



Hemswell Cliff Primary School Inclusion and SEND Policy

Policy Information

Status:	Statutory	Reviewed by:	Full Governors
Cycle of Review:	Annual	Policy Ratified:	March 2022
Signed as accepted:			

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- Children of any gender;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- disabled children
- children with special educational needs;
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion;
- Gypsy, Romany, travellers;
- Asylum seekers.

The National Curriculum 2014 is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;
- commitment to 'Extended School' provision;

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers and other support staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Teaching and learning style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons, enabling them to consider the abilities of all their children. For some children, we use the programmes of study from earlier key stages.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the equal opportunities' legislation covering race, gender and disability.

Teachers ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- participate fully, regardless of disabilities or medical needs.

Disabled Children

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Act that came into effect in September 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources, that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We use specialist desks, chairs and other furniture/equipment as and when necessary for pupils with specific physical needs. Our Equality and Diversity Strategy together with our Accessibility Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials or the classroom layout. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

Children with Special Educational Needs

We aim to meet the definition of Special Educational Needs (SEND), as stated in the Code of Practice (2014).

A child or young person has special educational needs if he or she has learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

(Code of Practice 2014)

At Hemswell Cliff Primary School we believe that a child has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the local area of the educational authority
- Has emotional or behavioural problems that stop them from accessing the curriculum

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

The School's Provision for Special Educational Needs

1. The Special Educational Needs Co-ordinator (SENDCO) is Ange Willcox .

2. The SENDCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

- on the shared drive there is a class folder containing individual pupil files with electronic copies of all individual plan's and reviews. The SENDCO is responsible for checking these records are up to date and ordered
(Code of Practice 2014 pg 97)

3. Class teachers are responsible for

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Identifying pupils who require extra support in class, raising initial concerns and consulting the SENDCO for advice and support
- Differentiating activities for all pupils, including more or less able children
- Writing and/or contributing to individual learning plans and implementing targets in class;
- Acting to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.
- Managing teaching assistants in their classrooms on a day to day basis
- Regularly meeting with parents to update them on their child's progress and any changes to support or progress
- Meet, where appropriate, with Outside Agencies
- Carrying out their duties, adapting curriculum and curriculum experiences (trips and other special activities e.g. sports day, theme weeks or baking) for disabled pupils under their care in order that they may have equal access to the school's life
- Each class has a SEND Folder. This contains a section for each child, Individual Learning Plans, examples of work, copies of outside agencies reports and letters from specialists or other professionals for each child on the register. It is the responsibility of the class teacher to keep these records up to date. It is the responsibility of the SENDCO to make sure staff are provided with all the appropriate information
- On the shared drive there is also a class folder containing individual pupil files with electronic copies of all individual plan's and reviews

4. Teaching assistants will support the teacher and pupil by:

- Working closely with the class teacher to support learning and remove barriers
- Implementing an individual or group of pupils' access to, and progress in, the curriculum
- Implementing activities designed to achieve targets, remove barriers and close the gap
- Encouraging and promoting pupil independence
- Regularly liaising with teachers and the SENDCO, giving feedback and suggesting development
- Working with individual or groups of pupils (e.g. Precision Teaching or Power of 2)
- Carrying out specific booster teaching programmes (e.g. RWI)
- Helping to prepare resources and adapting materials
- Attending planning and review meetings as appropriate
- Meet regularly with the SENDCO to discuss concerns about any pupils
- Carrying out their duties for disabled pupils under their care
- Attend appropriate training programmes where necessary

