Southridge First School

SEND and Inclusion Policy

This policy was reviewed and approved by the Governors on 15th January 2019
It will be reviewed in Spring 2020

Special Educational Needs and Disabilities Policy

1 POLICY STATEMENT

This policy is in line with the Special Educational Needs and Disability Code of Practice 2014 and is designed to provide a clear framework for its implementation in our school.

2 OBJECTIVES OF THE GOVERNING BODY IN MAKING PROVISION FOR CHILDREN WITH SENDD (Special Educational Needs and Disabilities)

- Have due regard to the SEND Code of Practice when carrying out its duties
- Ensure that all Governors, especially the SEND Governor/s are up to date and knowledgeable about the school's SEND policy
- Ensure that SEND is an integral part of development planning
- Ensure the quality of SEND provision is continually monitored
- Ensure that parents are notified of decisions that SEND provisions are being made for their child
- Ensure that the views of parents and carers of pupils with SEND are actively sought
- Do its best to ensure that the necessary provision is made for any pupil who has SEND
- Ensure that the needs of children are made known to those staff who are likely to work with them
- Ensure that all staff are aware of the importance of early identification and providing for those pupils with SEND
- Ensure that pupils with SEND join in with the activities of the school together with pupils who do not have SEND in so far as is reasonably practical and compatible with the pupil's needs and also for the efficient education of pupils with whom they are educated and the efficient use of resources generally.
- The School and the Governing Body recognises its duty to support the LA to discharge its duty under section 22 of the Children's Act to promote a looked-after children's achievement.

FUNDAMENTAL PRINCIPLES

The school is committed to equality of opportunity and provides full access to the National Curriculum for all pupils, including those with special educational needs and disabilities with modification as appropriate.

A child is defined as having SEND if they have a significantly greater difficulty in learning than the majority of children of their age which calls for additional or different educational provision to be made for them.

The Code of Practice recognises that children with special educational needs may have difficulties in one or more of the following categories:

Cognition and learning

- Specific Learning difficulties
- Moderate Learning Difficulties
- Severe Learning Difficulties
- Profound and Multiple Learning Difficulties

Behavioural, emotional and social development

Communication and interaction

- Speech, Language and Communication Needs

- Autistic Spectrum Disorder

SENDsory and/or physical

- Hearing Impairment
- Visual Impairment
- Physical disability
- Multi-sensory Impairment

3 AIMS OF THE SCHOOL FOR PUPILS WITH SEND

1 To identify through appropriate assessment those pupils with special educational Needs and disabilities.

2 To ensure that all pupils have access to a broad, balanced and relevant curriculum through a range of educational opportunities.

3 To ensure that all pupils receive an education appropriate to their age, aptitude and ability.

4 To ensure that SEND provision in the school is effective in meeting the needs of pupils with SEND.

5 To ensure that every effort is made to allow all pupils with SEND to experience educational success and to feel a valued member of Southridge First School

6 To ensure that all pupils enjoy equality of educational opportunity through the planning, organisation and implementation of an appropriately modified curriculum.

7 To recognise and allow for individual differences between pupils, understanding that:

- Children develop intellectually, emotionally and physically at different rates.
- Children's needs change with time and circumstances.
- Educational provision must be adapted to keep pace with these changes.

8 To ensure that the views of the child are sought as appropriate

4 OBJECTIVES

The staff will work together as a whole team with shared responsibility to achieve these aims by:

- Prompt identification of those pupils who may have special educational needs.
- Assessing the pupil's individual needs as soon as cause for concern has been raised.
- Monitoring and reviewing pupil performance and progress, implementing agreed targets in the education plan and evaluating these termly.
- Providing appropriate support to those with special educational needs and disabilities.
- Working in partnership with parents by liaising with and supporting parents/carers to ensure that they play an active and valued role in the education of their children.
- Working in partnership with appropriate outside agencies to ensure a multi-disciplinary approach to planning and implementing appropriate and effective support.

- Working in partnership with pupils to ensure that they play an active and valued role in their own education, including setting targets and monitoring and reviewing their own progress.

5 ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND. It has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements or EHCP must be treated as fairly as all other applicants for admission'

- However the Governing Body reserves the right to refuse a pupil admission i f it is felt that their particular educational needs cannot be adequately met within the school or if their level of need is severe or if they could cause a danger to themselves or others around them.

