sup> May 2021

## **2. Inclusion Statement**

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all children within the school as part of Quality First Teaching, and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- A pupil has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- A Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of needs and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## **3. Aims and Objectives of this Special Educational Needs Policy**

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To make reasonable adjustments for pupils with disabilities to enable them to access the curriculum

- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others” (National Curriculum, 2014).

#### **4. Responsibilities**

The headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCo).

The SENCo is responsible for reporting regularly to the head teacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role may be also included within the SENCo role).

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

#### **Responsibilities detailed in this policy**

SENCo – Mrs. Mel Sharp, [senco@bliss.northants.sch.uk](mailto:senco@bliss.northants.sch.uk)

Ethnic Minority Achievement Co-ordinator – Mrs. Laura White, [head@bliss.northants.sch.uk](mailto:head@bliss.northants.sch.uk)

Designated Teacher for Looked After Children – Mrs. Laura White, [head@bliss.northants.sch.uk](mailto:head@bliss.northants.sch.uk)

#### **5. Other Policies and Documents**

This policy should be read in conjunction with the following policies and documents:

- Behaviour Policy
- Anti-Bullying Policy
- Safeguarding and Child Protection Policy
- Restrictive Physical Intervention Policy
- Complaints Procedure
- SEN report 2023
- School Accessibility Plan

#### **6. Four Sections of this Policy**

Section 1: Inclusion of children with Special Educational Needs (SEN) and Disabilities

Section 2: Inclusion of children with English as an Additional Language (EAL)

Section 3: Inclusion of Looked After Children (LAC)

Section 4: Inclusion of very able and talented pupils

## **Section 1: Inclusion of Children with Special Educational Needs (SEN) and Disabilities**

### **1.1. The Kinds of Special Educational Needs and Disabilities which are Provided for in our School**

As an inclusive school, we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with, and may in the future include pupils with:

- Dyslexia
- Autistic Spectrum Disorders (ASD)
- Dyspraxia
- Dyscalculia
- Visual impairments
- Hearing impairments
- Physical disabilities such as Cerebral Palsy
- Attention Deficit Disorder (ADD)/ Attention Deficit Hyperactivity Disorder (ADHD)
- Communication and language needs

In admitting pupils with special educational needs and disabilities, we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for Higher Needs Funding if the pupil's and the school's needs make that a necessity.

As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies (see the School Accessibility Plan).

*In agreeing our staged arrangements, the school has taken into account the following statements:*

*“Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.”  
(Education Endowment Foundation, 2021)*

*“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised*

programme as part of a whole-school policy on assessment.” ‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ” SEN Code Of Practice (2014 : Para 1.24)

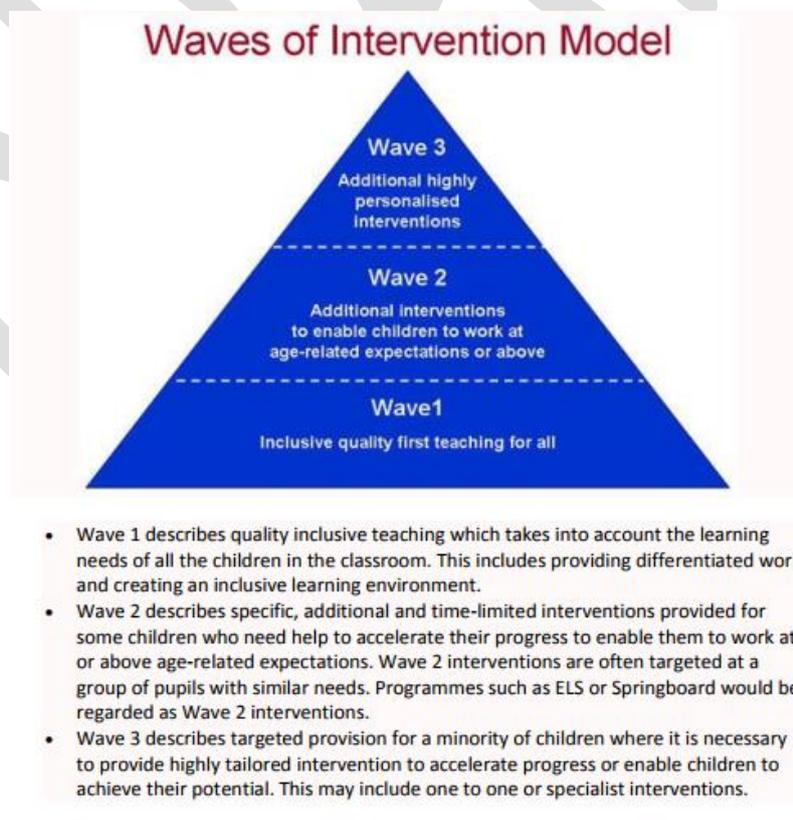
“This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.” Achievement for All (National Strategies: 2009)

“Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.” Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68) SEN Code of Practice 2014

## 1.2. Provision for SEN Pupils at the Bliss Charity School

At The Bliss Charity School, we use the ‘Waves of Intervention Model’ ([www.northumberland.gov.uk](http://www.northumberland.gov.uk)) to describe how different levels of intervention can be understood and systematically implemented:



### 1.2.1. Wave 1: Well-differentiated Quality First Teaching

All learners will have access to Quality First Teaching provided by a teacher. Children with SEND will not always work with a teaching assistant. When they do work with a teaching assistant, class teachers will ensure that teaching assistants have the knowledge and skills required to do so effectively.

All learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates.

All learners will have their progress recorded three times a year by their teacher(s) using 'Insight Tracking'. This data will be analysed, looking at the needs of children within each class (those with SEN, those who are underachieving, those receiving pupil premium). Teachers will be asked to detail how they will respond to these needs. Those which cannot be met through wave 1, will move onto wave 2 and 3 interventions.

### 1.2.2. Wave 2: Additional interventions as part of classroom practice

Children who are not making progress in different areas of the curriculum will receive time-limited interventions which are planned and evaluated by their class teacher e.g. extra phonics support, additional 1-1 reading sessions, spelling booster groups. These interventions may be run by the teacher, a teaching assistant or a class volunteer as appropriate. The teacher retains overall responsibility for interventions and must ensure others carrying these out have the required skills and knowledge to do so effectively.

The effectiveness of these interventions will be reviewed by the class teacher(s) at least 3 times a year as they input and analyse their next set of achievement data using 'Insight Tracking'.

These interventions may also be aimed at developing children's social skills, mental wellbeing and physical wellbeing and therefore take place outside of lesson time e.g. Play Buddies and lunch activities aimed at developing children's fine and gross motor skills.

Children receiving wave 2 interventions will be tracked by the SENCo when reviewing provision maps.

### 1.2.3. Wave 3: Targeted Provision in addition to normal classroom practice

Children for whom wave 2 interventions have not had a significant impact on their progress may require wave 3 interventions. Examples include specialist maths and English groups working to meet children's needs who are working significantly below age-related expectations; the use of toe-by-toe to develop the reading of those with dyslexia; and 1-1 targeted sessions with a teacher.

Children receiving wave 3 interventions will appear on a wave 3 provision map and their progress will be reviewed three times a year by their class teacher and the SENCo team.

Not all children receiving wave 2 and 3 interventions will be regarded as having Special Educational Needs therefore they will not be placed on the SEND register; however, some of these children will still have an Individual Education Plan (IEP). This will happen when their teaching team believe setting targets and involving parents in the process will be beneficial for the child. Where children

do have an IEP, their interventions will be recorded on the SEN provision map and their progress will also be reviewed in regular IEP meetings (at least two every year) as well as part of the 'Insight Tracking' review process.

### 1.3. [Identification and Assessment of Special Educational Needs \(SEN\)](#)

Children's needs should be identified and met as early as possible through:

- The analysis and tracking of data including Baseline assessments on entry to Reception, Foundation Stage Profile scores, reading ages, 'Insight Tracking' data, classroom-based assessment and monitoring arrangements (cycle of planning, action and review).
- The school's Initial Concerns process whereby teachers share initial concerns about a child's progress with parents and the SEND team, and a review system is put into place .
- Following up parental concerns.
- Liaison with feeder nurseries on transfer.
- Information from previous schools.
- Focused observation of pupils using initial assessment tools.
- Information from other services including Educational Psychologists.
- Maintaining provision maps for pupils receiving wave 3 interventions and pupils with IEPs (this includes those who receive Higher Needs Funding (HNF) and pupils with Education and Health Care Plans (EHCPs)). These provision maps are updated three times per year by the SENCo team as a result of review meetings, discussions with class teachers and analysis of interventions offered.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

### 1.4. [SEND Support Resulting in an Individual Education Plan](#)

Pupils will be offered additional SEN support when it is clear that their needs require specialist intervention i.e. they have a special educational need as defined by the SEN Code of Practice 2014. These pupils will be listed on the school Special Educational Needs Register and an IEP will be written by the SENCo team in collaboration with the child's parents and teaching staff. They will then be tracked using the SEN provision map.