5. The Governing Body will ensure that:

- The SEND policy is implemented fully
 - A summary of the SEND policy is included in the annual school profile.
 - The success of the SEND policy is reported in each Head teacher report
 - A governor with responsibility for SEND is appointed. This is currently **Geoff Turner**
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- Pupils are taught in mixed year groups of up to 30 children (KS1) and up to 34 children (KS2). Early action is encouraged for pupils who need further consolidation or support prior to placement on the SEND 'register'.
 - Pupils on the SEND 'register' may receive extra support from a teaching assistant, in a group or as an individual, however high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
 - If an individual pupil receives one-to-one support through EHCP provision, there may be occasions when that child is helped through group support as part of his/her learning programme
 - Arrangements are made for pupils with SEND taking statutory tests. These include a reader, extra time and help with recording, in line with government assessment policy. The class teacher and SENDCO liaise together to provide this support
 - SEND group work may take place in a different area of the school than the classroom.
 - When children leave the school, all SEND records are sent on to the new school. The SENDCO contacts the receiving school's SENDCO to ensure continuity of support. Wherever possible it is recommended that both these be done within 3 weeks of the child starting at the school
 - The SENDCO invites Secondary SENDCO's to attend Transition review meetings during the summer term in order to discuss SEND pupils who will be joining them in Year 7. Transition programmes are set up in advance in order for there to be a smooth transition for vulnerable pupils during this time.
 - The SENDCO attends transition review meetings during the Summer Term with feeder Nursery schools in order to discuss SEND pupils who will be joining the school in Year R. Additional, transition programmes are set up in advance in order for there to be a smooth transition for vulnerable pupils during this time
 - The SEND register is updated each half term by the SENDCO and class teachers and distributed to all teachers and teaching assistants

6. Identification of SEND

The early identification, assessment and provision for any child who may have special educational needs is extremely important. The earlier action is taken the more responsive the child is likely to be and the more readily intervention can be made.

If a difficulty proves transient, the child will subsequently be able to learn and progress normally.

If the difficulty proves less responsive to provision made, then an early start can be made in considering what additional provision may be needed to support the child's progress.

In our identification of needs we will refer to:

1. The schools Assessment, Teaching and Learning and Feedback Policy
2. Baseline results
3. National Curriculum Level descriptions and The Foundation Stage profile
4. Progress against the Literacy and Numeracy Programmes of Study
5. Standard screening and assessment tools

6. We also consider an expression of concern and information provided by parents when making this identification.
7. Termly Pupil progress meetings

At Hemswell Cliff Primary School, a child has special educational needs if they have a specific educational need that calls for special educational provision.

A child has a learning difficulty if he or she:

- a) Has significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability that either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the local area of the educational authority.
- c) Is under five and falls within the definition of (a) and (b) above, or would do if special educational provision was not made for the child.
- d) Has emotional or behavioural problems that stop them from accessing the curriculum

At Hemswell Cliff Primary School we do not regard children as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is, or will be taught.

Triggers for SEND concerns may include:

- Lack of progress in acquiring literacy or numeracy skills. This can be identified by children not achieving the suggested Age-Related Expectations
- Marked high ability in numeracy, literacy or reasoning
- Poor short-term memory
- Difficulties with following instructions, or sequencing events or tasks
- Poor listening and attention skills
- Short concentration and high level of distractibility
- Poor gross or fine motor control
- Clumsiness/lack of co-ordination
- Visual or hearing problems
- Speech and language difficulties
- Communication problems
- Behavioural problems
- Delayed physical development
- Low self esteem
- Attention seeking behaviour
- Aggression
- Withdrawn or isolated behaviour/Over-anxiety
- Lethargy
- Neglected appearance
- Toileting problems
- Obsessive behaviour/nervous tics/habits
- Attendance problems

- Child protection issues
- Family problems – family break ups, bereavement

7. Assessment for identification

- Pupils are assessed on entry to the school through the normal testing procedures. If their needs have been identified on transfer liaison will be made with the appropriate agencies.
- The school will adopt a range of strategies to support children.
- For many children the action taken will resolve their needs.
- Parents are involved prior to placement on the SEND register so all procedures can be explained, and agreement reached regarding future support. A letter is sent out confirming this action. Parents are then invited into school after around 12 weeks to receive an update on their child's progress and are involved in supporting the child at home with individual targets. A Gold Form is put in place and an individual file is created.
- All SEND files are kept in the main office in the locked filing cabinet and classes may need a SEND Folder. This contains:
 - A section for each child with their gold sheet, individual plan's, examples of work, copies of LSS reports and letters from specialists or other professionals for each child on the register
 - Copy of the SEND register
- These are updated and monitored by the SENDCO. Each folder contains the child's Gold Form (SENDR), learning plans, information from outside agencies and records of any meeting minutes.