The Disability Code of Practice states that it is illegal for schools to discriminate against prospective and current pupils because of a disability. This disability could be physical, learning or behavioural. Therefore for all aspects of school life including admissions, governing bodies cannot treat disabled pupils less favourably and need to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

The Governing Body of Southridge First School has a duty to plan to increase the accessibility of the school by producing an Accessibility Plan. (The School has produced a Single Equality Scheme and Action Plan which encompasses the Accessibility Plan)
This plan covers the improvement of the physical environment for disabled pupils; increasing the extent to which disables pupils can participate in the curriculum and improve the information provide to pupils with a disability in formats which take account of views expressed by pupils/ parents. It ensures that pupils are not put at a substantial disadvantage in comparison to pupils who are not disabled. This is known as the 'reasonable adjustment' duty.

Children who are 'Looked After' by the LA are admitted to Southridge in line with the LA admissions criteria.

5 THE SEND CO-ORDINATOR

The designated teacher responsible for the day to day operation of the SEND policy is Mr Willcock (Vulnerable Groups Manager). Mr Willcock can be contacted through the school office telephone number 2008709, by letter or by personal appointment. Staff are always happy to discuss the special needs of any pupil with their parents/carer.

6 GOVERNOR RESPONSIBLE FOR SEND

The Governor with responsibility for SEND is Mrs Instone. She can be contacted through Southridge First School office. Mrs Instone works closely with the SENCO on the development and evaluation of the policy.

The SENCO provides an annual written report presented to the Governing Body. This report is based on the SENCO's progress tracking records and the effectiveness of SEND provision within the school. This report will be formulated in the Summer Term following discussion with the school improvement partner.

The Governing body is responsible for ensuring that any complaint is dealt with through the schools specified complaint procedure:

- Any parent unhappy with the SEND provision in school should first discuss their concerns with the class teacher.

- If parents remain concerned further discussion should take place with the SENDCO and head teacher.

- Further representation can then be made to the SEND Governor who can consider appropriate action with other members of the governing body.

- If parents still remain concerned they can refer to the Local Authority.

7. TRANSFER TO OTHER SCHOOLS

The school makes every effort to ensure a smooth transfer from one school to another for all pupils. In order to ensure the smooth transfer for pupils with special educational needs Southridge First School will:

- Ensure that all pupils are given the opportunity and are encouraged to visit the school prior to entry. Special visiting arrangements can be made for those pupils with SEND

- Ensure that all pupils are given the opportunity and are encouraged to visit the middle school of their choice prior to entry. Special visiting arrangements can be made for those pupils with SEND if it is deemed appropriate. This usually happens throughout the final term in Y4.

- Ensure that all relevant information/records are sent promptly to receiving middle schools.

- Ensure that all teachers are given relevant information on pupils with SEND when they enter school.

- Invite staff from Middle Schools, and Special Schools, where appropriate, to attend final annual review at Southridge First School for SEND pupils.

8 SPECIAL FACILITIES/DDA COMPLIANCE

The school is a single storey building and is easily accessible to users of wheelchairs. There are two disabled toilets in school with one being situated next to the school office and the other in Early Years. Ramp access for wheelchair users and those who have mobility difficulties, is available to the mobile buildings around the site and to most entrances.

9 INCLUSION

The school does not prioritise on the grounds of ability. If a child has a learning difficulty or physical disability for which specialist teaching or equipment is essential, but not available within the school's resources, then the school will liaise with the LA to secure the best possible resources so that, on admission, there can be immediate access to a broad and balanced curriculum.

The school operates an inclusive policy that endorses and supports the LA policy for Equal Opportunities and Inclusive education. The school seeks to provide effective learning opportunities for all pupils following the Foundation Stage and taking the National Curriculum as the main structure for our planning. Programmes of study are modified as necessary so that all pupils are offered appropriately challenging work according to their diverse learning needs.

10 SAFEGUARDING

We recognise that statistically children with behavioural difficulties and disabilities are more vulnerable to abuse. Children with language and communication difficulties may also be very vulnerable. School

staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment, language and communication difficulties and or emotional and behaviour problems should be particularly sensitive to signs of abuse.

11 RESOURCE ALLOCATION TO PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- Funding to deliver a high quality education to pupils with SEND is identified within the school budget allocation and is monitored by the LA and the Governing Body at regular Staffing and Finance Committee Meetings and at Budget monitoring and setting sessions.

HUMAN RESOURCES

Additional staffing is used for individual, small group and in class support. For the 2018 – 19 period.

Miss Robson and Mrs Strong will be working in Reception provides in class support for identified pupils have difficulty acquiring early Literacy and Numeracy skills. She carries out small group additional Letters and Sounds phonics and PSHCE work.

