



High Meadow
Community School

Norton Road, Coleshill B46 1ES
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Special Educational Needs and Disability (SEND) Policy 2023-24

Date: 16.01.2024

Next Review: January 2025

Review Frequency: Annually

Reviewed by: Tina Kirkwood (SENDCO)

This policy should be read in conjunction with:

The school's

- SEND Information Report (School Offer)
- Equality and Accessibility Policy/Plan
- Supporting Pupils With Medical Conditions Policy
- Relationships and Behaviour Policy/Positive Behaviour Appendix
- Admissions Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Complaints Policy
- GDPR Policy

(all available on the school's website)

The Special Educational Needs and Disability Code of Practice: 0-25 years (DfE/DoH, 2015)

The Special Educational Needs and Disability Regulations (2014)

The Equality Act (2010)

The Children and Families Act (2014)

The School Admissions Code (2014)

Warwickshire's SEND Local Offer: <https://www.warwickshire.gov.uk/send>



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Introduction

High Meadow Community School has a named Special Educational Needs/Disabilities (SEND) Co-ordinator (SENDCO): **Ms Tina Kirkwood**, who holds the national award for SEN Coordination (NASENCO), and a named Governor responsible for SEND: **Mr Glenn Farrelly**. They ensure that the Special Educational Needs policy works within the guidelines of the SEND Code of Practice (2015), the Local Authority and alongside other policies current within School.

We have a duty to provide appropriate SEND provision for children in order to meet their needs, working in partnership with parents/carers, children and a range of stakeholders. It is also our duty to make reasonable adjustments for disabled pupils, to support medical conditions and to inform parents/carers if SEND provision is made for pupils. We have a responsibility to work with the Local Authority in compiling/reviewing their Local Offer and signposting parents/carers to it. We must publish all details of the SEND provision that we have available in our SEND Information Report (School Offer), which is available on our website at:

<https://www.highmeadowcommunityschool.co.uk/docs/send-information/>

We must ensure that we, under no circumstances, directly or indirectly discriminate against, harass or victimise children with Special Educational Needs (SEN) or disabilities. We must make **reasonable adjustments** to ensure that these children are not at a disadvantage compared with their peers and we should be proactive in eliminating discrimination. We should give thought in advance to what SEND children might require, along with fostering good relations between disabled and non-disabled children. We must apply equality duties within admission and exclusion procedures.

We strongly endorse both the Equality Act 2010 and the School Admissions Code of Practice 2014 by ensuring that all applications to this school from parents/carers of children who have SEND will be considered and treated fairly and in line with current guidance.

What are Special Educational Needs?

The 0-25 Code of Practice for Special Educational Needs (2015) states that:

“A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A learning difficulty means that the child may have:

- a) significantly greater difficulty in learning than the majority of children of the same age
- b) a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is **additional to**, or **different from**, the provision made generally for children of the same age in a mainstream school.



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Our Aims and Objectives

Everyone at High Meadow is committed to providing the conditions and opportunities to enable any child with SEND to be fully included in all aspects of school life, to become confident and resilient individuals living fulfilling lives and to make a successful transition into the next stage of their learning. The Special Educational Needs Policy at High Meadow supports the stated ethos of the school that: all children and young people are entitled to an education that makes them feel safe and valued, enabling them to progress and be the best they can possibly be. The quality of teaching for pupils with SEND, and the progress made by pupils, is part of the school's Performance Management process.

It is the responsibility of all teachers at High Meadow to meet the needs of the pupils within their class and we believe we provide high **quality first teaching** that is adapted and personalised to meet the needs of all children. We believe that teaching materials/approaches/environment should be adapted to ensure that barriers to learning and participation for children with SEND are reduced, enabling them to learn alongside their peers and fostering a sense of 'belonging'. We have high ambitions, set challenging targets and track the progress of all pupils. Subject leaders are required to consider the needs of SEND pupils within the area that they lead. When organising additional support, it is important that we provide children with SEND a broad and balanced curriculum with regular access to all subjects and areas of learning, whilst also supporting them to develop their own independence.

