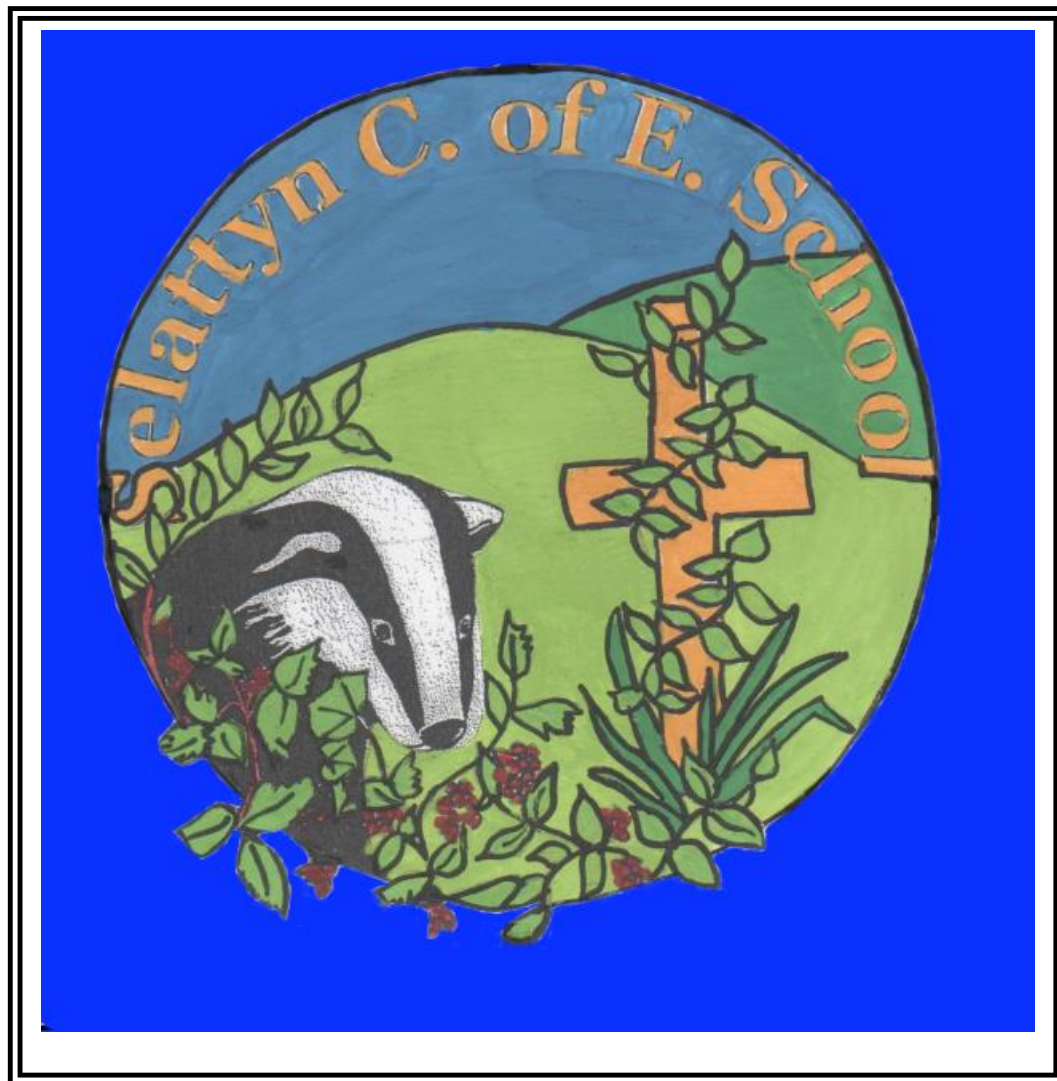


SELATTYN CHURCH OF ENGLAND PRIMARY SCHOOL



**SEND POLICY
&
INFORMATION
REPORT FOR SPECIAL
EDUCATIONAL NEEDS
AND/OR DISABILITY**

**SEPTEMBER 2024
REVIEW SEPTEMBER
2025**

SELATTYN C. OF E. PRIMARY SCHOOL

MISSION STATEMENT



“Selattyn Church of England School takes pride in being a small, special, successful family with an overriding, caring Christian ethos.

Christian values run as a thread through our learning and teaching and collective worship forms an important part of our daily life.

We nurture and utilise our unique rural environment and draw from and contribute to our local community and church.

We believe in the realisation of each individual’s true potential, regardless of their ability or social background, through their personalised learning and spiritual journey with an onus on making education exciting and fun.”

Head Teacher's Vision Statement for 2024/25

SELATTYN C.E. PRIMARY SCHOOL takes pride in being a small, special, successful, family learning environment with an overriding, caring Christian ethos.