Where a child is on the SEN register, they will have an Individual Education Plan (IEP). Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

- Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEN or significant barriers to learning. They are seen as working documents which can be constantly refined and amended.

- Our IEPs will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding of their targets.
- Our IEPs will be based on informed assessment and will include the input of outside agencies where it has been sought.
- Our IEPs have been devised so that they are manageable and easily monitored; they will be formally monitored and evaluated at least twice a year.
- Our IEPs will have a maximum of four short / medium term SMART targets set by the pupil’s teaching team and the SENCo in collaboration with the pupil’s parents (where possible) and with the pupil (where appropriate). Where outside agencies have been involved, their advice will also be taken into account when setting targets.
- Our IEPs will state what each target is; the resources, strategies and approaches needed to achieve that target; and will break the target down into success criteria detailing what the pupil should be able to do at the end of the given period.

Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the SEN register even if they have an IEP (but will be on the school’s wave 3 provision map if receiving wave 3 interventions).

#### **1.5. Disabilities not Resulting in an IEP**

Some children will have a physical disability yet not require an IEP because they do not have additional learning needs. Where this is the case, a yearly meeting will be held by the SENCo with the child’s parents and class teacher to ensure that the child’s physical needs are being met as far as is reasonably possible (in line with the school Accessibility Plan) e.g. through physiotherapy provision; by ensuring that the school environment is sufficiently meeting their needs; and by making sure lessons and activities are adapted so the child can access the curriculum alongside their peers.

#### **1.6. Higher Needs Funding and Education, Health and Care Plans**

It may be decided that a very small number (but not all) of the pupils on the SEN list will require additional Higher Needs Funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or have contributed to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.

Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan (EHCP).

Our school will comply with all local arrangements and procedures when applying for Higher Needs Block Funding or an Education Health Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

#### 1.7. [SEND Support Resulting in an Education, Health and Care Plan](#)

Pupils with an Education, Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

#### 1.8. [Whole School Provision Mapping](#)

All pupils receiving wave 3 interventions will be tracked on a simple wave 3 provision map which allows the SENCo to monitor and evaluate children's participation in interventions.

All children on the school SEN register will be tracked on a more detailed, SEN provision map which outlines, monitors and costs their specific interventions. This enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Evaluate the effectiveness of provision for children with SEN

#### 1.9. [Monitoring and Evaluation](#)

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

- Classroom observation by the SENCO, EMA co-ordinator and senior leaders
- Ongoing assessment of progress made by all children as well as those receiving wave 2 and 3 interventions (through analysis of 'Insight Tracking' data)
- Regular book scrutinies and learning walks
- Teacher discussions with the SENCO/EMA co-ordinator
- Informal feedback from all staff
- Pupil discussions before IEP reviews
- Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress (all IEPs to be reviewed at least 2 times a year)
- Monitoring attendance records and liaising with the Education Entitlement Service

- Regular meetings about pupils' progress between the SENCO/EMA co-ordinator and the head teacher
- Updating the wave 3 and SEN provision maps three times a year
- SENCo and Headteacher reporting to parents and governors annually

## 1.10. Roles and Responsibilities

### 1.10.1. Head teacher

- The Head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCo) and Ethnic Minority Achievement (EMA) Co-ordinator .
- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system ('Insight Tracking')
  - analysis of the SEN and wave 3 provision maps
  - analysis of 'Insight Tracking' data and follow-up discussion with teachers (if useful)
  - regular meetings with the SENCo/EMA Co-ordinator
  - discussions and consultations with pupils and parents

### 1.10.2. Special Educational Needs Coordinator (SENCo)

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

- Maintaining and analysing SEN and wave 3 provision maps for vulnerable learners.
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the school's devolved budget, those in receipt of High Needs funding and those with Education, Health and Care plans.
- Co-ordinating provision for children with SEN.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with SEN.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with an Education Health and Care Plan.
- Carrying out referral procedures to the Local Authority to request High Needs Funding and/or an Education, Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year R and Y6 pupils on the SEN provision map.
- Ensuring that Individual Education Plans are being used effectively in pupil's classrooms.

- Evaluating regularly the impact and effectiveness of all additional interventions – wave 2 and 3 and those specified on IEPs.
- Meeting at least twice each year with each teacher to review and revise IEP targets for pupils with SEN in their class (this is likely to take place as part of the IEP review process with parents).
- Liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- Attending area SENCo network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners.
- Updating the SEN Report and SEN Intent, Implementation and Impact document to reflect practice on a (at least) yearly basis.