We will ensure that teachers and teaching assistants are prepared to meet the needs of children with SEND by providing structured training on a variety of SEND aspects. Whilst teachers are responsible for children's learning, teaching assistants will be used effectively to provide the necessary support for children with SEND, within the classroom in the first instance. We aim, depending upon pupils' age and understanding, to discuss with SEND pupils any decision that might affect them.

Our objective in setting out the school's SEND policy is to make everyone aware that we want to remove barriers so that all pupils will benefit as fully as possible from the education provided within the school. We recognise that pupils with SEND may be at greater risk of harm and may experience barriers to communicating safeguarding needs and take account of this within our safeguarding practice.

In order to meet the special educational needs of our children at High Meadow we must:

- identify those children who have SEND as soon as possible.
- work in partnership with parents/carers, as well as encouraging active involvement by the children themselves in meeting their needs.
- provide targeted intervention at a suitable level when a child is identified as having SEND.
- use a variety of teaching styles to allow children with SEND to access a broad and balanced curriculum, which is adapted to the needs and ability of the individual, and constantly seeks to develop strategies so that provision is of the highest quality.
- use resources effectively and equitably to support children with SEND.



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- assess and keep records of the progress of children with SEND to ensure that all pupils make effective progress and realise their full potential, ensuring that procedures are in place so that teachers are aware of such pupils.
- work with outside agencies who provide specialist support and teaching for children with SEND.
- be sympathetic to each child's needs by providing strong partnership working between children, parents/carers, governors, local authority and outside agencies.
- provide ongoing training for all staff working with children with SEND.
- ensure that all children are fully and actively involved in the life of the school.
- have high expectations for pupils with special educational needs and disabilities.
- protect children from the risk of radicalisation and extremism.
- work with other schools and the local authority to share good practice in order to improve this policy.
- meet the requirements of the Equality Act (2010), the Special Educational Needs and Disability (SEND) Code of Practice (2015), the Children and Families Act (2014) and all relevant legislation connected to this policy.

Identifying Special Educational Needs

At High Meadow, it is the belief that all children have an equal right to a full and rounded education. As such, we use our best endeavours and reasonable adjustments to secure special educational provision for pupils requiring it to better respond to the four areas of need identified in the Code of Practice (2015):

- **Communication and interaction** eg autistic spectrum condition, speech/language and communication needs
- **Cognition and learning** eg dyslexia, dyspraxia and other specific learning difficulties
- **Social, emotional and mental health** eg attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD), attachment disorder
- **Sensory and Physical** eg hearing/visual impairment

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action needs to be taken, not to fit a child into a category or provide a label. At High Meadow, we identify the needs of pupils by considering the holistic needs of the child, which will encompass more than just their special educational need. We understand that challenging behaviour is not a need in itself but is likely the response to a need.



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Co-ordinating Provision

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements connected with this policy.

Governors

Jonathan Smith is the current Governor with responsibility for SEND. He has the opportunity for contact with the SENDCo and Senior Leadership of the school to enable him to keep up-to-date with, and to monitor, the school's SEND provision. School must make an annual report to parents/carers on the school's current SEND provision, as such the School SEND Information Report, published on the school website, should be reviewed annually or as changes occur.

Role of the SEND Governor

Work closely with the Headteacher and SENDCO to develop SEND policy and provision in school;
Ensure this policy and other linked policies are up to date;
Ensure that everyone connected with the school is aware of this policy;
Attend relevant training related to this policy;
Report at least annually to the Governing Body on the success and development of this policy;
Help raise awareness of SEND issues at Governing Body meetings;
Monitor the effectiveness of SEND provision within the school and report to the Governing Body on this.