- *is a place where Christian values are woven as a thread through all our learning and teaching and are linked to defined British values.*
- *is a place where we aim for all children and stakeholders to feel safe, happy and valued.*
- *develops and fosters strong relationships between children, staff and the community, based on our primary school rule of RESPECT.*
- *is fully inclusive.*
- *is a place where everyone is equal and we all have the right to be heard and listened to.*
- *is a learning environment committed to nurturing and supporting each individual, in their cognitive development and their social/emotional development and mental well-being.*
- *is committed to healthy lifestyles for all.*
- *encourages and supports all children in becoming independent, self-motivated learners, who are challenged to meet high expectations, have high expectations of themselves and make excellent progress.*
- *is a place where challenging academic progress and attainment runs hand in hand with mental well-being and development of spirituality and character.*
- *believes in the realisation of each individual's true potential through their personalised learning and spiritual journey.*
- *has a broad, balanced and creative curriculum focussed on making education exciting, stimulating and fun.*
- *is a place where children make use of outside and inside space, nurturing and utilising our unique rural environment for learning experiences.*
- *draws from and contributes to our local community and church.*
- *reflects on wider global issues through PSRHE, Collective Worship, Local Curriculum sessions and visitors to the school throughout the school year.*
- *is a place where children and staff have a strong, developing sense of social responsibility, locally, nationally and globally.*
- *is a great place to grow as individuals and learn to be the best that we can be.*

This policy outlines how we identify and manage Special Educational Needs and Disability in our school to ensure that pupils requiring SEND support achieve their full potential. This policy is supported further by Selattyn CE Primary School's SEND Information Report, Medical Needs Policy and Equal Opportunities Policy.

Selattyn CE Primary School SEND Policy

Principles

We endeavour to:

- Monitor the progress of all pupils.
- Work closely with pupils and parents/carers and listen to their views.
- Ensure equal opportunities and commit to meeting the needs of all our pupils.
- Fully integrate pupils with SEND into the life of the school.
- Ensure we are offering an inclusive curriculum where the needs of all learners are catered for.

In order to properly support children with SEND, with regard to the principles set out in the Code of Practice (2014), we believe in the importance of:

- The participation of children and their parents in decision- making.
- The early identification of pupil's needs and early intervention to support them.
- Greater choice for pupils and parents over support.
- Collaboration between education, health and social care services to provide support.
- High quality provision to meet the needs of pupils with SEND.
- A focus on inclusive practice and removing barriers to learning.
- Successful preparation for transition.

Identification of Pupils with SEND

The Code of Practice (2014) states that:

‘A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’

Pupils with SEND may:

- make significantly slower progress than their peers
- fail to meet their own previous rate of progress
- fail to close the gap in attainment
- widen the gap in attainment

The four areas of Special Educational Need and Disability:

1. Cognition and Learning. Needs may include: Specific learning difficulties (SpLD), Moderate learning Difficulties (MLD), Severe learning difficulties (SLD) and Profound and multiple learning difficulties (PMLD).
2. Social, Emotional and Mental Health Difficulties. Needs may include: Attention disorder (ADD), Attention deficit hyperactive disorder (ADHD) and Attachment disorder.
3. Communication and Interaction Needs. Needs may include: Speech, language and communication needs (SLCN), Autism (Including Asperger syndrome).
4. Sensory and/or physical needs. Needs may include: Visual impairment (VI), Hearing impairment (HI), Multisensory impairment (MSI), Physical disability (PD).

Details about how we support pupils with these specific needs can be found in our SEND Information Report.

We are committed to the early identification and support of pupils with SEND. When a child is identified as having SEND, an Individualised Education Plan (IEP) (also referred to as a Pupil Centred Plan) consisting of a Learning Plan and One Page Profile, is developed with the pupil, parents/carers, teacher and SENCO. This is reviewed termly. It is encouraged for parents/carers of SEND pupils to meet with the SENCo at least three times per academic year.

The Graduated Response

Wave 1 – High quality fully inclusive teaching is delivered by class teachers. The needs of all children are considered. If the pupil is not making progress, strategies may be developed with the support of SENCo. After half a term, if the pupil has not made progress, move to Wave 2.

Wave 2 – In addition to high quality, fully inclusive teaching, pupils may be able to access small group/ 1:1 intervention to target specific areas, led by teaching assistant/HLTA. Pupils selected should be added to the 'monitoring list', where a specific target can be set with the aim to provide more focused, tailored support. After a term, the target is to be reviewed and if the child has not made adequate progress, move to Wave 3.

Wave 3 – Parents/carers are informed. The pupil is placed on the SEND register and an individual education plan (IEP) is established between the SENCo and class teacher which details specific targets to support the pupil. Advice is sometimes sought from a specialist external agency when required. In partnership with parents/carers and the pupil themselves, targets are tailored to support specific needs. These needs can be met through small group interventions/ 1:1 intervention or through external services. The SENCo will oversee this over the duration of the term and targets will be reviewed at the end of the term between SENCo/ class teacher and HLTA. Parents/carers will meet with SENCo at least three times per year to discuss IEP's and will collaborate on ways forward to best support the pupil.