Ms Benford working in Y1 provides in class support for identified pupils have difficulty acquiring early Literacy and Numeracy skills. She also carries out small group additional Letters and Sounds phonics work and supports pupils with Language and Communication Difficulties.

Mrs Stobbs will be working in Y2, Mrs Partis in Y3 and Mrs Donnison in Y4 providing extra in class support for identified pupils have difficulty acquiring early Literacy and Numeracy skills. They also carry out small group intervention strategies:

- Read Write Inc, Toe by Toe, Combined Spelling, Catch Up, FastTrack
- Socially Speaking/Time to Talk
- Handwriting etc
- Maths intervention e.g. 1 plus 1,2 plus 2, 1st Class at Numbers

A number of teaching assistants are also employed to provide specific 1:1 support for children with complex needs: Mrs Johnson in Year 3.

Mrs Partis also provides Lunchtime Support for children with SEND. Mrs Hall is also on duty every lunchtime to ensure the needs of all our children with SEND are adequately met.

12.IDENTIFICATION, ASSESSMENT AND PROVISION

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified.
Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early identification
Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupils' progress through:

- evidence obtained by teacher observation/assessment
- their performance in National Curriculum age related expectations
- standardised screening or assessment tools, such as Sandwell Numeracy Assessment. Hodder Group Reading Test, SATS etc. records from pupil's previous school
- information from parents/carers.

- information from health professionals such as paediatricians and health visitors

The range of provision
The main methods of provision made by the school are:
- full-time education in classes, with additional help and support by the class
- teacher and or teaching assistant, through a differentiated curriculum
- periods of withdrawal to work with a support teacher/TA/SENCO
- in-class support with adult assistance
- support from specialists within class or as a part of a withdrawal programme.

English as an additional language
Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from SEND. It will be necessary to assess their proficiency in English before planning any additional support that may be required.

Monitoring pupil progress
Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- narrows the attainment gap between pupil and peers
- equals or improves upon the pupil's previous rate of progress
- ensures full curricular access shows an improvement in self-help and social or personal skills
- shows improvements in the pupil's behaviour
- is satisfactory to pupil and parent/ carers

The teaching of pupils with SEND is a **whole school** responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support.
Where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through the Code of Practice provision system. Where concerns remain despite sustained intervention the school will consider requesting a formal assessment by an outside body, such as an Educational Psychologist.
The school also recognises that the parents have the right to request a formal assessment.

Record keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will ensure that records are accurately maintained through IEP's/IBPs and review cycle.
Each class teacher keeps a copy of the IEP's and other relevant documentation.
The SENCO also keeps master copies in a locked cupboard in the main Office.
Parents are also given copies of the IEP and any other relevant documentation.
In addition to these records a pupil's profile may also contain:
- information from a previous school
- information from parents
- information on progress and behaviour pupil's own perception of difficulties (pupil participation)
- information from health/social services
- information from other agencies

The Code of Practice advocates a graduated response to meeting pupils' needs. When they are identified as having SEND, the school will intervene through the SPS as detailed below.

SCHOOL PROVISION SYSTEM

In the COP early intervention is characterised by interventions that are different from or additional to the normal differentiated curriculum. This intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- make little or no progress
- demonstrate difficulty in developing literacy or numeracy skills
- show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- have sensory /physical problems, and make little progress despite the provision of specialist equipment
- experience communication and/or interaction problems and make little of no progress despite experiencing a differentiated curriculum.

If the school decides, after consultation with the parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with the teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Pupils at this level may not necessarily have individual targets as often a higher level of class differentiation will support the pupil. Parents will be closely informed of the action and results.

Once a child is placed on the SEND register they will receive a sustained level of support and outside agencies may become involved where appropriate. Advice from outside agencies will only be sort after consultation with parents/carers and with their agreement. Placement of a pupil at these levels will be made by the SENCO after consultation with the pupil's class teacher and parents/carers. Pupils on this level of intervention will have individual specifically designed targets written into an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP)

If outside agencies are involved with the child they may advise on targets for an IEP /IBP and may provide specialist input to the support process.

In school assessments will be provided, after permission has been sought from the parents/carers. External support services will require access to a pupil's records in order to understand the strategies employed to date, and the targets set and achieved.

