ASHLEY DOWN

SCHOOLS FEDERATION

SEND & Inclusion Policy

Committee/Group responsible for this policy:
Full Governing Body

Review Cycle	Date of Current Policy	Review Date
Annual	May 2026	May 2027

History of recent policy updates			
Date Reviewed	**Summary of changes made**	**Relevant people/stakeholders advised of changes?** (i.e. FGB/staff/parents/children)	**Revised policy saved in school folder and added to GovernorHub**
September 2022	Updated to include recent staffing changes	N/A	Yes
May 2026	Updated to include staffing changes and Updated to reflect current practice	N/A	Yes

Ashley Down School Federation Special Educational Needs and Disabilities/ Inclusion Policy

Our vision for Special Educational Needs and Disabilities Policy comes from our school vision and values:

Creating Connections in Learning to Build Brighter Futures

Respect, Commitment, **Compassion** and Joy

Rationale:

At Ashley Down Schools Federation (ADSF) we want all children to achieve their full potential in the academic, artistic, social, spiritual and emotional aspects of their lives.

We are committed to providing an appropriate and high-quality education to all the children attending our settings. We believe that **all** children should be equally valued and entitled to a broad, balanced and relevant academic and social curriculum which is accessible and inclusive. We work hard to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Educational inclusion is about equal opportunities for all members of our community; children, their families, the staff and the community. We recognise that every adult is a teacher of every child, including those with Special Educational Needs and Disabilities (SEND).

All children and young people are entitled to an education that enables them to make progress so that they can:

- Achieve their best
- Become confident individuals to live fulfilling lives
- Making successful transitions through the phases of their education

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, ethnic origin, religion, gender, disability, sexual orientation, academic ability, physical appearance, personal characteristics or social class. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and **individual** needs

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their

school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Ashley Down Schools Federation, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential.

Ashley Down Schools Federation sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The lead roles in relation to inclusion **which includes Special Educational Needs (SEN)** are Caroline Cook at Ashley Down Primary and Mrs Kate Spens at Brunel Field Primary. They report regularly to the Senior Management Team and Governors in this area.

The SEN Governor is Iain Mossman at Ashley Down Primary and Mrs Lizzie Sims at Brunel Field.

This policy has been developed with governors and staff, through the SEN information report and the views and needs of parents.

1. Objectives

i. To ensure the anticipatory and statutory duties under the 2014 Children and Families Act, 2015 0-25 SEND Code of Practice and the 2010 Equalities Act are embedded effectively across the Federation and the school.

ii. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against pupils with SEND or additional needs.

iii. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

iv. To provide full access to the curriculum; through differentiated planning and quality first teaching by class teachers, SENDCO, and support staff as appropriate. (Very rarely, a child with an Education Health and Care Plan will be dis-applied from the full curriculum)

v. To provide specific support, matched to individual needs, in addition to differentiated classroom provision.

vi. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.

vii. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.

viii. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of senior school life and learning.

ix. To involve parents/carers at every stage in plans to meet their child's additional needs.

x. To involve the children themselves in planning and in any decision making that affects them

2. Special Educational Needs and Disabilities

The 'SEND Code of Practice' (January, 2015) identifies four areas of need. These are:

Need	**Sub-Categories**
Communication and interaction	Speech, Language and Communication needs Autistic Spectrum Conditions
Cognition and learning	Specific learning difficulties e.g., dyslexia, dyscalculia, dyspraxia, Moderate, Severe or Profound and Multiple Learning Difficulties
Social, emotional and mental health	Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), attachment disorder, anxiety disorders, disruptive disorders Mental health e.g., depression, schizophrenia or bipolar disorder
Sensory or Physical	Hearing impairment, Visual impairment. Multi-sensory impairment, physical disability

SEND definition from the 2015 Code:

"A child or young person has SEN if they have 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"

(DfE and DoH, 2015: 15)

All federation staff adhere to the principles that underpin the Children and Families Act that should be observed by all professionals working with children and young people who have SEN or disabilities. These include:

- Taking into account the views of children, young people and their families
- Enabling children, young people and their parents to participate in decision-making
- Collaborating with partners in education, health and social care to provide support
- Identifying the needs of children and young people
- Making high quality provision to meet the needs of children and young people
- Focusing on inclusive practices and removing barriers to learning
- Helping children and young people to prepare for their next phase of education and for adulthood

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice.* That is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

A pupil with low attainment, or who is making slow progress, may not have SEND. However, these may be an indicator of underlying difficulties yet to be identified. ADSF recognises that early identification of need is essential in supporting pupils with SEND and uses a range of strategies; information sharing, assessments, transition information between settings and pupil voice.