Management of SEND

- Parents/carers will be kept informed of any additional or different provision being given and are invited to contribute to and attend any review meetings about their child.
- IEP's and Provision Maps will be monitored by the SENCo.
- Pupils with SEND will have carefully differentiated learning challenges.
- Pupils with SEND will be carefully monitored through the four part assess, plan, do and review process whereby the staff and parents/carers revisit and refine previous targets and decisions to enable a growing understanding of the techniques and methods that enable the pupil to make progress and secure outcomes.

Role of the SENCo:

The SENCo at our school is Mr M Smaje who holds the National Award for SEN Coordination (PGCert). We adhere to the roles outlines in the SEND Code of Practice (2014), the SENCo 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 socialcare 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 headteacher 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

The Role of the Governing Body

The Governor with responsibility for SEND is Mrs N. Hill. Mrs Hill is involved with developing and monitoring the SEND policy and SEND Information Report. SEND provision is an integral part of the School Development Plan.

Admissions

We welcome all pupils into our school and endeavour to ensure that appropriate provision is made to cater for their needs. A decision not to admit a pupil with SEND or an Educational Health Care Plan would only be taken if their needs could categorically not be met in our school, or if it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent this. Pupils with SEND are encouraged to take part in the full life of the school. Pupils with SEND access our before and after school provision.

Review Date: September 2025

SELATTYN C. E. PRIMARY SCHOOL INFORMATION REPORT FOR SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES

SEPTEMBER 2024 - 2025

Selattyn C. E. Primary School is small, rural Church of England School, with pupils ranging from 4 to 11. There are currently four classes within our school:

Class 1 – Reception and Year 1 Pupils

Class 2 – Year 2 and Year 3 Pupils

Class 3 – Year 4 Pupils

Class 4 – Year 5 and Year 6 Pupils

- Class 3 and 4 occasionally combine during afternoon sessions.

“Selattyn Church of England School takes pride in being a ‘Small School with a Big Heart’. Christian values run as a thread through our learning and teaching and collective worship forms an important part of our daily life. We nurture and utilise our unique rural environment and draw from and contribute to our local community and church. We believe in the realisation of each individual’s true potential, regardless of their ability or social background, through their personalised learning and spiritual journey with an onus on making education exciting and fun. We aim to develop a culture of true inclusion and diversity where all individuals are proud of their identity and are able to participate fully in school life.”

Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states: SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A 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.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

We may offer the following range of provision to support children with SEND:

All Shropshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The information below details the offer within the school and ways in which parents and children may access the support required.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

B.

PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL NEEDS AND/OR DISABILITIES IN SELATTYN C. E. PRIMARY SCHOOL

**Class teacher.
He / She is responsible for:**

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary.
- Writing Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP), and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Contacted by: arranging an appointment by telephoning the school.

**The Special Educational
Needs Co-Ordinator
(SENCO)**

Mr M Smaje

He is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that as parents you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is receiving
 - involved in reviewing their progress
 - involved in planning their next steps of learning.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) that specify the targets set for your child to achieve.

**Teaching Assistant [TA]
Learning Support Assistant
[LSA]**

Contacted by: telephoning the school to make an appointment.

A TA or LSA may be allocated to a pupil with special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.
As a TA or LSA they are responsible for carrying out the programmes for supporting your child in accordance to the planning and instruction of the class teacher.

**Head teacher
Mr Ross Shepherd
He is responsible for:**

**SEND Governor
Mrs Nikki Hill
They are responsible for:**

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCO and class/subject teachers but is still responsible for ensuring that your child's needs are met.
- Co-ordinating all the support for children with special needs and/or disabilities.
- Monitoring the support your child is receiving.
- Liaising with all the other people who may come into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. as necessary.
- Monitoring training for staff so they are aware and confident about how to meet the needs of your child and any others in the school.
- To provide specialist support for teachers and support staff in school so they can help pupils with SEND in the school to achieve their potential.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

Contacted by: telephoning the school for an appointment.

- Making sure that the school has an up to date SEND Policy and Information Report.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Reporting to Governors on the success of SEND provision within the school.

Contacted by writing to the SEN Governor via the school office.

HOW WE CONSULT WITH PARENTS AND CARERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

- The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies may be used.
- Information, Advice and Support Service (IASS) Shropshire is available to meet with you to discuss your child's progress or any concerns/worries you may have. There is an IASS in every Local Authority. You can access further details from their website.
- Information from outside professionals will be discussed with you, either with the professional directly or with the SENCO. This can take place in the school setting or as a written report.
- IEP's or Provision/Learning plans will be reviewed each term and discussed at termly meetings.
- Homework will be adjusted as needed to meet your child's individual needs.
- A home / school book may be used to support communication with you if this would be useful.
- We hold an 'open door' policy so all parents / carers can talk to staff about concerns or worries, progress or next steps.

