

Waterfield Primary School



SEND and Inclusion Policy including SEND Report

Approved by: Principal & LGB

Date: November 2022

Last reviewed on: November 2022

Next review due by: November 2023



The Collegiate Trust
Exceptional Education for All

INCLUSION POLICY FOR WATERFIELD PRIMARY SCHOOL

The SEND (Special Education Needs & Disability) Report answers specific questions parents and other professionals may ask regarding the schools SEND provision. Information required within the SEND Report is identified within this policy by means of a box around associated text.

Legislative Compliance

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

- SEND Code of Practice (which takes account of the SEND provisions of the SEN and Disability Act 2001) 2015
- Ofsted Education Inspection Framework 2020
- Equality Act 2010
- Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work, group work following the Ethnic Minority and Traveller Achievement Service (EMTAS) seven-week programme and individual learning opportunities are provided for children as part of our provision for vulnerable learners.
- Disabled children who have been identified will have suitable adaptations made to enable full access to our curriculum and building.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs/barriers to learning.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs, and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs

have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.

Inclusion Manager & SENDCo

Karen Billington

Focus Areas: *Overall management of Inclusion and SEND, LAC, DSL, mental Health &*

Teaching Learning Focus on Specific Disability

Inclusion Team

SEND Teaching and Learning Lead

EAL Champion

Jemma Watkins (AP Lower School)

Learning Mentor

Jane Newell

SEND Learning coach

Emma Stamper

Advanced Precision Teacher

Bryony Jacobs

Aims and Objectives of this Policy

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

- To provide curriculum access for all
- To secure high levels of individual achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

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

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

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

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

The name and contact details of the SEND co-ordinator.

Miss K Billington – Inclusion Manager

Tel: 01293 548014

The name and contact details of the Designated Teacher for Children Looked After

Karen Billington – Inclusion Manager

Tel: 01293 548014

SEND REPORT INFORMATION REGARDING:

- **The kinds of Special Educational Needs which are provided for in our school:**

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

- Dyslexia
- Autistic Spectrum Disorders (ASD)
- Dyspraxia
- Attention Deficit Hyperactivity Disorder (ADHD)

In admitting pupils with special educational needs, we would expect to have informative discussions with both the pupil's family and the Local Authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant,

severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

SEND REPORT INFORMATION REGARDING:

- **Our school's policies for identifying children and young people with SEND and assessing their needs**
- **Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.**
- **Our approach to teaching children and young people with SEND**
- **How adaptations are made to the curriculum and learning environment of children and young people with SEND**
- **How our school evaluates the effectiveness of its provision for children and young people with SEND.**

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

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

SEND Code of Practice 2014

STAGE 1

Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions.

- All learners will have access to quality first teaching, this may be supported by our SEND Teaching and Learning Lead (Jemma Watkins).
- Some vulnerable learners will have access to carefully adapted activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation adaptation of the usual school curriculum – not a special intervention for pupils with SEND.
- Learners with SEND will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision

- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, the Local Authority, external agencies, and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

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

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENDCO.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for Vulnerable Learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised): such intervention may be individual or in a group and will either be categorised as precision teaching, specialist intervention or independent intervention.
- Individual class support/individual withdrawal
- Bilingual support/access to materials in translation
- Further differentiation of resources,
- Study buddies/cross age tutors
- Homework/learning support club
- Individual Learning Plans
- Digital Learning Classroom, known as the NEST.

Monitoring and Evaluation

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

- Classroom observation by the SENDCo and senior leaders.
- Ongoing assessment of progress made by precision/intervention groups.
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher interviews with the SENDCo and/or SEND Teaching and Learning Lead.
- Informal feedback from all staff.
- Pupil interviews when setting new ILP targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring ILP interventions and ILP targets, evaluating the impact of ILPs on pupils' progress – this is completed on *Provision Mapper*.
- Attendance records and liaison with Education Entitlement Service.
- Regular meetings about pupils' progress between the SENDCo/Assistant Principals
- Principal's reporting

Stage 2

Additional SEND Support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated adapted curriculum offer for all pupils in the school i.e. they have a special educational as defined by the SEND Code of Practice 2014.
- Under-achieving pupils and pupils with EAL, who do not have SEND, will **not** be placed on the list of pupils being offered additional SEND support.
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHCP).
- Our approach to Individual Learning Plans (ILPs), which we recognise are no longer prescribed in the SEND Code of Practice 2014, is as follows:
 - Our ILPs are planning, teaching and reviewing tools which enable us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents which can be constantly refined and amended.