8 Provision of Needs and strategies used

- Assessment and provision will be made in accordance of need
- The SEND register is set out as a graduated approach of need:-
 - Children with complex needs and need a high level of support are seen as **red children**. These include children with an Education, Health and Care Plan. They are high priority and often have multi-agency involvement. They have prescribed reviews lead by the SENDCO once every full term
 - Those with some complex or identified needs and need additional support are classed as **amber children**. There may be a possibility of agency involvement and reviews overseen by SENDCO take place 3x yearly
 - Children who need some additional in-school support are classed as **green children**. These are managed by teaching staff and targets are reviewed at parents or planning meetings
 - Children who have been raised as cause for concern by a class teacher or teaching assistant during pupil progress meetings are seen as **blue children**

This is a staged provision, not an automatic progressive progression. It is only when a child's progress continues to cause concern that the next stage will be implemented.

It is important to note that some children who are not listed on the SEND register may still require some additional support to help them reach their potential and to fill in any 'gaps' of learning that they have. This support will be given in the form

of intervention programmes/booster sessions that are well matched to the child's needs and are designed to take place over the course of a term (12 weeks)

- In regards to additional support for children the class teacher will:
 - ✓ Identify children who would benefit from intervention programmes at the end of each term in our Pupil Progress meeting and annual target setting meetings. Once planned, they will discuss this with parents to ensure they are fully informed.
 - ✓ Use effective teaching and learning strategies to help children consolidate learning across the curriculum.
 - ✓ Make assessments, keep records and make professional judgements on assessments so that they can pinpoint those children who are not progressing as expected
 - ✓ Identify what is stopping the child from learning and develop effective support strategies within the classroom
 - ✓ Place the child or group of children on a short-term booster programme. These may be National programmes like RWI (Literacy Support), OR may be written by the teacher to specifically meet the needs of the child/children. This was known as Wave 2 intervention
 - ✓ Parents of children on intervention programmes/booster sessions must be informed of any additional intervention
 - ✓ At the end of the booster programme the teacher may possibly invite parents back into school to discuss the progress made and the next step. This may include:-
 - ✓ The child has made good progress and need not continue on Classroom Action/Cause for Concern (Blue)
 - ✓ The child has not made the progress expected and should be placed on the SEND Register where further support can be given.
- For children on the SEND register the class teacher will provide interventions that are additional to or different from those provided as part of the schools usual differentiated curriculum. This additional intervention may take the form

of a different activity, outcome or provision of additional adult to support during class learning. The staff reserves the right to decide which is the most appropriate in the context of all the needs within their class.

- All interventions at red, amber, green and blue will be recorded at the beginning of each term and recorded on a 'Provision Map' which the SENDCO will oversee
- The class teacher, with support from the SENDCO will write an individual plan's detailing measurable targets and the activities the child will need to do to achieve the targets
- The class teacher needs to collect evidence which may involve unaided classroom work and assessments. This will be in a special target book set up with the class teacher, pupil, parent and SENDCO
- Children will continue for at least 6 – 12 weeks on individual plans before the further intervention will be considered.
- The class teacher will meet with the parents of green children during termly Parent's Evening. They will discuss any progress made and further targets to be set
- Parents of children at amber and red stage meet termly with the class teacher and SENDCO. At this meeting the teacher and parents will discuss the progress the child has made against the targets set and a decision will be made as to the next step.
- If a child has not made the progress expected a decision may be made to involve specialist support. This means that the child will move to amber or red. If this is the case the SENDCO will inform parents.

9.INDIVIDUAL PLANS – Pupil passports

- **Use of Individual pupil profiles (learning plans) are used at Hemswell Cliff Primary School**
- **Blue** - Boosters/Interventions-children at this stage will not need an individual plan's
- Where a pupil's needs require more than the normal differentiation planned and delivered in class, (Green, Amber and Red children), a pupil profile will be drawn up, which sets out individual targets for the child in identified areas of the curriculum
- Individual plans work from a positive starting point of what the pupil is able to do, and will have 'SMART' targets (Specific, Measurable, Achievable, Relevant, Time-bound) aimed at small, achievable steps built into it to ensure success
- SEND provision will be highlighted on short term planning
- Pupil profiles are reviewed in accordance with the SEND Code of Practice with the pupils, their teachers, teaching assistants and parents
- If a child's needs are more behavioural then a Behaviour Support Plan will be written in order to care them in school. These will be reviewed termly with the child and parents.