HOW WE CONSULT WITH OUR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- Class teachers and / or SENCO discuss the targets on the IEP/LP with the children to make them aware of what they need to work on.
- We investigate different learning styles and consult with the children, if appropriate, as to how they feel they learn best.
- All children are encouraged to attend Parents' Evening and Pupil Reviews with their parents where targets and progress will be discussed.
- If a child receives an EHCP, he or she will have an input into the form for the annual review meeting.
- We have a School Council where children's voices are heard.
- We have a strong Christian, family, caring whole school Ethos and a well embedded PSHE and pastoral programme.

HOW WE SUPPORT OUR PUPILS AT TIMES OF TRANSITION

IF YOUR CHILD IS MOVING TO ANOTHER SCHOOL:

- We will contact the new school's SENCO and ensure they have necessary details regarding support and organisation.
- We will transfer all appropriate records about your child to the new school as soon as possible.

WHEN MOVING CLASSES IN SCHOOL:

- Information regarding Learning Targets, class organisation and general information will be shared with the new class teacher.
- All pupils have a 'taster' half day in their new classes; extra sessions may be arranged if appropriate.

- For pupils who have an EHCP or who have more complex needs on School Action Plus, specific training, planning or preparation will be discussed by previous class teacher, SENCO and new class teacher.
- Weekly staff meeting agenda includes time to discuss SEN pupils' progress and well-being.

WHEN MOVING TO SECONDARY SCHOOL:

- At transition stage to Secondary school, all pupils on the SEN register are consulted about their expectations, concerns or worries regarding their next school and close contact is established with staff and key workers from their new staff if necessary.
- Senco / Class teacher meets with parents, secondary school SENCO and key workers to discuss the specific needs of any child on the SEN register or who is vulnerable or has barriers to learning.
- Year 7 co-ordinators visit our school to speak to all pupils in an informal session.
- Year 7 co-ordinators and secondary SENCOs are invited to all Annual Reviews.
- Additional sessions are organised for visits to the new setting for familiarisation should this be appropriate.

HOW WE ADAPT OUR CURRICULUM AND LEARNING ENVIRONMENT TO INCLUDE PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- An access plan highlights the current facilities which include:
 - Two all-access toilets; one for each site
 - Access for disabled/wheel-chaired parents, carers or pupils via the rear of the school
 - Flexible teaching allocation to classrooms to allow for any disabled pupil to remain in the top site of the school
- Resources are purchased where necessary to facilitate inclusion, progress and well-being.
- Advice is taken from outside agencies and our considerable experience is drawn upon to generate specifically tailored support strategies and programmes.
- Provision of specialist equipment or modified resources is made with in the set-up of the budget if needed.
- Teaching Assistants support pupils with SEN on a one to one basis, two to one basis, small group basis or larger group basis with in the classrooms.
- One to one tuition is offered to any pupil identified by our tracking system as needing extra support and consolidation or challenge.
- Access to learning is facilitated through appropriate differentiation of targets and tasks.
- Use of interactive whiteboards and computers in all classes.
- Flexible mixed-aged classes and teaching provides pupils with access to other classes for sessions in order to meet their needs.
- Our small school Ethos ensures all staff are aware of all pupils who need support and individual learning journeys.
- Working in our School Families once every half term allows pupils on the SEN register to be leaders and innovators within vertically mixed aged groups. [from Reception to Year Six]

OUR PROVISION FOR PUPILS WITH SEND

COMMUNICATION AND INTERACTION

1. Speech, Language and Communication Needs

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTION FOR THOSE IDENTIFIED WITH NEEDS
<ul style="list-style-type: none"> • Pre – School transition meeting / information. • Identification is by whole staff review of whole school assessment pupil tracking, class teacher / staff observations, SENCO observations, parental information, information received from other schools, outside agency information and referrals, on-going in class assessment. • Following assessment any programmes set in place are regularly reviewed by class teacher / staff who support the children. • Progress is shared termly with parent and pupils. • More frequent progress meetings may be set up between class teacher and parent or SENCO and parent if necessary. 	<ul style="list-style-type: none"> • Differentiated curriculum, planning, tasks, delivery and outcome. • Simplified, individual timetables • Consistent routines and expectations • Use of ICT • Use of support in class sessions • Use of Learning Mentor • PSHE sessions • Celebration Assembly • Regular show and tell sessions • Use of drama, art, music 	<ul style="list-style-type: none"> • Teaching and curriculum is adapted to meet the needs of all pupils within a positive, family based Christian Ethos. • In class support • Small group and individual work • One to one tuition sessions • Some to one tuition sessions • Personalised programmes • Speech and Language advice and support to Class Teachers • Educational Psychologist advice and support to class teachers • Behaviour support advice to Class Teachers • Play time and lunch time supervision support unstructured times during the day. • Whole school productions to develop confidence in speaking and encourage taking part

2. Autistic Spectrum Disorder / Condition

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTION FOR THOSE IDENTIFIED WITH NEEDS
<ul style="list-style-type: none"> • Pre – School transition meeting / information. • Identification is by the class Teacher / 	<ul style="list-style-type: none"> • Small, nurturing school with emphasis on self-worth and true inclusion. • In class support; one to one or small group. 	<ul style="list-style-type: none"> • Learning Mentor sessions where appropriate to work on social stories, social acceptance, social skills and strategies.