Role of the Governing Body

Appoint a member of staff to be the SENDCO and ensure the SENDCO holds a National Award in SEN Co-ordination or is training towards this;
Ensure the SENDCO is allocated time to undertake the demanding role of SENDCO;
Delegate powers and responsibilities to the Headteacher to ensure all school personnel and visitors are aware of, and comply with, this policy;
Ensure that provision for special educational needs/disability is of a high standard;
Ensure pupils with SEND have access to all activities and school facilities;
Comply with the SEND Code of Practice (2015) and equalities legislation when undertaking its responsibilities;
Have in place an Admissions Policy;
Admit any child whose Education, Health and Care Plan (EHCP) names the school;
Publish a SEND Information Report;
Have in place an Accessibility Plan, outlining what improvements need to be made to the school facilities so that disabled pupils can access the curriculum/environment;
Ensure funding is in place and regularly reviewed to support this policy;
Ensure that appropriate action will be taken to deal with all prejudice-related incidents or incidents which are a breach of this policy;
Ensure this policy and all policies are made available to parents/carers and are maintained and updated regularly;
Make effective use of relevant research and information to improve this policy, be responsible for the effective implementation, monitoring and evaluation of this policy;
Nominate a link governor to visit the school regularly, to liaise with the Headteacher and the SENDCO, reporting back to the Governing Body.



Role of the Special Educational Needs and Disability Co-ordinator (SENDCO)

- Have the 'National Award for Special Educational Needs Co-ordination' qualification or be working towards it, completing it within 2 years of being in post;
- Ensure implementation of support for children with SEND;
- Ensure implementation of this policy;
- Ensure school personnel understand their responsibilities for children with SEND;
- Work with the Headteacher and Governors to oversee the day to day provision for pupils with SEND in school including those with Education, Health and Care Plans (EHCP) and to determine the strategic development of SEND policy and provision;
- Ask the Local Authority, if necessary, to conduct an Education, Health and Care Needs Assessment (EHCNA) for a child, with parent/carer permission;
- Identify barriers to learning and what special educational needs provision/resources a pupil requires;
- Provide advice and strategies to staff;
- Inform parents/carers of their child's special educational needs and keep them up to date with the SEND provision for their child;
- Provide training or signpost parents/carers to training;
- Arrange meetings for parents/carers with other professionals eg the school nurse, external support teachers or the educational psychologist;
- Organise in-house and external support for a pupil with SEND and monitor/review this support, including undertaking classroom observation;
- Ensure pupils with SEND have full access to the curriculum, to extra-curricular activities and to other school activities and events;
- Arrange, with senior leaders, for key workers to be allocated to pupils with SEND as needed so that pupils can talk about any difficulties or concerns that they may have;
- Lead the development of SEND throughout the school;
- Arrange training for school personnel and governors;
- Help train, organise and manage TA's who support children with SEND;
- Support the preparation and updating of Individual Education Plans (IEPs);
- Ensure adapted teaching methods are being used;
- Track the progress and maintain the records of children with SEND;
- Use provision maps to give an overview of programmes and interventions that have been used with different groups of pupils and to monitor the levels of intervention;
- Keep up to date with new developments and resources, making effective use of relevant research and information to improve this policy;
- Liaise with parents/carers and outside agencies;
- Organise annual reviews;
- Work with other settings before a child moves to/from High Meadow to plan and prepare for transition, ensuring all records are transferred;
- Provide information for the SEND Information Report;
- Report to the Governing Body on the success and development of SEND.

Role of the Headteacher

- Ensure all school personnel, pupils and parents/carers are aware of, and comply with, this policy;
- Ensure that the daily management of SEND provision is effective, allocating appropriate funding/resources (including staff);
- Work closely with the SENDCO, the link governor, teaching and support staff;



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Keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEND;
Ensure that all relevant school personnel receive the appropriate information regarding the special needs provision for pupils with SEND;

Be responsible for supervising the statutory assessment and annual review process for pupils with SEND;

Monitor the quality of teaching of, and progress made by, pupils with SEND;

Agree with the Local Authority the school's arrangements for assessing and identifying pupils as having SEND as part of the Local Offer;

Publish the SEND Information Report on the school's website updating stakeholders of how the school's offer is administered;

Provide leadership and vision in respect of equality;

Make effective use of relevant research and information to improve this policy;

Provide guidance, support and training to all staff;

Monitor the effectiveness of this policy by checking to see if:

- pupils with SEND are making sufficient progress appropriate to their ability
- school personnel have high expectations of pupils with SEND
- appropriate provision is in place, with necessary adaptations
- the pupil tracking system is effective

Report to the Governing Body on the success and development of this policy

Role of Senior Leaders

Plan how resources are used to support children in the most efficient, effective and equitable way, including additional adults.