10. Education, Health and Care Plan (EHCP)

- School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)
- A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.
- The evidence will include:
 - ✓ Previous individual education plans and targets for the pupil.
 - ✓ Records of regular reviews and their outcomes.
 - ✓ Records of the child's health and medical history where appropriate
 - ✓ National Curriculum attainment levels in reading, writing and mathematics.
 - ✓ Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
 - ✓ Views of the parents.
 - ✓ Views of the child
- The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Their views will be vital throughout this process.
- Children with an EHCP will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENDCO from the new school will be informed of the outcome of the review and are always invited to attend any review meetings. During the yearly review children in Year two and five should have their needs considered in the light of their move to Key Stage 2 or secondary school and recommendations made. The child's EHCP will be amended by February of the year of transfer in the light of the recommendations of the annual review, the parent's views and preferences and the response to consultations by the LEA with the school concerned.
- The EHC plan will be reviewed annually. Parents and other external services will be invited to a meeting where the child's progress against the targets will be discussed. The SENDCO will then complete an Annual Review form and return it to the LA within 1 week of the Annual Review meeting
- EHC assessment itself will not always lead to an EHC plan as it may be considered that the child's needs would be met best by continued school intervention and support.

- A pupil with an EHC for SEND may have one-to-one support, with outside agency and parental involvement as before. Funding for this comes from the LEA and is put into the main school budget to be used to supplement existing support (not to replace it).

11. SEND Funding

- SEND funding comes from “Standards Funding” each year and is shared into four areas:
 - ✓ SEND training
 - ✓ SEND management budget
 - ✓ Bought in external agency support e.g. Specialist teaching and applied psychology service/Behaviour Support service
 - ✓ School SEND resources budget
- The SENDCO will report to the Governing Body on how the SEND Resource budget has been allocated and spent.
- The school is committed to supporting the needs of children and TA support funded from the school budget provides support for children (unless the child has a band 6-8 statement when there is additional funding.)

12. Partnership with parents

- Hemswell Cliff Primary School believes that parents have much to contribute to the development of children with special needs and we encourage parents to be fully involved with all aspects of the child’s education. We believe in an equal partnership between teachers and parents in the education of its pupils. Teachers notify and involve parents when the school first becomes concerned about a pupil’s learning development and keep them updated throughout the various stages.
- Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child’s needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child’s education.
- Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.
- The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

- At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.
- We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.
- Parents always have access to the SENDCO through a school email address.
- If parents are concerned they should:
 1. Contact the class teacher
 2. Contact the SENDCO
 3. Follow the school Complaint procedure
- We encourage active partnership through an ongoing dialogue with parents. This is done through:
 - ☀ Consultation evenings
 - ☀ Review meetings
 - ☀ Informal meetings
 - ☀ Annual Review of EHCPs

13. Emotionally Based School Avoidance

Emotionally Based School Avoidance (EBSA) is a term used to describe children who experience challenges in attending school due to negative feelings (such as anxiety). EBSA is commonly associated with emotional and physical distress, and a reluctance to attend school, which can lead to reduced attendance and further anxiety regarding school.

At Hemswell Cliff, we use the term 'avoidance' rather than 'refusal'. 'Avoid' means "keep away from or stop yourself from doing something" whereas 'Refuse' means you are unable to give or accept something offered or requested (Waite, 2012). We use this term as some children are frequently looking to avoid something by not attending school (e.g. anxiety), rather than refusing to attend due to being defiant or unwilling.

At Hemswell Cliff, we take a preventative role around EBSA through adopting whole school practices that promote wellbeing and positive mental health in our children.

All staff are aware of the importance of early intervention and of the strengths-based approaches needed to gain a full understanding of the reasons for the pupil's absence or behaviour and the range of interventions that can be used to support them.

Where necessary, school will use the ATTEND framework to support children and families. This is an assessment tool that will enable the SENDCO and attendance lead to work with families to formulate a robust graduated approach to a growing area of need, that has been further exacerbated by the Covid-19 pandemic. Interventions may be needed at the level of the child, the family, peer and school and wider context.