<p>SENCO/support staff, leading to referral to formal diagnosis.</p> <ul style="list-style-type: none"> • Assessment by and intervention from specialist outside agencies. • Following assessment any programmes set in place are regularly reviewed by class teacher / staff who support the children. • Progress is shared termly with parent and pupils. • More frequent progress meetings may be set up between class teacher and parent or SENCO and parent if necessary. 	<ul style="list-style-type: none"> • Assess preferred learning type and adapt task with support. • Consistent rules, routines and reasons • Visual timetables and aids to learning and structure of the day. • Consistent expectations. • Clear simple instructions. • Awareness of sensory distractions; noise, texture, colour, smell, space. • Adapt class room and environment as appropriate. 	<ul style="list-style-type: none"> • SENCO experienced in working with ASD pupils. • All staff have received training for supporting ASD pupils. • Individual programmes tailored for pupils both in class time and in unstructured times. • Support staff deployed in unstructured times if necessary. • Woodlands Outreach support for parents, pupils and staff. • CAMHs advice. • Educational Psychologist advice. • Regular support meetings with parents if necessary.
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COGNITION AND LEARNING

1. General / Moderate Learning Difficulties

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTION FOR THOSE IDENTIFIED WITH NEEDS
<ul style="list-style-type: none"> • Pre – School transition meeting / information. • Identification is by whole staff review of whole school assessment pupil tracking, class teacher / staff observations, SENCO observations, parental information, information received from other schools, outside agency information and referrals, on-going in class assessment. • Assessment by and intervention from specialist outside agencies. • Following assessment an IEP is set in place, this is regularly reviewed by class teacher / staff who support the children. • Progress is shared termly with parent and pupils. • More frequent progress meetings may be set up between class teacher and parent or SENCO and parent if necessary. 	<ul style="list-style-type: none"> • Flexible mixed-aged classes and teaching provides pupils with access to other classes for sessions in order to meet their needs. • Adapting teaching to maximise children’s learning styles. • Using multi-sensory equipment / activities where appropriate. • Differentiating work and outcomes. • Providing support within class; one to one, two to one or small group support. • One to one tuition sessions. • Teaching subject specific vocabulary in advance. • Use of ICT and computer programmes. • Visual timetables and resources. • Check lists, frameworks, modelling. • Relevant targets linked to IEP for personalised learning journeys. 	<ul style="list-style-type: none"> • One to one tuition sessions. • Some to one tuition sessions. • One to one in class support. • Some to one in class support. • Small group in class support. • One to one support for reading by volunteers. • Follow advice from outside agencies. • School mixed aged family system for support in unstructured times.

2. Specific Learning Difficulties eg. Dyslexia, Dyscalculia

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTION FOR THOSE IDENTIFIED WITH NEEDS
<ul style="list-style-type: none"> • Pre – School transition meeting / information. • Identification but not diagnosis is by whole staff review of whole school assessment pupil tracking, class teacher / staff observations, SENCO observations, parental information, 	<ul style="list-style-type: none"> • Follow advice from outside agencies. • Flexible mixed-aged classes and teaching provides pupils with access to other classes for sessions in order to meet their needs. 	<ul style="list-style-type: none"> • Provide a variety of resources to support learning above and beyond what is already in the class room. • One to one tuition sessions.

<p>information received from other schools, outside agency information and referrals, on-going in class assessment, leading to referral for formal diagnosis.</p> <ul style="list-style-type: none"> • Assessment and intervention by class teacher with guidance from SENCO / specialist Dyslexic or Dyscalculia adviser. • After assessment, personal targets are set in place, these are reviewed regularly by class teacher and staff supporting pupil. • Progress is shared termly with parent and pupils. • More frequent progress meetings may be set up between class teacher and parent or SENCO and parent if necessary. 	<ul style="list-style-type: none"> • Adapting teaching to maximise children's learning styles. • Differentiating work and outcomes. • Providing support within class; one to one, two to one or small group support. • One to one tuition sessions. • Teaching subject specific vocabulary in advance. • Use of ICT and computer programmes. • Visual timetables and resources. • Check lists, frameworks, modelling. • Relevant targets linked to IEP for personalised learning journeys. • Extra time to complete tasks. • Extra time to process information and respond. • Tasks broken down in small steps / chunks. 	<ul style="list-style-type: none"> • Some to one tuition sessions. • One to one in class support. • Some to one in class support. • Small group in class support. • One to one support for reading by volunteers.
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SOCIAL, MENTAL AND EMOTIONAL HEALTH