- Our ILPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our ILPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our ILPs will be based on informed assessment and will include the input of outside agencies.
- Our ILPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our ILPs will be time-limited and have (at least) a termly review, there will be agreed “where to next?” steps.
- Our ILPs will have a maximum of four short/medium term SMART targets set for or by the pupil.
- Our ILPs will specify how often the target(s) will be covered.
- Our ILPs will state what the learner is going to learn – not what the teacher is going to teach - and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an ILP will be arrived at through:
 - discussion between teacher and SENDCO
 - discussion, wherever possible, with parents/carers and pupil
 - discussion with outside professionals (as appropriate).
 (After long discussion, it has been decided not to prescribe an order of events - the precise order for this will vary from pupil to pupil).
- Our ILPs will be reviewed at least termly by class teachers in consultation with the SENDCO.
- ILPs will be produced, held, and evaluated using *Provision Mapper*.

ILPs will be accompanied by a One Page Passport/Profile of the child. This will be holistic in its view of the child. It will include likes, dislikes, as well as hopes and wishes for the future. This will be used in school by anyone who is working with the child allowing staff to get to know them quickly and more holistically, which will benefit the relationship and specifically the child. An example is included in the Appendix (although individual copies may vary in design).

Stage 3

Education Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

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

Roles and Responsibilities

Principal

- The Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Principal and Local Governing Body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENDCo)
- The Principal will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system (*SIMS & Provision Mapper*)
 - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT or SENDCo)
 - pupil progress meetings with individual teachers
 - regular meetings with the SENDCo
 - discussions and consultations with pupils and parents.

Special Educational Needs and Disability Coordinator/Inclusion Manager

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

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Identification on this provision map of a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- Co-ordination of provision for children with special educational needs
- Liaison with and giving advice to teachers – allocating time with the SEND Teaching and Learning Lead
- Management of other classroom staff involved in supporting vulnerable learners
- Oversight of the records of all children with Special Educational Needs
- Contribution to the in-service training of staff
- Implementation of a programme of Annual Review for all pupils with a statement of special educational need. Compliance with requests from an Education Health and Care Plan Coordinator to participate in a review
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support
- Oversight of the smooth running of transition arrangements and transfer of information for Year Six pupils on the learners' provision map, supported by the Upper School Lead
- Monitoring of the school's system to ensure that ILPs have a high profile and impact in the classroom and with pupils (see section below on Individual Learning Plans).
- Regular evaluation of the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)

- Meeting termly with each teacher to review and revise learning objectives for all vulnerable learners, in their class, who are being tracked on the school's provision map (school leaders will guarantee planning and preparation time for teachers and SENDCo to ensure that these meetings occur).
- Sensitive liaison and consultation with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Attendance at area SENDCo network meetings and training as appropriate.
- Liaison with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- Close liaison with a range of outside agencies to support vulnerable learners.

EAL in School

The Teaching and Learning Lead (with appropriate support by the Inclusion Manager) will oversee the day-to-day operation of this policy in the following ways:

- Managing a list of pupils with ethnic minority heritage and EAL
- Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- Managing other classroom staff involved in supporting ethnic/linguistic minorities
- Overseeing the initial and ongoing assessment records on all children with EAL
- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Meeting **at least** termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- Evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL, with the support the Upper School Lead
- Contributing to the in-service training of staff
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities
- Liaising closely with a range of outside agencies that support ethnic and linguistic minority learners.

Class teacher

- Liaison with the SENDCo to agree:
 - which pupils in the class are vulnerable learners

- which pupils are underachieving and need to have their additional interventions monitored on a provision map – but do not have special educational needs.
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school’s SEND list. Some of these pupils may require advice/support from an outside professional, and therefore an Individual Education Plan, to address a special educational need (this would include pupils with statements/EHC Plans).
- Securing good provision and good outcomes for all groups of vulnerable learners by:
 - providing adapted teaching and learning opportunities, including adapted work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
 - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)
- Ensuring effective deployment of resources – including Learning Coach support - to maximise outcomes for all groups of vulnerable learners.

Assessing and Reviewing Pupils’ Progress and the Effectiveness of our Educational Provision for Pupils with Special Educational Needs and Disabilities

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:
 - The school’s generic processes for tracking the progress of all pupils
 - Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
 - At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets, which have been written to address their underlying special educational need.
 - Annual review of Statements/Education Health and Care Plans, as prescribed in the SEND Code of Practice (September 2014).

SEND REPORT INFORMATION REGARDING:

- **How children and young people with SEND are enabled to engage in all available school activities.**

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources, funded from our devolved additional needs budget through the Local Offer, ensures that all curriculum

experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in adapting the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data, and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

SEND REPORT INFORMATION REGARDING:

- **Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEND and measures to prevent bullying**

- Children identified by class teachers as struggling to engage in their learning due to social or emotional issues are discussed at fortnightly inclusion meetings.
- Pupils are given the opportunity to work with one of our Learning Mentors to discuss reasons behind emotional problems they may be having. The Learning Mentor works with the child to develop strategies to overcome the emotional barriers to learning.
- The child's progress is discussed in a Plan, Do, Review cycle. If the social or emotional barriers are significant and it is decided that the child requires more support dealing with their barriers to learning, they are then referred to the school counsellor with parental permission.
- Learning Mentors are also available to ensure that parents understand the importance of continuity between school and home. Support and advice are given.