### 1.10.3. Ethnic Minority Achievement (EMA) Coordinator

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- Maintaining a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's wave 3 or IEP provision map if appropriate (see above).
- Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background.
- Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice.
- Managing other classroom staff involved in supporting ethnic/linguistic minorities.
- Overseeing the initial and on-going assessment records on all children with EAL.
- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning.
- In collaboration with the SENCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- In collaboration with the SENCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- Contributing to the in-service training of staff.
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school.
- Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum.
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information.

- Attending EMA Co-ordinator network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies in order to support ethnic & linguistic minority learners.

#### 1.10.4. Class teachers

Class teachers have the following responsibilities:

- Liaising with the SENCO/EMA co-ordinator to agree:
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions monitored on the wave 3 provision map but do not have special educational needs
  - which pupils require additional support because of a special educational need and need to go on the school's SEN register and provision map
- Recognising that all teachers are teachers of SEND and therefore securing good provision and good outcomes for all groups of vulnerable learners by providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
- Providing knowledge and skills training for teaching assistants to ensure they are able to work effectively with pupils and carry out high-quality interventions.
- Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies" (SEN Code of Practice 2014).
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- Balancing the provision of support for vulnerable learners with their inclusion within the classroom.

#### 1.11. Assessing and Reviewing Pupils' Progress and the Effectiveness of our Educational Provision for Pupils with SEND

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils (use of 'Insight Tracking').
- Termly evaluation of the effectiveness of interventions on the provision map .
- At least twice-yearly evaluation of whether pupils with IEPs are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review of provision for children with disabilities (but no special educational need) with parents and class teacher(s).
- Annual review of EHCPs as prescribed in the SEND Code of Practice (September 2014).

### 1.12. Inclusion and Engagement of those with SEND

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Our approach is primarily to address the needs of all children through 'Quality First Teaching' and recognising that all children need input from a qualified teacher. Additional support for those who need it should not always be provided by a teaching assistant, but by the teacher too. Where support is provided by a teaching assistant, class teachers are responsible for ensuring that teaching assistants have the knowledge and skills to do so effectively.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer ensures that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class by identifying their potential areas of difficulty and seeking to remove any barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they, or senior leaders, carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Through our metacognition programme, pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.
- When applying any policies, but in particular The Restrictive Physical Intervention Policy and The Behaviour Policy, the specific/special needs of pupils will be used to determine how this is done. Expectations, sanctions and planned physical interventions (as set out in individual Positive Handling Plans) will be adjusted to meet the needs of individuals on a case-by-case basis so no child is discriminated against unfairly.

Where children have medical needs which require personal care, we will make reasonable adjustments to ensure these are met in line with our school Accessibility Plan. Where practicable, a personal care plan (PCP) will be put into place after discussion with parents, staff responsible for carrying out the plan and any medical professionals involved.

### 1.13. Staff Expertise in SEND Best Practice

- In accordance with Section 6 of the SEN Code of Practice 2014, our Special Educational Needs Coordinator is a qualified teacher working at our school and has statutory

accreditation. If a new SENCo is appointed, he/she will gain statutory accreditation within three years of appointment.

- The SENCo, EMA Coordinator and Designated Teacher for LAC will attend CPD to enable them to carry out their role fully, adapt to meet new statutory requirements and to enable them to share in good practice.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, when best to do so, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

#### 1.14. [Additional Funding Needs](#)

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs and/or a disability, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

#### 1.15. [Partnership with Parents/Carers](#)

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents.
- giving parents and carers opportunities to play an active and valued role in their child's education.
- making parents and carers feel welcome.
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- instilling confidence that the school will listen and act appropriately.
- focusing on the child's strengths as well as areas of additional need.

- allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up of and monitoring progress against these targets.
- keeping parents and carers informed and giving support during assessment and any related decision-making process .
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

#### 1.16. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of success criteria, individual targets and self-reflection. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about how they learn (use of our metacognition programme)
- discuss their targets with teachers and teaching assistants so that they know what their targets are and why they have them
- self-review their progress and set new targets where appropriate
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan

#### 1.17. Involving External Agencies

Our school will identify sources of support as part of the Local Offer:

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

We seek to respond quickly to emerging need and work closely with other agencies including:

- CAMHS
- The School Nursing Team
- Local Authority Family Support teams e.g. MIS, FIP
- Educational Psychology Service
- Northamptonshire Parent Partnership Service
- Virtual School for Looked After Children
- Sensory Impairment team
- Local NHS services
- Targeted Prevention Team

- Education Inclusion and Partnership Team (EIPT)
- Early Years SEN support service (Inc. Portage team)
- Multi-Agency Safeguarding Hub
- Northamptonshire Children’s Trust – Partnership Support
- Primary Behaviour Outreach Support
- Specialist SEND Support Service

In accordance with the SEND Code of practice 2014, we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and co-operate fully with other agencies.

We liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment, speech and language needs etc.).

We have a clear point of contact within the school who will co-ordinate the support from outside agencies for each pupil. Most often this will be the SENCo or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

#### 1.18. Transition Arrangements for those with SEND

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil’s next phase of education and, in the academic year prior to them joining/ leaving, we will offer transition meetings to all pupils with IEPs or disabilities (where appropriate). Pupils with Education, Health and Care Plans will have next phase destinations and transition arrangements discussed at Annual Review Meetings convened by the plan co-ordinator.
- When deemed appropriate, a transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise.

### 1.19. Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission Policy for the school, as agreed with the Local Authority).

### 1.20. Complaints

If there are any complaints relating to the provision for children with SEN or EAL, these will be dealt with in the first instance by the class teacher and SENCo/EMA Co-ordinator, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general governors' complaints procedure (see separate Complaints Policy).

## Section 2: Inclusion of Children with English as an Additional Language (EAL)

### 2.1. Definition of a Pupil with EAL

A pupil with EAL is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils benefit from the ability to live and learn in more than one language.

### 2.2. Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

### 2.3. Admissions of Pupils with EAL

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in their first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

### 2.4. Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 and 3 teaching.

The following provision can be expected:

- Initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is significantly below age related expectations. A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language.
- Pupils will be placed in groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis; peer group support; and pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both 'A Language in Common' (where significantly below age related expectations) and against National Curriculum indicators (using 'Insight Tracking'). Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator/ SENCo. Provision will be recorded and monitored for effectiveness using the school's wave 3 provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

### 2.5. Parental Support

We recognise that some parents who are learning English may find it difficult to communicate with the school and to approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

## Section 3: Inclusion of Looked After Children (LAC)

### 3.1. Ethos

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report:2003) why children who are looked after in local authority care often fail to make expected progress at school:
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher for looked after children. The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making

Our school will work closely with the county's 'Virtual School (VS) for Children' which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

## Section 4: Inclusion of More Able and Talented Pupils

### 4.1. Definition of More Able and Talented Pupils

In this section, the term 'more able pupils' refers to pupils who achieve or have the ability to achieve at a level significantly in advance of the average for their year group in their school. Nationally this is expected to be between 5 – 10 % of each group. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

The following areas have been identified as being the main areas of ability.

- Intellectual – English, Mathematics, Science
- Artistic and creative – Art and Design, Music, Drama
- Practical - Art and Design, Mechanical Ingenuity
- Physical – Sport, P.E., Dance
- Social – Personal and Interpersonal, Leadership Qualities

We need to remember that 'more able' pupils may:

- be high achievers in one area but unexceptional (or below average) in others
- exhibit poor social skills
- show poor motivation
- disguise their ability
- have poor coordination or motor skills (e.g. handwriting)
- have English as an additional language
- have been identified as SEN

### 4.2. Ethos

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all of our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able and/or talented children.

### 4.3. Identification of More Able and Talented Pupils

Before identifying any child as 'more able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'more able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be similarly identified.

A more able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self-nomination

Progress of more able children will be monitored through analysis of 'Insight Tracking' data.

#### 4.4. Provision for More Able and Talented Pupils

Teachers have high expectations and plan carefully to meet the learning needs of all pupils. We give all children the opportunity to show what they know, understand and can do. This is achieved in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level (open ended where possible);
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning;
- a metacognition programme which encourages children to develop their own learning skills and strategies.

Children are given individual targets where appropriate aimed at taking them further at their own level. Children are taught in classes with appropriate differentiation as part of Quality First Teaching.

We also offer a range of extra-curricular activities for our children which also encourage very able/ talented learners to further extend their learning in a range of activities. This includes participation in external sporting and musical events.

#### Review

The governing body will monitor and review this policy every year.

<b>Signature: .....</b> (Chair of Governors)	
<b>Print Name: .....</b> Mrs. S. Hornagold-Prosser	<b>Date: /10/2023</b>
<b>Signature: .....</b> (Headteacher)	
<b>Print Name: .....</b> Mrs. L. White	<b>Date: /10/2023</b>