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTION FOR THOSE IDENTIFIED WITH NEEDS
<ul style="list-style-type: none"> • Pre – School transition meeting / information. • Identification is by the class Teacher / SENCO/support staff, leading to referral to specialist agencies. • Assessment and intervention by class teacher with guidance and support from SENCO / specialist agencies. • Following assessment an IEP may be set in place which will be regularly reviewed by class teacher / staff who support the children. • Progress is shared termly with parent and pupils. • More frequent progress meetings may be 	<ul style="list-style-type: none"> • Personalised learning approach for that child. • Stimulating learning environment within the class room. • Sensitive approach via whole school Ethos – Christian values, everyone matters, celebrate diversity to build self-worth. • PSHE curriculum. • Whole school behaviour policy, Anti-Bullying Policy, Whole school vision. • Rewards, star stickers, Dojo's, celebration assembly, star of the week gallery and rewards. • Develop resources appropriate to child's needs. • Consistent routines, behaviours and very clear boundaries and expectations of behaviour and social conduct. 	<ul style="list-style-type: none"> • Home / School links • One to one in class support. • Some to one in class support. • Small group in class support. • Provide a variety of resources to support learning above and beyond what is already in the class room. • Follow advice from outside agencies; such as Woodlands Outreach, Education Psychologists, Church support, CAMHs. • Early Help advice. • Training pupils and parents and staff about E-Safety. • E-Safety policies. • Training for all staff, Governors for Child

<p>set up between class teacher and parent or SENCO and parent if necessary.</p>	<ul style="list-style-type: none"> • Experienced staff with established techniques and routines. • School Family set up in mixed ages. • Mixed aged class teaching. • Helping Hands system for supporting pupils with concerns or worries. 	<p>protection.</p> <ul style="list-style-type: none"> • Workshops and assemblies from Childline, NSPCC. • School mixed aged family system for support in unstructured times; Buddy system; Prefect system.
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SENSORY AND / OR PHYSICAL

1. Hearing Impairment

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTION FOR THOSE IDENTIFIED WITH NEEDS
<ul style="list-style-type: none"> • Pre – School transition meeting / information. • Identification is by the class Teacher / SENCO/support staff / specialist agencies. • Assessment and intervention by class teacher with guidance and support from SENCO / specialist agencies. • Following assessment an IEP may be set in place which will be regularly reviewed by class teacher / staff who support the children. • Progress is shared termly with parent and pupils. • More frequent progress meetings may be set up between class teacher and parent or SENCO and parent if necessary. 	<ul style="list-style-type: none"> • Minimum distance between pupil and class teacher to facilitate lip reading. • Create optimal hearing environment. • Class room organisation to facilitate pupils facing class teacher and white board. • Take advice from relevant outside agencies. • Use clear visual aids. • Use word banks and teach subject specific vocabulary where appropriate. • Employ specialist equipment for hearing if appropriate. • Teaching Assistant support in class. 	<ul style="list-style-type: none"> • One to one in class support. • Some to one in class support. • Small group in class support. • Provide a variety of resources to support learning above and beyond what is already in the class room. • Support and advice from relevant outside agencies. • Training for all staff on relevant issues. • Awareness of health and safety issues – fire alarm etc. • Close support on all school trips.

2. Visually Impaired

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTION FOR THOSE IDENTIFIED
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<ul style="list-style-type: none"> • Pre – School transition meeting / information. • Identification is by the class Teacher / SENCO/support staff / specialist agencies. • Assessment and intervention by class teacher with guidance and support from SENCO / specialist agencies. • Following assessment an IEP may be set in place which will be regularly reviewed by class teacher / staff who support the children. • Progress is shared termly with parent and pupils. • More frequent progress meetings may be set up between class teacher and parent or SENCO and parent if necessary. 	<ul style="list-style-type: none"> • Ensure pupils who wear glasses are clear about when they are to be used / worn. • Sit pupils in an appropriate place in the class room for maximum vision. • Take advice from relevant outside agencies. • Provide work on coloured paper if appropriate. • Provide coloured overlays when appropriate. • Use word banks and teach subject specific vocabulary where appropriate. • Employ specialist equipment for hearing if appropriate. • Teaching Assistant support in class. 	<p>WITH NEEDS</p> <ul style="list-style-type: none"> • One to one in class support. • Some to one in class support. • Small group in class support. • Provide a variety of resources to support learning above and beyond what is already in the class room. • Adapt the classroom environment where necessary. • Support and advice from relevant outside agencies. • Training for all staff on relevant issues. • Awareness of health and safety issues – fire alarm procedures etc. • Close support on all school trips.
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3. Physical Difficulties