The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting IEP/IBP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

The school may seek an Education Health and Care Plan for any pupil and it recognises that parents can make a request for an EHCP [formerly a Statement of Special Educational needs]. The LA may provide funding for additional support etc. Intervention at this level will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- still makes little or no progress in specific areas over a long period
- continues to work at NC levels considerably lower than expected for a child of a similar age
- continues to experience difficulty in developing literacy/numeracy skills
- has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- has communication or interaction problems that impede the development of social relationships, thus presenting a barrier to learning
- has specific targets set by an outside agency that must be recorded and/or can not be addressed through the every day work of the class.

Nature of intervention

The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- deployment of extra staff to work with the pupil
- provision of alternative learning materials/special equipment
- group support
- provision of additional adult time in devising interventions and monitoring their effectiveness
- staff development/training to undertake more effective strategies
- access to outside agencies for advice on strategies, equipment or staff training.

Individual Education Plans and Individual Behaviour plans

Strategies for pupils' progress will be recorded in an Individual Education Plan (IEP) or [IBP] Individual Behaviour plan containing information on:

- short-term targets
- provision made
- date for review
- success and/or exit criteria

- the outcomes recorded at review

The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs.

Reviewing IEP's and IBP' s

IEP's will be reviewed termly between staff parent/carers and pupil as appropriate.
Parents will be informed by the class teacher when this is to take place. Parents' views on their child's progress will be actively sought.

13. THE ROLE OF THE SENCO

The SENCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- overseeing the day-to-day operation of the policy
- coordinating the provision for pupils with SEND
- liaising with and giving advice to fellow teachers and support assistants
- overseeing pupils' records
- liaising with parents
- making a contribution to staff training
- liaising with external agencies, support services, Health and Social services, and voluntary bodies.

For effective co-ordination staff must be aware of:

- the roles of the Headteacher, SENCO, Governing Body and Class Teacher
- the responsibility all teachers have in making provision for SEND pupils
- the commitment required by staff to keep the SENCO well informed about pupils' progress
- mechanisms that exist to allow teachers access to information about SEND pupils
- the procedure by which parents are informed and the subsequent SEND provision

Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

14. THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

- ensuring that provision of a high standard is made for pupils with SEND
- ensuring that SEND pupils are fully involved in school activities
- having regard to the Code of Practice when carrying out these responsibilities
- being fully involved in developing and subsequently reviewing SEND policy
- reporting to parents on the school's SEND policy including the allocation of resources from the school's budget.

15. THE ROLE OF THE CLASSTEACHER

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- collaborating with the SENCO to decide the action required to assist the pupil to progress
- working with the SENCO to collect all available information on the pupil
- in collaboration with the SENCO, develop IEPs/IBPs for pupils with SEND

- providing differentiated class work
- working with pupils with SEND to deliver the individual programme set out in the IEP/IBP
- developing constructive relationships with parents
- being involved in the development of the school's SEND policy

16. THE ROLE OF THE HEADTEACHER

The Headteacher's responsibilities include:

- the day-to-day management of all aspects of the school including SEND provision
- keeping the Governing Body well informed about SEND within the school
- working closely with the SENCO/SEND team
- ensuring parents are informed of the fact that SEND provision has been made for their child
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

17. SEND INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with pupils with SEND. Part of the SENCO's role is to develop awareness of resources and practical teaching procedures for use with SEND pupils. As a routine part of staff development, INSET requirements in SEND will be assessed. Training days are frequently used to train staff in specific areas of SEND .
The Governing Body will undertake a similar review of training needs. The school's INSET needs will be included in the School Development Plan.

18. PARTNERSHIP WITH PARENTS

Southridge First School firmly believes in developing a strong partnership with parent/carers and that this will enable pupils with SEND to achieve their potential. The school recognises that parents have a unique overview of the pupil's needs and how best to support them, and that this gives them a key role in the partnership.
Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best way of supporting them.' The school considers parents of pupils with SEND as valued partners in the process. Depending on age and appropriateness, pupils with SEND will also be encouraged to participate in the decision making process.

19. COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school prospectus. Should there be any difficulties in relation to the SEND procedure we will attempt to resolve them through discussion. Should the outcome not be satisfactory parents will be referred to the complaints procedure

20. LINKS WITH SCHOOLS / EXTERNAL AGENCIES

The SENCO has links with other schools and professionals through the SENCO Network meetings. Our links with feeder schools are also well developed. The SENCO meets with the SENCO at the receiving middle school during the summer term and passes on all relevant information to aid the smooth transfer of children with SEND. Some pupils require additional support and provision to ensure a smooth transition to middle school. Additional visits, meetings with key staff, photographs and books would all be options considered to effectively support children.
The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils.
When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Dyslexia /Dyscalculia Team

- Educational Psychologists
- Behavioural support services
- Speech therapists
- Language and Communication team
- CAMHS [Child Adult Mental Health Service]
- In addition, important links are in place with the following organisations:
- School Attendance Officer
- School Nurse
- Children's Services

21. SEND POLICY REVIEW

The school considers the SEND policy document to be important and, in conjunction with the Governing Body, undertake a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.
Reviewed by the FGB, January 2019
Next Review Date: January 2020

22 PROVISION MAP

The following provisions is currently available to children with additional needs

Area of Need	WAVE 1 The effective inclusion of all pupils in high-quality lessons (quality first teaching).	WAVE 2 Catch up Small-group intervention e.g LA or school based programmes. These are aimed at pupils who can be expected to 'catch up' with their peers as a result of the intervention. Wave 2 interventions are not primarily SEND interventions. However, some pupils receiving Wave 2 intervention *may* be at School Action or School Action Plus as a result of difficulties for which they are receiving other forms of support.	Wave 3 SEND Individual specific targeted support for pupils identified as requiring SEND support e.g. 1:1 language and communication support, individual learning programme. Pupils receiving Wave 3 support will be placed at School Support or Education Health Care Plan (EHCP)

Cognition and Learning - LITERACY	• Well differentiated curriculum planning, • Well differentiated activities to provide opportunities for visual, auditory and kinaesthetic learners • Well differentiated delivery – simplified language, pace • Well differentiated outcome • Enhanced learning environment • Increased visual aids • Increased adult modelling and demonstration etc • Visual timetables • Illustrated dictionaries • Use of writing frames • Access to word processor • In class support from TA/adult • Focused group work with adult e.g. guided reading/reading • Peer support • Talk partners • Paired reading • Individualised spelling/reading/writing targets	• Supplemented print materials with diagrammatic/pictorial material • Recording using mind mapping, highlighting, sorting etc • Increased access to ICT • Use of pencil grip/writing slope • Provision of personal resource box – reading strip, word wall • In class support from TA • Withdrawal small group support with TA • Individual reading with TA / CT • Use of intervention strategy - ELS • Use of intervention strategy – Catch Up Reading (2 or 3 x weekly) • Small group teaching of basic literacy including use of Letters and Sounds, Phonic activities (2 x weekly) • Specific teaching of literacy group targets • Literacy Buddy lunchtime support Rec-Y2 • Individual reading (daily) • Language support - Listen and Do tapes (weekly) • High frequency word games • Multi-sensory spelling practice groups - Combined Spelling Programme • Handwriting Programme – Teodorescu • Phonological Awareness Group support – Letters and Sounds	• Intense literacy support - Accelerread/Accelerwrite • Toe by Toe • Additional individual reading (1:1, TA) • Adapted Catch up programmes • Additional phonics training • Additional individual reading • Memory skills training • Multi-sensory spelling practice groups - Combined Spelling Programme • Additional individual Handwriting Programme – Teodorescu • Phonological Awareness Individual support – Letters and Sounds

		• Hand for Spelling scheme • Specific 1:1 tutoring with teacher for 10 weeks	
Cognition and Learning - MATHS	• Well differentiated curriculum planning, • Well differentiated activities to provide opportunities for visual, auditory and kinaesthetic learners • Well differentiated delivery – simplified language, pace • Well differentiated outcome • Enhanced learning environment • Increased visual aids • Group topic Numeracy mats • Increased adult modelling and demonstration etc. • Visual timetables • Use of maths equipment • Access to ICT – RM maths • In class support from TA/adult • Focused group work with adult • Peer support • Talk partners • Paired maths work • Individualised maths targets	• Supplemented print materials with diagrammatic and pictorial material • Recording using mind mapping, highlighting, sorting etc • Increased access to ICT • Use of pencil grip/writing slope • Provision of personal resource box – 100 square, tables ladders etc • Small group teaching of basic maths including use of Strategy materials by TA • Specific teaching of Numeracy group targets by TA • Use of intervention strategy – Numicom, Number Shark, RM Maths 1 plus 1, 2 plus 2 , 1st Class at Numbers • Specific 1:1 tutoring with teacher for 10 weeks	• Intense Numeracy support - Numicom • Number Shark • Additional individual Numeracy teaching (weekly, 1:1, TA) • Adapted Catch up programmes • Additional individual number work • Memory skills training