14.Pupil Feedback

Pupils are encouraged to be involved in the process of identifying targets, devising support and reviewing progress. Pupils with EHCPs are invited to attend their annual reviews and the individual plan's is written in a child friendly format, these will be reviewed after a 12-week period

15.Transition between Educational Placements

Children moving from FS 1 to FS2:

1. The FS teacher will liaise between parents and staff at pre-school settings.
2. SENDCO/Head teacher will attend Review meetings for those children with individual plan's
3. SENDCO/Head teacher will attend the Annual review meeting for EHC children and provision will be put in place to ensure that children are not discriminated against.

Children moving from Key Stage 1 to Key Stage 2:

1. Have regular opportunities to work with Key Stage 2 in term 6
2. Key stage 2 teacher will meet with the Key Stage1 teacher and parent in Term 6

Children moving from Key Stage 2 to secondary school will:

1. In their Year 5 Annual review parents will be asked to name the Secondary School they have chosen and the SENDCO of that school will be invited to attend
2. Meetings will be held between the two schools with the Secondary School SENDCO normally invited to attend review meetings for pupils during term 4, 5 or 6 at Year 6
3. SENDCO will arrange a meeting with the Secondary School SENDCO discuss the transfer of children in Term 6 of Year 6
4. All SEND Records will be passed on to the secondary school before the summer holidays

16.Evaluation:

Success criteria:

- The child is able to work happily and achieve within the classroom environment
- The child has a positive self-image and is motivated to learn
- The child is achieving the small steps towards identified targets on the individual plan's
- The parents are knowledgeable about the arrangements in place to support their child, and are at least satisfied with the arrangements in place
- That all the appropriate school procedures are in place and are being followed

17.Review

The head teacher and teaching staff will review this policy annually. Any amendments will be presented to the Governing Body for approval.

Date: _____

Signed: _____

Position: _____



Inclusion and SEND Policy

Appendix 1

Check sheet for Class teachers

For children at:	Blue / Green		Amber / Red	EHC / Red
	BLUE Classroom Action-booster programmes	GREEN - when Teacher writes specific targets related to child's assessments	AMBER/RED – when teacher and SENDCO write specific targets, outside agency involvement	
Class teacher will	<ul style="list-style-type: none"> ☀ Identify children who are not making progress during assessments ☀ Record their concerns on 'Classroom Action Form' (see SENDCO) and speak to SENDCO ☀ Place the child on an Interventions programme (Springboard, Additional Reading, Plus 1, Toe by Toe) ☀ Fill in the Provision Mapping during a pupil progress meeting at the end of term 	<ul style="list-style-type: none"> ☀ Identify children who are not making progress during assessments ☀ Set SMART targets based on the child's assessments ☀ Fill in the Provision Mapping during a pupil progress meeting at the end of term ☀ Include the child's name on the 'SEND Register' ☀ Invite parents to a meeting and share with them the targets and then invite them back after 12 weeks <p>Collect evidence and place in the class SEND Folder</p>	<ul style="list-style-type: none"> ☀ Identify children who are not making progress during assessments ☀ Invite parents into school at 12 week intervals and ask parents to give permission for an Assessment ☀ Record all meetings with parents on a gold form ☀ Fill in the Provision Mapping during a pupil progress meeting at the end of term ☀ Work with external agencies ☀ Set SMART targets based on the child's assessments 	<ul style="list-style-type: none"> ☀ Work with external agencies. 1-1 support and parents ☀ Inform SENDCO of any concerns they have about the child/or concerns that parents have (record on gold form) ☀ Write targets and review them every 12 weeks taking the objectives in the statement as basis for the targets ☀ Attend the yearly Annual review meeting <p>Provide evidence for the EHC process</p>

	<ul style="list-style-type: none"> ☀️ Include the child's name on the SEND Register' ☀️ Inform parents during parents evening Collect evidence and place in the class SEND Folder		Collect evidence and place in the class SEND Folder	
SENDCO will:	Monitor progress and effectiveness and impact of intervention	Monitor progress and effectiveness and impact of intervention	<ul style="list-style-type: none"> ☀️ Meet with parents and class teacher to ask for an assessment and then later to give parents details about the results of the assessments Arrange outside agencies to carry out an assessment	<ul style="list-style-type: none"> ☀️ Set up Meeting to collect information for the statement ☀️ Organise the Annual Review Meeting once a year