HOW WE IDENTIFY NEEDS, ASSESS AND REVIEW PROGRESS	HOW WE ADAPT TEACHING TO ENSURE ACCESS TO THE CURRICULUM	HOW WE PROVIDE SUPPORT AND INTERVENTION FOR THOSE IDENTIFIED WITH NEEDS
<ul style="list-style-type: none"> • Pre – School transition meeting / information. • Identification is by the class Teacher / SENCO/support staff / specialist agencies. • Assessment and intervention by class teacher with guidance and support from SENCO / specialist agencies. • Following assessment an IEP may be set in place which will be regularly reviewed by class teacher / staff who support the 	<ul style="list-style-type: none"> • Provide suitable equipment for pupils following advice from external agencies. • Provide suitable activities for pupils to develop appropriate skills. • Ensure tables, chairs and furniture are correct height. • Ensure environment is clear and clutter free to allow easy access. • Extra adult support for PE sessions if necessary. 	<ul style="list-style-type: none"> • Support and advice from relevant outside agencies, including Occupational Therapy. • Use of specialist equipment as appropriate. • One to one in class support. • Some to one in class support. • Small group in class support. • Provide a variety of resources to support learning above and beyond what is already in the class room. • Adapt the classroom environment where

<p>children.</p> <ul style="list-style-type: none"> • Progress is shared termly with parent and pupils. • More frequent progress meetings may be set up between class teacher and parent or SENCO and parent if necessary. 	<ul style="list-style-type: none"> • Extra support for Forest School sessions, Local curriculum sessions if necessary. 	<p>necessary.</p> <ul style="list-style-type: none"> • Training for all staff on relevant issues. • Awareness of health and safety issues – fire alarm procedures etc. • Close support on all school trips.
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HOW WE INVOLVE PARENTS AND CARERS IN THE ASSESSMENT AND REVIEW PROCESS

- Parents / carers are paramount partners in learning and working together to support their child.
- Parents' / Carers' wishes will play an important part in the plans put in place to support their children at home and at school.
- Parents /Carers have access to support and advice at the right time by working with Parent Partnership Service.
- Parents' / Carers' permission is sought where necessary, before a pupil is referred to an outside agency.
- Parents / Carers will be signposted to training support and advice through various options when appropriate.
- Parents / Carers are invited to discuss their child's progress and IEPs/Personalised Learning Plans at Pupil Review meetings.
- If the child has an EHCP, Parents / Carers are invited to attend the Annual Review meeting and voice their future wishes.
- The school operates an 'Open Door' policy so that parents / carers may contact a member of staff when necessary.

HOW WE INVOLVE OUR PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN THE ASSESSMENT AND REVIEW PROCESS

- Class teachers and / or SENCO discuss the targets on the IEP/PLP with the children to make them aware of what they need to work on. Pupils are encouraged to be actively involved with deciding on the type of support they need.
- We investigate different learning styles and consult with the children, if appropriate, as to how they feel they learn best.
- All children are encouraged to attend Parents' Evenings and Pupil Review meetings with their parents where targets and progress will be discussed.
- If a child has an EHCP, he or she will have an input into the form for the annual review meeting.
- We have a School Council where children's voices are heard.
- We have a strong Christian, family, caring whole school Ethos and a well embedded PSHE and pastoral programme.
- Our SENCO is also the Head, who takes time every day to speak and chat to pupils across the school, with special regard to any pupils who may be experiencing barriers to learning.
- All children are aware of their targets for progress and review them within the class room at regular intervals.

HOW WE ASSESS AND EVALUATE THE EFFECTIVENESS OF OUR SEND PROVISION AND HOW WE INVOLVE PARENTS, CARERS AND PUPILS IN THIS PROCESS

- The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so that similar strategies may be used.
- Pupil tracking data is regularly reviewed by staff to inform pupil progress and progress of groups of pupils.
- Parent Partnership Service [PPS] is available to meet with you to discuss your child's progress or any concerns/worries you may have. There is a PPS in every Local Authority. You can access further details from the National Parent Partnership Network website.
- Information from outside professionals will be discussed with you, either with the professional directly or with the SENCO. This can take place in the school setting or as a written report.
- IEP's or Personalised Learning Plans will be reviewed each term and discussed at termly meetings.
- Homework will be adjusted as needed to meet your child's individual needs.
- A home / school book may be used to support communication with you if this would be useful.
- Sharing of end of Key Stage results.
- Reporting to parents in writing through an annual report at the end of the summer term.
- We hold an 'open door' policy so all parents / carers can talk to staff about concerns or worries, progress or next steps.

HOW WE ENSURE ACCESS TO OUR FACILITIES FOR ALL PUPILS

- Equality policy.
- Accessibility Plan.
- Whole top site has wheel chair friendly doors and passageways.
- Vehicular access via the rear gate straight on to the playground and top site.

WHAT ACTIVITIES ARE AVAILABLE TO OUR PUPILS WITH SPECIAL EDUCATIONAL NEEDS, IN ADDITION TO THE CURRICULUM?