SEND REPORT INFORMATION REGARDING:

- **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008 our Special Educational Needs and Disability Coordinator will be a qualified teacher (QTS) and will have statutory accreditation (NASENDCO). If a new SENDCo is appointed, he/she will gain statutory accreditation (NASENDCO) within three years of appointment.

- The SENDCo and Designated Teacher for CLA will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the School Development Plan (ADP) and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Principal and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

SEND REPORT INFORMATION REGARDING:

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

SEND REPORT INFORMATION REGARDING:

- **Arrangements for consulting parents of children with special educational needs and involving them in their child's education**
- **Arrangements for consulting young people with SEND and involving them in their education**

Partnership with Parents/Carers

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

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which require addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular those not making expected progress, and for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring of progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language or who do not speak English.

Involvement of Pupils

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

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Learning Plan.

SEND REPORT INFORMATION REGARDING:

- **How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families**
-
- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
 - We seek to respond quickly to emerging need and work closely with other agencies including:
 - Early Help
 - CAMHS and other independent Primary Mental Health/Specialist OT services
 - Educational Psychology Service
 - West Sussex Parent Partnership Service
 - Local NHS services
 - West Sussex SEND Advisory Teams (Including Speech and Language and Social Communication and Learning and Behaviour)
 - The Integrated Front Door.
 - In accordance with the SEND Code of Practice 2014, we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
 - Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (autism, visual impairment etc).
 - We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCo but it can be another member of staff who we have identified as a key worker

SEND REPORT INFORMATION REGARDING:

- **Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)**
-
- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
 - We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEND support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise

Admission Arrangements

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

SEND REPORT INFORMATION REGARDING:

- **Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENDCo, then, if unresolved, by the Principal. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through The Collegiate Trust complaints procedure (see separate Complaints Policy).

SEND REPORT INFORMATION REGARDING:

- **The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**
- **Information on where the local authority’s local offer is published.**

Contact details of support services and the local authority's local offer can be found at:

<https://westsussex.local-offer.org/>

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need but are seen to benefit from the ability to live and learn in more than one language.

Ethos

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

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

Admissions

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

Provision

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

The following provision can be expected:

- A First Language Assessment (FLA) will be carried out where SEND is known or where further information needs to be gathered in the pupil's first language.

- Pupils will be placed in groups which match their academic ability. Initially this may be in a middle ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEND pupils unless SEND is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Adapted homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, adaptations will be made in order to access learning at an appropriate level.
- Where accelerated progress in English is needed for reasons of EAL, targets will be set, and provision made on agreement between the class teacher and the SENDCo. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

Parental support

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

Inclusion of pupils who are Children Looked After

Our school recognises that:

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

- There is a statutory requirement for all schools to have a designated teacher for looked after children. The designated teacher is Karen Billington. The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
 - liaising with the child's social worker to ensure that there is effective communication at all times
 - celebrating the child's successes and acknowledging the progress they are making.

Inclusion of pupils who may be identified as More &/or Most Able

Our school recognises that:

- Children may have the potential to deepen their learning within their current year group, this 'deepened' learning may demonstrate itself as teachers noting the ability for children to apply their skills and knowledge in a given subject beyond the current expectation held in the academic year.
- These children will be identified as 'More Able', with the possibility of them achieving an assessment grade of 'Greater Depth' in a given subject area.
- Children who achieve 'Greater Depth' or who show a 'deep rooted passion' and 'skill' in a given subject area may be considered 'Most Able'.
- At Waterfield we aim to identify around 10-15% of each cohort as More and/or Most Able.
- We recognise all children have the potential to be considered a high achiever in a given subject – the school fosters a positive approach to Growth Mindset, allowing all to aim for successful/higher achievement.

Our School Supports Higher Achieving Children:

At Waterfield children who are higher achievers will be supported through a variety of ways:

- The differentiation of Quality First Teaching – often engaging children in learning episodes that allow them to apply and reason with the knowledge or skills.

- Advanced Curriculum Enhancement Projects such as – Arts Enhancement Group, Six Plus Book Club, Supported Reading Groups, Philosophical Enquiry, STEAM groups and Robotics (to name but some).
- Leadership roles in their given subject specialisms/whole school responsibility.
- Ambition Drive – with particular focus on the Primary 7 Curriculum that is delivered in Year 6

The Higher achieving children will be discussed, and support allocated in Pupil Progress Meetings, with specific provisions designed throughout the academic year.

The overall identification of these children will be the responsibility of the Deputy Head with overall monitoring and provision mapping led by the Principal as the 'Higher Achieving Champion'.

This policy will be reviewed annually by the Local Governing Body and was last reviewed:

November 2022