Role of Subject Leaders

Be aware of the implications for SEND pupils within their subject area and support quality first teaching, resourcing and assessment.

Role of Class Teachers

Be responsible and accountable for the progress and development of the pupils they teach;

Have high expectations of pupils with SEND;

Take account of pupil views when making provision for them and share with them their successes;

Be aware of the school's policy for the identification and assessment of pupils with SEND and the provision it makes for them;

Work closely with the SENDCO to follow the **Graduated Approach (Assess, Plan, Do, Review)**;

Identify children experiencing difficulties and adapt resources and teaching styles to meet their needs;

Be well-informed of the special needs/disabilities, medical conditions and the Education, Health and Care needs of the pupils that they teach, heeding any statutory duties;

Implement advice and teaching strategies given by the SENDCO or other professionals;

Provide high quality teaching for all pupils, including adaptation within planning where needed and setting challenging targets;

Deliver an individual programme for each SEND pupil, where needed;

Include pupils with SEND in all class activities;

Track and monitor the progress of all pupils;

Inform the SENDCO of any identified barriers to learning and lack of progress of pupils;

Liaise with parents/carers of pupils with SEND to update them of the progress of their children and suggest ways that parents/carers can support their children at home;

Undertake appropriate training and identify any additional training needs they have.



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Role of Teaching Assistants

Work closely with the SENDCO and class teachers to monitor and provide support/feedback on progress for individuals and groups of pupils with SEND;
Provide in-class and out-of-class support for pupils;
Assist in the preparation/resourcing of lessons;
Attend appropriate training and suggest their own training needs.

Role of the Local Authority

Develop and publish a Local Offer which gives information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND, including those who do not have Education, Health and Care Plans (EHCP).

Role of External Support Agencies

External support agencies may provide support teachers who will:
Be line managed by the SENDCO;
Work closely with the SENDCO, class teachers and support staff;
Work with EHCP pupils to achieve the outcomes within their Plan;
Support the planning of teachers and support staff;
Undertake continuous pupil assessment;
Keep up-to-date pupil records;
Develop support materials;
Provide in-house training on specific topics;
Meet regularly with the SENDCO, teaching staff and parents/carers.

External Specialists

We may seek advice and support from the following external specialists (with parent/carer consent) if a pupil continues to make less than expected progress or if we have a specific concern:

Educational Psychologist
RISE/Child and Adolescent Mental Health Services (CAMHS, including the Neurodevelopmental Team)
Hearing/Vision Impairment Team
Speech and Language Therapist (both NHS and in-house)
Specialist Teacher Service (or equivalent)
Occupational Therapist
Physiotherapist
GP/Medical Professionals
Integrated Disability Team
Coventry Autism Support Service (CASS)
The Front Door Service
Early Help
Social Workers/Family Support Workers
Local Authority representatives

Role/Rights of Parents/Carers

We encourage parents/carers to:
Work closely and proactively with the school and other professionals in order to develop a partnership that will support special educational needs pupils (see Partnerships).



Be aware of their child's targets and their progress towards them, supporting at home where possible;
Take part in the review of IEPs and annual reviews of EHCPs;
Consider requesting an Education, Health and Care Needs Assessment if appropriate;
Be aware of support that may be requested via Early Help;
Be aware of the Local Authority's SEND Information, Advice and Support Service (SENDIASS).

The Graduated Approach

We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in School is responsible for identifying pupils with special educational needs.

We will inform parents/carers at the earliest opportunity of the school's concerns and work in partnership with them to establish the support the child needs. Parents/carers will be informed that their child has been placed on the school SEND Register.