- After school clubs may include: [a selection each term]
 - Football
 - Selattyn Helpers
 - Chess
 - Rounders

- Cross country
- Tag rugby
- Dance
- Gardening / Environment
- Whole class ukulele lessons
- Peripatetic Piano lessons
- Outdoor learning sessions
- Cookery sessions
- One to one tuition
- Some to one tuition
- Whole school trip to a local theatre
- Visit from travelling theatre

WHAT SUPPORT IS AVAILABLE FOR OUR PUPILS WITH SPECIAL EDUCATIONAL NEEDS?

- Support is always available from their class teacher and / or SENCO.
- Support from TA.
- Support from external agencies including;
 - Educational Psychologist
 - Learning Support and Assessment Teacher [LSAT]
 - Local Authority
 - Speech and Language
 - Occupational; Therapy
 - Woodlands Outreach
 - Church / Diocese
 - Learning Mentor
 - Positive Leap sessions
- Volunteer reader helpers.
- Volunteer support in class rooms.
- All pupils have access to a broad and balanced curriculum.
- Access to appropriate specialist equipment where necessary.
- School vertically grouped family structure for lunchtimes, celebrations, Local Curriculum and curriculum days each term. Whole school Ethos; Christian values, truly inclusive, caring and encouraging, developing character, spirituality and resilience.

WHAT TRAINING HAVE OUR TEACHERS AND OTHER STAFF HAD TO ENABLE THEM TO SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS EFFECTIVELY?

- Woodlands Outreach training for pupils with ASD traits.
- Regular SENCO update meetings.
- SENCO received training on dyspraxia and ASD.
- Child protection training for all staff and Governors.
- Designate Lead Child Protection training for Head teacher, SENCO and Senior Teacher.
- Training and support for the development of the new curriculum.
- Visits, support and advice from LSAT, EP, OT.
- Support and advice from speech and language advisers.
- Provision Mapping Training.
- Transition training for pupils with SEND.
- Visits and workshops from Childline and NSPCC.
- Support and advice from Social workers / Banardos Workers.
- SUMO training for whole staff.
- Effective Learning Styles training.
- Restraint training.
- De-escalation training.

HOW WE OBTAIN THE SERVICES, PROVISION AND EQUIPMENT REQUIRED BY OUR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

We refer children to the following services:

- LSAT
- Woodlands Outreach Service – Support with ASD and learning behaviour.
- Educational Psychology Service.

- Educational Welfare Service.
- Speech and Language Therapy Service.
- Occupational Therapy Service.
- CAMHs
- Early Help.
- Positive Leap
- Social Workers.

We act on the advice of these services and purchase resources where necessary.

HOW WE SUPPORT THE EMOTIONAL AND SOCIAL DEVELOPMENT OF OUR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- Our school has a truly inclusive, family based, caring Christian Ethos which runs as a thread through everything we do.
- School has an Anti-Bullying Policy.
- School has a Special Education Needs Policy.
- School liaises with the school nurse for support and advice.
- School liaises with Enhance Social workers and LA social workers.
- SEAL and SUMO work is delivered in all classes as part of our whole school PSRHE curriculum.
- School has a 'Helping Hands' system for pupils to use if they need help or someone to talk to.
- School has a 'Buddy' bench for use at playtimes.
- School operates a prefect system so that older pupils help run the school.
- School is structured into five vertically grouped school families, where pupils support each other and encourage each other.
- School has a School Council so that all pupils have a voice.
- Head teacher / SENCO knows all pupils well and is very experienced in working with pupils with barriers to learning.
- Learning Mentor spends time with pupils who need support or help with social / emotional problems or concerns.
- School has close links with village Church and clergy who act as supportive friends.
- TAs support pupils in unstructured times.
- Equipment is provided at lunch playtime to engage children in playing together.
- Collective Worship provides a daily time for reflection and support; social and emotional issues are discussed, explored and considered within a positive and sensitive framework.
- Assemblies from visiting charities and helplines offer all pupils support and information on how to access support.
- Visiting Schools' Church Youth Worker offers regular support and advice through worship sessions.
- Schools' Church Youth Worker leads collective worship and transition sessions for developing self-esteem and leadership qualities for pupils.

IF YOU HAVE ANY QUESTIONS, CONCERNS OR COMPLAINTS ABOUT OUR PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

For any questions or concerns, please see the following in the suggested order:

1. Class Teacher.
2. SENCO
3. Head teacher

Please contact the school if you wish to make an appointment: **01691 659744**

GLOSSARY OF TERMS

IEP	Individual Education Plan
PLP	Personal Learning Plan
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEND	Special Educational Needs and or disabilities
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder
OT	Occupational Therapy
TA	Teaching Assistant
PPS	Parent Partnership Service
PSHE	Personal, Social, Health Education
ICT	Information, Communication Technology