Attendance and punctuality	• Monitoring of register, school reward system for good attendance	• EWO involvement, HT telephone calls home	• EWO involvement. Home visits
Language, Communication and Interaction Speech and language delay/disorder	• Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language • Increased visual aids / modelling etc • Visual timetables • Use of symbols • Structured school and class routines • Speaking and listening opportunities developed across the curriculum	• In class group support from TA with some focus on supporting speech and language • Group withdrawal group support from TA with focus on supporting speech and language - Ginger Bear/Socially Speaking/Time to Talk • Additional use of ICT e.g. Clicker 4 • ICT – Clicker 4 (As appropriate) • Playtime Buddy	• Language and Communication support from team with programme followed up in school • Support for alternative forms of communication e.g. Makaton • Visual organiser • ICT – Writing with Symbols e.g. Communicate in Print • Input from I Can team • Parental Access to Early Bird and associated materials •

Speech Therapy		• Speech and Language support from SALT, followed up in school	• Speech and Language support 1:1 speech therapist and/or TA
Emotional, Behavioural and Social	• Whole school behaviour policy e.g. based on Assertive/Positive Discipline approach • Whole school / class rules • Class reward and sanctions systems • Circle Time / parachute games/SEALS • Peer Playleaders/Buddies • Extended school provision e.g. Breakfast Club, Afterschool Activities	• Small group Circle Time • Group reward system • Support for unstructured times • Small group Circle Time • Social Skills group training (weekly, 1:4, TA) • Circle of Friends • Home – school record • Playtime Buddy • Focused Lunchtime Supervisor Team Supervision • Targeted Extended school provision e.g. Breakfast Club, Afterschool Activities	• Individual counselling from BASS or the Whitley Bay Collaborative Learning Mentor • Individual reward system • Peer mentoring • Social skills training • Circle of Friends • Home – school record (daily) • Peer mentoring (as appropriate) • Playtime Buddy • Dedicated Lunchtime Supervisor

Sensory and Physical	• Flexible teaching arrangements • Staff aware of implications of physical impairment • Medical support • Brain gym exercises • Flexible teaching arrangements. • Staff aware of implications of physical impairment	• Additional keyboard skills • Additional handwriting practice • Access to equipment e.g. writing slopes, Range of writing tools • Use of specialised resources e.g. writing slope, hearing equipment, enlarged text etc.	• Occupational Health support – individual • Motor skills programme for small group • Individual support in class during PE • Physiotherapy programme • Access to ICT e.g. laptop • Specialist support teacher service or medical therapist involvement and programme
EAL	• In-house good practice guidance from EMTAS	• Group support and programme from EMTAS team • Group work related to language needs supported by TA	• Individual support and programme from • EMTAS team • Group work related to language needs supported by TA

Equality Impact Assessment

1. **Name of the change, strategy, project or policy:**	**SEND Policy**
2. **Name of person completing this form:**	**Sue Hall and Finn Willcock**

3. Has the policy/practice been assessed to consider any negative impact on the key groups?

Yes. The school is committed to equality of opportunity and provides full access to the National Curriculum for all pupils, including those with special educational needs and disabilities with modification as appropriate
The School will fulfil its obligations to equality by approaching its practices in relation to the management of SENDD in a fair and consistent manner.

4. Where negative impact has been identified, please complete questions 5-9, if none is identified, please sign and proceed to question 9.

Equality Target Group (circle):	**Negative impact – it could disadvantage**	**Reason**
Race	**None**	
Religion/belief	**None**	
Disability	**None**	
Gender	**None**	
Sexual Orientation	**None**	
Age	**None**	

5	Yes	No
Is the impact legal/lawful? Seek advice from your School link HR Advisor if necessary.	NA	NA
Is the impact intended?	NA	NA

6 Could you minimise or improve any negative impact? Use the space below to detail how.

NA

7 Is it possible to consider a different policy/strategy/action, which still achieves your aim, but avoids any adverse impact on equality?

NA

8. In light of all the information detailed in this form; what practical actions would you take to reduce or remove any adverse / negative impact?

NA

PART B) To be completed when assessment and consultation has been carried out

9a) As a result of the assessment and consultation completed in Part A above, state whether there will need to be any changes made to the policy, project or planned action.

9b) As a result of this assessment and consultation, does the school need to commission specific research on this issue or carry out monitoring/data collection?

The Governing Body will receive information periodically from the Headteacher and SENDCO regarding SENDD. This policy will be kept under annual review.

9)**Have you set up a monitoring/evaluation/review process to check the successful implementation of the policy, project or change?**	**Yes**	✓	**No**	**As described above**