We will adopt a **graduated approach**, coordinated by the SENDCO, of: **Assess, Plan, Do** and **Review** (as stated in the SEND Code of Practice, 2015). Parents/carers will be kept informed of, and involved, during all stages.

Assess

Working with the SENDCO and the child's parent/carer, an analysis of the child's needs will be undertaken by the class teacher, including analysis of assessment data. More specialist assessment may take place if there is no/limited improvement in the child's progress. This will be organised by the SENDCO with the agreement of parents/carers.

Plan

When it has been decided to provide SEND support, all involved will decide on:

- the intended outcomes
- how barriers to learning/participation can be removed - what targeted interventions/support is required
- the expected impact on progress, development or behaviour by a specified review date

Individual Education Plans (IEPs) will take into account the views of the child and parents/carers will be asked to support by working towards outcomes at home. A Pupil Profile may be created to provide an overview of needs and effective strategies for support.

Do

Support will be put in place and reviewed regularly to ensure that the provision is matched to need. The SENDCO and the teacher will oversee the implementation of any intervention as part of the agreed SEND support. The SENDCO offers continuous advice on the effective implementation of support. Interventions and other additional support will be recorded on the school's provision mapping systems.

Review

The teacher, supported by the SENDCO, along with the parent/carer, assesses the child's response to the action taken. The effectiveness of the support and its impact on the child's progress is discussed at the review meeting which is attended by the SENDCO, the teacher and the child's parent/carer. The views of the child are also taken into consideration at this meeting. In light of the child's progress and development, changes to the outcomes and support will be agreed by all concerned. A cycle of review meetings will continue with all parties attending in order to identify the best way of securing positive outcomes. All parties may agree to specialist involvement if a child continues to make less than expected progress.

It should be noted that a child working below age expectations or making slow progress does not necessarily have a special educational need. Likewise, having English as an Additional Language is not cause, in itself, for a child to be identified as having special educational needs. Similarly, a pupil may have a



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SEND but be achieving at/above age-related expectations. The SEND register remains fluid, with children moving on and off it according to their needs. Once a pupil has reached and maintained (for one term) the level of attainment appropriate for their age and no longer requires support that is additional to/different from that available universally, it is likely that they will be removed from the SEND Register but will be monitored for a further term.

Requests for an Education, Health and Care Needs Assessment (EHCNA)

If the child continues to make little progress within the graduated approach, despite a significant amount of targeted support, and is experiencing significant difficulties in learning or has a range of complex needs, the school (SENDCO/Headteacher) and parent/carer, may request that the Local Authority (LA) make a statutory assessment of the child's SEND. If the LA agrees to the assessment, it collects information from all the people who have been involved with the child. From this, the LA decides whether the child needs an Education, Health and Care Plan to meet their needs.

The Education, Health and Care Plan (EHCP)

An EHCP is a legally-binding document which sets out the provision the child **must** receive to meet his/her SEND. The LA may provide the school or the parent/carer with additional funds to support the cost of this provision. Short and longer-term educational outcomes are set and shared with the LA and IEPs may be used to set targets each term. Each year the school must hold an Annual Review with the parent/carer and outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews.

Medical Conditions

We have a duty under the Children and Families Act 2014 to support pupils with medical conditions so that they have full access to learning, social/physical activity, local and residential trips. Education Health and Care plans (EHCP) may state the type and level of support required to meet these medical needs or the school may create a medical care plan with parents/carers, sometimes with the advice of medical professionals, such as the school nurse or diabetic nurse. Individual risk assessments might be undertaken for specific activities.

Record Keeping, Monitoring and Review

Accurate and up to date SEND records will be kept that provide:

- evidence tracking data of pupil progress
- evidence of outcomes and planned next steps
- details of additional support or different provision made under SEN Support
- details of the involvement of specialists
- evidence of involvement with parents/carers
- evidence that shows a rigorous approach to the monitoring and evaluation of any SEND support provided

Storage/management and passing on of records to new settings will be carried out securely, in line with the school's GDPR Policy.