Under the Equality Act (2010), a pupil has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. If that is believed that a child may have a disability, reasonable adjustments may be made for them.

The school is also aware of other factors which may affect progress and attainment or flag up a need but which are not necessarily SEN. These could include:

- Disability
- Punctuality and attendance
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium grant
- Being a looked after child or have adopted status
- Being the child of service personnel

3. Identifying SEND

We have a clear approach to identifying and responding to SEND. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision, improves long term outcomes for children.

3.1 Assessment and Identification

The school's system for regularly observing, assessing and recording the progress of **all** children is used to ensure **early identification** of those who are not progressing satisfactorily and who may have additional needs. We also use information from parents/ carers and previous settings to widen our understanding of a child's profile .

Strategies for assessment are:

- Assess current skills
- Levels of attainment on entry
- Baseline assessment results
- Progress measured against the objectives in the National Curriculum for English and Maths Strategies
- National Curriculum descriptors for the end of a key stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Education Health Care Plan
- An existing Support Plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or Local Education Authority which has identified or has provided for additional needs

Where a pupil is identified as needing more support than can be given in the classroom, we take action to remove barriers to learning and put effective provision in place.

3.2 Graduated Response to SEND

To ensure children identified with SEND make progress as described above, the school will implement a **graduated response.** The initial step in this response is for **Quality First Teaching.** Ashley Down Schools Federation believes that a majority of needs of most pupils will be met in mainstream lessons where learning is adapted, scaffolded or differentiated according to need.

Every class teacher is responsible for the progress and attainment of all children in their class, including those with SEND.

In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching

styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher where appropriate. The teacher will also be responsible for any other adults working in the room and ensure there are suitable activities, support and communication.

The school understands that intervention and additional support cannot compensate for a lack of good quality teaching.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. Class teachers are supported by curriculum lead and phase leads to make regular assessments of progress for all pupils. Termly pupil progress meetings help to identify children making less than expected progress and look at the support a child might need.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

3.3 Plan and Do: SEND provision

Teachers, along with the LSAs or adult providing the intervention, are responsible for the planning and monitoring of its delivery and are accountable for the impact it has. The delivery and outcome of this support will be carefully monitored by the SEDNCO and Senior Leadership Team (SLT) to ensure provision matches need and has a positive effect.

A teacher will always discuss concerns about a child's progress and attainment with parents/carers, at regular meetings throughout the year and also, if needed, at extra meetings requested by them. If it is decided that a child needs extra intervention or support, they will follow the school's graduated response.

The 3 Stages of SEND provision are:

- School based support – Targeted intervention plans which may lead to a Pupil passport
- **SEND** Support Plan and individual targets
- Statutory Education, Health and Care Plan

<u>School Based Support</u>
Involves early intervention that is additional to, or different from the normal curriculum. This is targeted support and can be within the classroom or in the form of interventions. Support may be small group or individual, use of different learning materials or specialist equipment and may be based on staff straining to introduce more effective strategies.

A teacher will always discuss concerns about a child's progress and attainment with parents/carers to talk about targeted support and what the goal will be, then **evidenced based interventions** will take place and recorded on a target. The

teacher and SENDCO will liaise as to the suitability and expectations of the interventions. A clear **Assess-Plan-Do-Review cycle** will be followed, at least three times a year. If the interventions planned and reviewed over a period of time do not enable the child to make satisfactory progress then we, in consultation with parents/carers may seek support from external agencies.

High Needs Block Funding/Support Plan
Some children may require additional support for school to be able to meet their needs appropriately. These children will have a support plan and individualised programmes with targets. There is involvement of professionals from outside agencies. A clear **Assess-Plan-Do-Review cycle** will be followed, at least three times a year. A Support Plan may be used to request a statutory needs assessment.

Education Health and Care Plan (EHCP)
Only a very small proportion of children require an EHCP. These pupils are likely to have severe or complex needs that require more specialist advice and support. They will require personalised planning.

3.4 The SEND register

A child with SEND that calls for support that is additional to and different from the majority of their peers, in discussion and agreement with parents/carers, will be placed on the school's SEND Register. The outcomes of the support will be agreed with parents/ carers (and the child where appropriate). All children are assessed regularly and data updated. Progress is closely monitored to ensure provision matches need. Data for children with SEND and additional needs is scrutinised and informs the additional provision that is put in place.