Progress of pupils with SEND will be monitored and reviewed through whole school/individual assessments/monitoring systems such as pupil progress meetings, monitoring and review of intervention, book trawls, learning walks, IEP meetings, data analysis.



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Range of Provision

The school aims to provide a variety of provision by way of in-class or withdrawal support, either whole class, individually or in small groups with teachers, specialist teachers or support staff. Where support is offered outside of the classroom because it deemed to be the most appropriate way of meeting needs, it must be targeted, for a specified period, and should at least compensate for time missed within the classroom.

Equality and Inclusion

We have a responsibility to:

Prevent discrimination;

Promote equality of opportunity and a school-wide inclusive ethos;

Promote disability equality;

Foster good relations;

Regularly review and evaluate the breadth and impact of the support that we offer or have access to;

Co-operate with the Local Authority in reviewing the provision that is available locally and in developing the Local Offer;

Work with other local authorities to investigate how different needs can be met more effectively;

Include pupils with SEND in all school activities, monitoring the number of extra-curricular activities that SEND pupils take part in.

Partnerships

We believe that a close partnership with parents/carers will enable children to progress. Parents/carers have a key role to play as they have the best understanding of their child. Pupils with SEND will benefit from the school's close working relationship with external support agencies offering advice and support. We feel that our provision will benefit from the close links we have with other schools in sharing good practice and ensuring effective transition between settings/phases for pupils.

Support for Families

Families may request or be offered Early Help to support across a range of needs. We might also signpost to the following:

Warwickshire's 'Local Offer': <https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send>

The SEND Information, Advice and Support Service (Barnardo's SENDIASS):

Phone: 01788 593 159 Website: <https://www.warwickshiresendiass.co.uk/>

Email: warwickshiresendiass@barnardos.org.uk

The Family Information Service: <https://www.warwickshire.gov.uk/childrenandfamilies>

Email: fis@warwickshire.gov.uk Tel: 01926 742 274 or 0800 408 1558

Celebration of Achievements

We will regularly celebrate the achievements and strengths of all children, in all curriculum areas and all aspects of school life.

Admissions

We will:

Treat all applications equally and we will not discriminate against pupils with SEND;



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Respond to consultation requests from the Local Authority for children with an EHCP and admit children whose EHCP names the school;

Not refuse admission to children with SEND because we feel that we will be unable to provide the necessary support;

Not refuse to admit a child on the grounds that they do not have an EHCP.

Complaints Procedure

Parents/carers who have a grievance or complaint about the nature or amount of special needs support that their child receives are encouraged to ask for a mutually convenient meeting with the school, in the first instance, in order to resolve the issue. Further information is available within our Complaints Policy.

SEN Information Report

Annually, we publish information about the implementation of this policy for pupils with SEND which will be set out in clear and straightforward language and easily accessible to parents/carers. The information must include:

- the kinds of SEND that are provided for
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENDCO
- arrangements for consulting parents/carers of children with SEND and involving them in their child's education
- arrangements for consulting pupils with SEND and involving them in their education
- arrangements for assessing and reviewing children's progress towards outcomes, including the opportunities available to work with parents/carers and pupils as part of the assessment and review process
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions.
- the approach to teaching children and young people with SEND
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND
- the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEND
- how children and young people with SEND are enabled to engage in available activities with children and young people in the school who do not have SEND
- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations, in meeting children's SEND and supporting their families
- arrangements for handling complaints from parents/carers of children and young people with SEND about the provision made at the school



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- arrangements for supporting children and young people who are looked-after (or previously looked-after) by the Local Authority and have SEND
- information on where the Local Authority's Local Offer is published
- admission arrangements for disabled pupils
- accessibility plans

Access

In line with the Equality Act (2010), the Headteacher and Governors of the school have put in place an Equality and Accessibility Policy/Plan which can be found on the School website.