Should a child begin to make good progress as a result of support put in place, they may be removed from the SEND Register. Again, such decisions will be discussed with parents/ carers and the child (where appropriate) before any decision is made.

3.5 Managing a child's needs

Strategies the school uses to support children with different areas of SEND can be found in our **Graduated Response Menu.** (see appendix 1)

Where appropriate, the school will be guided and advised by outside agency staff as to the suitability of intervention and support which should be provided.

A child on the SEND Register will have a Pupil Passport. This is a one page document that contains information about the child's interests and strengths, what is important to the child and what support helps. This document is developed in collaboration with the child, Parents/Carers and class teachers and reviewed at least once a year. The child may also have an Individual Target Plan. Targets will be reviewed at least 3 times a year and outcomes shared with parent/carers.

A child who needs further support will ~~have~~ also have a support plan which will be regularly reviewed to assess progress towards their targets and outcomes will be shared with parents.

For a child with an EHCP there will also be an Annual Review to assess progress towards the EHCP targets. The annual review will involve the child where applicable, parents/ carers and relevant outside agencies.

3.6 Outside agencies, including support services

Where a child continues to make less than expected progress, despite evidenced based support we will consider involving specialists. Such specialist services include, but are not limited to:

- Educational Psychology
- Health Professionals (School Nursing Team, Community Paediatrician, Occupational Therapy, Speech and Language Therapy, Physio therapy, Child and Adolescent Mental Health, Specialist nurses)
- Specialist Teachers or support services (Bristol Autism Team, Sensory Support)
- Therapeutic Support (Play Therapist)

Some children on the SEND register will have either on-going, or historical outside agency intervention, detailing their needs or diagnoses.

The SENDCO will liaise with outside agency staff to ensure there is appropriate support in school for the children they are supporting and to arrange meetings with relevant people.

When new outside agency advice and support is needed, a referral will be made to the relevant professionals in conjunction with parents/ carers and child if appropriate. When a pen portrait by a teacher is needed for a referral to an outside agency, this will be emailed to the SENDCO and shared with parents/ carers before being sent off.

3.7 Allocation of Resources to and amongst Pupils

Schools are provided with some resources to support those with additional needs, including those with SEND. This is to provide high quality support from the whole of its budget.
The strategic role of the SENDCO is to map provision to show how resources are allocated and to calculate the cost of the whole of our SEND need.

The SENDCO role is also to identify trends or patterns in the identification of need within the setting and against the national picture using these with the SLT to reflect on and reinforce the quality of teaching and provision.
Where the cost of special educational provision required to meet the needs of an individual child exceeds the nationally prescribed threshold additional funding can be applied for via the local authority.

3.8 School request for a Statutory Assessment

For a child who is not making adequate progress, despite a period of support from outside agencies and after discussion with the parents/carers, the school may

request the Local Authority (LA) to make a needs assessment in order to determine whether the child should have an Education Health Care Plan. Parents/ carers may also request a needs assessment and school will comply with their wishes.

The school is required to submit evidence to the LA whose regular Moderation of Assessments Panel makes a judgment about whether or not the child's need should be formalized into an Education Health Care Plan. This judgment will be made using the LA's current criteria for making a statutory assessment.
Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request. In addition to this, the child will have and Individual Target Plan (ITP) or Support Plan, to show their progress in specified areas.

4. Partnership with Parents/ Carers

2015 SEND Code of Practice emphasises the role played by parents/ carers of children with SEND and additional needs. To ensure this happens parents and carers should be supported to:

- Recognise and fulfil their responsibilities as parents and carers and play an active role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support.

This is achieved by:

- Close liaison with parents/ carers through regular family consultation, family learning conferences, SENDCO meetings and invitations to SEND reviews.
- The SENDCO and the Class teacher is available by appointment to meet parents/ carers who have specific concerns
- Regular information being sent home
- Annual reports to parents/ carers on their child's progress

At Ashley Down Schools Federation, we aim to include parents and families in all decisions regarding SEND and offer guidance and support through an open-door policy. We recognise that some SEND needs may be distressing or concerning for parents, especially during the early stages of diagnosis, and that a supportive, sympathetic but honest approach is needed. Parents can also find out about SEND procedures from the SEND Information Report on our websites.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as areas of need are discussed. This meeting where possible will include the views of the child; likes and dislikes. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable. We would aim for all parents/carers to leave the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

4.1 Working with disabled parents/carers

- We recognise that there will be a number of disabled parents/carers of children within the school, and we work to ensure they are fully included.
- When a child starts at the school we ask the parents/carers about their own access needs and subsequently ensure that communication takes place in that format.
- Parents/Carers meetings are held in accessible rooms/the hall: access is level or by ramp.

5. Pupil Voice

Children are involved in making decisions where possible right from the start of joining ADSF. The way in which children are encouraged to participate reflects their evolving maturity. The children should also be involved in setting realistic targets for themselves as part of their own personal development.

6. Admissions and Transition Arrangements

Starting school, or moving between schools, is a crucial time for SEND pupils and their families, who may be anxious about their learning and how they will be supported in their new school. The SENDCO will take time to talk with families and children about their strengths and needs.

The SENDCO will read the SEND information transferred to them about children transferring from other schools. They will also speak to other SENDCOs, professionals and key workers in respect of children leaving or joining the school as soon as practicable.

The SENDCOS of secondary schools are invited to attend the Annual Reviews for Y6 pupils. The SENDCO also meets with secondary SENDCOs to discuss the needs of SEND children prior to transfer. Special transition arrangements are made as appropriate for children starting ADSF or moving on to a new setting.

6.1 Admission arrangements

Children with additional educational needs are considered for admission to the school on the same basis as children without additional needs. Pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

Admission to reception is on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs.

Prior to starting school, parents/carers of children with a EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

7. Supporting Pupils with Medical Needs

All mainstream schools must ensure that children and young people with SEN can take part in the activities of the school alongside those who do not have SEN, and

maintained schools and academies must make arrangements to support those who have medical conditions (see the statutory guidance 'Supporting pupils at school with medical conditions')
We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. The school will comply with access and equality duties where a child has SEND as well as a medical condition.
Medical advice is always sought and acted upon for children with medical conditions. Visits from medical staff are welcomed, to help us with providing the best support possible.
Where children are unable to attend school for long periods of time due to their medical condition, we will strive to provide them with a continuing of their education through visits from staff, providing families with work and activities, often on-line and also engage the support of Hospital Education.

8. The information Report

ADSF publish information on their websites regarding SEND support for children with SEND. The information published is updated annually and any changed to the information occurring during the year are updated as soon as possible. The information required is set out in the Special Needs and Disability Regulations 2010. Details of the information required are given in Chapter 6, Schools, in the 0-25 SEND Code of Practice (paragraph 6.79)

SEND Report

9. The Local Offer

ADSF collaborates with local authorities to support the children in our care. The Information Reports forms part of this support. Bristol's Local Offer is designed to give clear, comprehensive and accessible information about SEND provision in the local area and how to access it. More information is available here: About - Bristol's SEND Local Offer - bristol.gov.uk

10. Accessibility

10.1 Terminology, imagery and disability equality

Through Circle Time, services and classroom discussion we aim to encourage mutual respect among the children and to foster consideration for the feelings of others.

Under our Anti-Bullying Policy, we deal seriously with name-calling related to 'Special Educational Needs' or disability. We aim to develop in the children an awareness of how thoughtless or cruel words can affect others. We deal seriously with derogatory name calling related to special educational need or disability under our Anti-Bullying Policy.

We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

10.2 Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.

Where possible people with disabilities are welcomed into the school to participate in assemblies or visit classrooms to heighten the children's awareness of their everyday lives.

The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

10.3 Listening to disabled pupils and those identified with additional needs

ADSF encourages the inclusion of all children in the School Council and other consultation groups. All children are encouraged to express themselves in Circle Time.

Two children from each class serve annually on the School Learning Forum; they are elected by their peers and report back to them.

Where appropriate, children are invited to their review meetings and encouraged to take part in target setting. They are also encouraged to contribute to Annual Reviews, Support Plans and Pupil passports.

10.4 Disability equality and trips or out of school activities

We try, by forward planning, to make sure that school visits are inclusive, for example, by making alternative transport arrangements, or arranging for additional adults to accompany the group.

Children who may be unsettled by new experiences are prepared beforehand through visual supports, timetables and discussion. Where necessary, individual risk assessments are written.

All children are welcome at lunchtime and after school clubs.

10.5 Access to the Environment (see School Access Plan)

11. Inclusion Principals

Arrangements for providing access to learning and the curriculum (see also School Access Plan and Local Offer)

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

We employ a range of teaching styles and provide effective differentiation. Within the school, staff and pupils will be constantly involved in the best ways to support all pupil needs within the school. There is flexibility in approach in order to find the best placement for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Staff will work in a way to ensure that the children they are supporting engage with their peers; peer tutoring and collaborative learning are part of this. Adaptation, scaffolding and differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils

Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
We use specialist resources, such as computer software, to enable access to the curriculum.

Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Staff at Ashley Down Schools Federation value pupils of different abilities and support inclusion. All policies have an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs. As policies are revised, these will be added.

13. Role of the Special Needs Coordinator (SENDCO)

The SENDCO plays an essential role in SEND provision and is responsible for the day-to-day operation of the SEND Policy. This involves working with the Head

Teacher, staff, parents/ carers and other agencies to determine the strategic development of this policy. The main responsibilities of the SENDCo are:

- Overseeing the day-to-day operation of the SEND Policy, focusing on high aspirations and improving outcomes
- Delivering an outcomes-focused and co-ordinated plan for SEND pupils and their families
- Staff development on SEND matters
- Responding to changes in SEND Policy, locally and nationally
- Ensuring annual reviews of children with EHCPs are conducted accurately
- Supporting phase leaders in understanding SEND issues and assisting with developing effective strategies for improved outcomes and provision
- Line managing 1:1 Learning Support Assistants
- Liaising with external agencies, including Health and Social Services
- Liaising with the Designated Teacher for Looked after Children (At Ashley Down Primary School this Mrs. Sood, at Brunel Field Primary School this is Mrs. Julie Waldren)
- Liaising with other providers regarding transitional arrangements
- Liaising with parents/ carers
- Working with senior leaders within the school to ensure compliance with the Equality Act (2010)
- Providing advice on the financial resources required to effectively support SEND pupils
- Arranging assessments for Access Arrangements for Examinations
- Analysing school performance data that impacts on improved outcomes for SEND pupils
- Ensure that the SEND Register is up to date
- Training teachers to ensure they are able to meet the needs of their pupils with quality first teaching
- Undertake regular reviews of the overall effectiveness of interventions employed in the school for SEND pupils
- Stay aware of latest changes and updates to SEND practice nationally and of the latest approaches to SEND support and intervention
- Quality assure the effectiveness of staff working with children who have SEND including all LSAs

14. Evaluating the success of the School's SEND and Inclusion Policy

Evaluation and monitoring arrangements provide an active process of continual review and improvement of provision for all pupils.

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment
- An increase in the percentage of children recorded as having special educational needs attaining Age Related Expectations at end of a key stage
- A reduction in behaviour incidents and exclusions

We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors' Annual Report. This Annual Report also includes the details of SEND provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

SEND and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.

The SENDCO will meet with the SEND Governor to discuss Inclusion and current SEND concerns. The SEND Governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

The SEND and Inclusion Policy will be reviewed as needed by the SENDCO and SLT.

Individual targets for children with additional needs will be reviewed through ITP targets, and intervention monitoring and evaluation. A summary of the outcomes arising from this monitoring will be included in the governors' annual report to parents/carers and at the subsequent governors' meeting with parents/carers.

Whole school monitoring and evaluation procedures will include lesson and/or intervention observations, work scrutiny, pupil voice and analysis of attainment data. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

15. Training and Resources

- The SENDCO attends regular SEND briefing meetings, when held, to update and revise developments in Special Needs Education and Inclusion.
- LSAs are updated about developments in SEND and Inclusion; good practice is shared; problems in respect of individual children are discussed with the SENDCO.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.
- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
- Medical or other professionals are invited to speak at staff meetings on issues, such as ADHD, which are of concern to all staff.
- Meeting additional needs and Inclusion issues are incorporated within the

School Improvement Plan.

- The SENDCO provides training at staff meetings or INSET days linked to additional needs and inclusion issues.
- New staff have a meeting with the SENDCO as part of their induction process to explain procedures and expectations.

16. Monitoring and Evaluation of SEND Provision

The Senior Leadership Team will monitor through:

- Lesson/Intervention observations
- Learning Environment walkthroughs
- Analysing attainment and achievement data
- Pupil voice

17. Arrangements for Complaints

Should pupils or parents/ carers be unhappy with any aspect of provision our procedure is:

- Any complaints about policy or provision should be raised initially with the SENDCO.
- If the complaint cannot be resolved, it can then be made in writing to the Headteacher, who will endeavour to resolve it.
- If it remains unresolved, procedures outlined in the please refer to the Federations Complaints Policy.

This Policy is formally adopted by the Governing Body.