Access to the school environment

The majority of the school site is accessible on one level. Consideration would need to be given to children who use a wheelchair or those with mobility or visual difficulties, around use of stairs in some areas of the school (eg from hall to Nursery) and with access to the Forest Schools area. There is a disabled toilet in both school buildings and access to the playground. Personal Emergency Evacuation Plans (PEEPs) are developed for children who may experience difficulties in exiting the building as part of fire evacuation procedures.

Access to the National Curriculum

The SEND provision at High Meadow is based upon the principle of Inclusion as stated in the SEND Code of Practice (2015) and involves

- setting suitable but aspirational learning targets
- responding to children's diverse learning needs
- overcoming potential barriers to learning

Strategies which may be used to enable access for all children to the National Curriculum are:

- adaptation of the curriculum (including scaffolding)/timetable to match tasks to ability, with 'just-right challenge.'
- use of a range of teaching approaches and person-centred strategies.
- use of TAs to provide additional support within some lessons, whilst still encouraging independence.
- small withdrawal/in-class group and 1:1 teaching by staff.
- accessibility to resources to support pupils with sensory or physical difficulties.
- alternative means of accessing the curriculum/recording through ICT, and use of specialist equipment.
- peer group support through mixed ability grouping, talking partners and "buddy" systems.
- use of positive strategies and Team Teach de-escalation as part of the whole school Relationships and Behaviour Policy.
- pro-active use of a Well-being Curriculum, taught throughout the school, and a trauma-informed approach.
- access to extra-curricular clubs, and to the social life of the school.
- ongoing training for all staff on the needs of children with SEND.



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- A 'No Outsiders' approach.

Resource allocation

Resources for SEND children who are not funded through additional EHCP provision are funded according to a Local Authority (LA) formula. This 'notional' funding covers the cost of staffing, resources and training needs for SEND across the school. These funds also cover the cost of supply cover for class teachers, where necessary, who are asked to attend termly IEP or annual EHCP reviews.

Resources for children with EHCPs may be delegated directly to the school from the LA, banded according to needs. The school uses this funding to provide additional small group/1:1 TA support as needed to meet outcomes specified within the EHCP.

Training

All school personnel and governors have equal chances of training, career development and promotion and receive training on this policy on induction which specifically covers:

- The SEND Code of Practice
- The Graduated Approach
- Inclusion
- Adaptation of curriculum/environment/approach
- Pupil tracking
- Working with pupils with SEND
- Safeguarding and Child Protection
- Intervention programmes

They will also

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications. Awareness training will be provided by the SENDCO and by support teachers on specific topics and concerns.

Raising awareness of this policy

We will raise awareness of this policy via:

- the school website
- staff induction/training
- meetings with parents/carers such as introductory, transition, parent/carer-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as newsletters
- reports such as Headteacher reports to the Governing Body

Monitoring the success of this policy

Evidence of the effectiveness of this policy on progress in learning for children with SEND will be shown by:



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Ongoing teacher and TA observations of the child in the daily classroom setting;
Adapted short-term planning by the class teacher to meet the child's needs;
Records and evidence of the child's work showing progress towards curriculum objectives;
Evidence of progress towards personalised targets at the IEP reviews;
Scores closer to age related expectations on standardised testing;
Records and evidence of the child's progress towards improving behaviour, social/emotional/physical targets;
Discussion at an appropriate level with the child about their progress;
Discussion with parents/carers about the child's progress;
Discussion with outside agencies about the child's progress;
Successful requests for additional funding at EHCP level;

Evaluating the success of this policy

The success of the policy will result in the needs of all children with SEND being met by:

Having the systems in place to identify children with SEND as early as possible;
Making use of good practice in planning for, teaching and assessing children with SEND;
Regular review of the child's progress against targets set;
Providing additional, targeted, timely and evidence-based intervention if progress is not adequate;
Receiving appropriate funding from the LA to support the child's needs at EHCP level;
Considering the wishes of the child at an appropriate level;
Having a positive and effective partnership with parents/carers;
Encouraging a multi-disciplinary approach whenever possible;
Children's positive attendance, equal access to extra-curricular activities and the wider life of the school.