



High Meadow  
Community School

Norton Road, Coleshill B46 1ES  
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## Special Educational Needs and Disability (SEND) Policy 2020-21

Date: 17.4.2021

Next Review: April 2022

Review Frequency: Annually

Reviewed by: Tina Kirkwood (SENDCO)

Approved by: ...Mrs D Hughes.....Date: ...April 2021.....

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
- Complaints 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: **Mrs Michelle Windridge**. 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, 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 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 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 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 included fully in all aspects of school life, to become confident individuals living fulfilling lives and to make a successful transition into adulthood, whether into employment, further/higher education or training. The Special 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.

It is the responsibility of all teachers at High Meadow to meet the needs of the pupils within their class or, if they are a subject leader, 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 special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We believe we provide high quality first teaching that is differentiated and personalised and that meets the needs of all children. We have high ambitions, set challenging targets, and track the progress of all pupils.

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 issues. 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.

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 intervention at a suitable level when a child is identified as having SEND.
- use a variety of teaching styles and cater for preferred learning styles to allow children with SEND to access a broad and balanced curriculum, which is differentiated 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 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, 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/Disabilities (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 which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum 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, specific learning difficulties
- **Social, emotional and mental health** eg attention deficit hyperactivity disorder (ADHD)
- **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. At High Meadow, we identify the needs of pupils by considering the needs of the whole child which will encompass more than just their special educational need.



## **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**

Michelle Windridge is the current Governor with responsibility for SEND. She has contact with the SENDCo and is a member of the Senior Leadership of the school to enable her to keep up-to-date with, and to monitor, the school's SEND provision. School must make an annual report to parents 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**

The Nominated Governor will:

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 to 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**

The Governing Body has:

Appointed a member of staff to be the SENDCO and has responsibility for ensuring the SENDCO holds a National Award in SEN Co-ordination or is training towards this;

Responsibility for ensuring the SENDCO is allocated time to undertake the demanding role of SENDCO;

Delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;

To ensure that provision for special educational needs/disability is of a high standard;

Responsibility for ensuring pupils with SEND have access to all activities and school facilities;

Due regard to comply with the SEND Code of Practice (2015) and equalities legislation when undertaking its responsibilities;

Responsibility for having in place an Admissions Policy;

Responsibility for admitting any child whose Education, Health and Care Plan (EHCP) names the school;

Responsibility for publishing a SEND Information Report;

Responsibility for having 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;

Responsibility for ensuring funding is in place and regularly reviewed to support this policy;

Responsibility to ensure that appropriate action will be taken to deal with all prejudice-related incidents or incidents which are a breach of this policy;

Responsibility for ensuring this policy and all policies are made available to parents and are maintained and updated regularly;



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Made effective use of relevant research and information to improve this policy, having responsibility for the effective implementation, monitoring and evaluation of this policy;  
Nominated a link governor to visit the school regularly, to liaise with the Headteacher and the SENDCO and to report back to the Governing Body.

### **The Special Educational Needs and Disability Co-ordinator (SENDCO)**

#### **Role of the Special Needs Co-ordinator**

The SENDCO will:

- Have the 'National Award for Special Educational Needs Co-ordination' qualification or be working towards it and completing it within 2 years of being in post;
- Ensure the detailed implementation of support for children with SEND;
- Ensure the implementation of this policy;
- Ensure all school personnel understand their responsibilities to 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 teachers and support 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 to training;
- Arrange meetings for parents 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 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 differentiated teaching methods are being used;
- Track the progress of children with SEND;
- Maintain records of all 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 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.

### **The Headteacher**

#### **Role of the Headteacher**

The Headteacher will:

Ensure all school personnel, pupils and parents 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;

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 for pupils with SEND;

Monitor the 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
- differentiation is put into practice
- the pupil tracking system is effective

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

#### **Role of Senior Leaders**

Senior Leaders will:

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

#### **Role of Subject Leaders**

Subject Leaders will:

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

#### **Role of Class Teachers**

Class teachers will:

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

Have high expectations of pupils with SEND;



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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;

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

Provide high quality teaching for all pupils, including differentiation 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 of pupils with SEND to update them of the progress of their children and suggest ways that parents can support their children at home;

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

### **Role of Teaching Assistants**

Teaching assistants will:

Work closely with the SENDCO and class teachers to provide support/feedback for individuals and groups of pupils with SEND, monitoring and providing feedback on pupil progress;

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**

The Local Authority will:

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.

### **External Specialists**



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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:

Educational Psychologist

RISE/Child and Adolescent Mental Health Services (CAMHS, including the Neurodevelopmental Team)

Hearing/Vision Impairment Team

Speech and Language Therapist

Specialist Teacher Service (or equivalent)

Occupational Therapist

Physiotherapist

GP/Medical Professionals

Specialist teachers working within the Local Authority

### **Role/Rights of Parents/Carers**

We encourage parents/carers to:

Work closely 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/attend 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 (SENDIAS).

### **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 at the earliest opportunity of the school's concerns and work in partnership with them to establish the support the child needs.

We will adopt a **graduated approach**, coordinated by the SENDCO, using the following four stages of action: **Assess, Plan, Do** and **Review** (as stated in the SEND Code of Practice, 2015).

Parents will be kept well-informed of and involved in all four 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 when trying to identify how barriers to learning/participation can be removed.

Support will be put into place and reviewed regularly to ensure that the provision is matched to need. 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 parties will decide on:

- the intended outcomes
- what interventions/support is required
- the expected impact on progress, development or behaviour by a specified review date

Plans will take into account the views of the child.



Parents/carers will be asked to reinforce the provision by contributing to progress at home.

#### **Do**

The SENDCO and the teacher will oversee the implementation of any intervention as part of the agreed SEND support. The teacher, supported by the SENDCO, assesses the child's response to the action taken. The SENDCO offers continuous advice on the effective implementation of support.

#### **Review**

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 will agree to any specialist involvement if a child continues to make less than expected progress.

It should be noted that a child working below age expectations 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. The SEND register remains fluid, with children moving on and off it according to their needs.

#### **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, through the Headteacher and SENDCO, requests the Local Authority 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 costs 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. We are aware that individual Education Health and Care plans (EHCP) will state the type and level of support required to meet these medical needs.

#### **Record Keeping**

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



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- evidence that shows a rigorous approach to the monitoring and evaluation of any SEND support provided

### **Range of Provision**

The school aims to provide a variety of provision by way of in-class or withdrawal support, either individually or in small groups with teachers, specialist teachers or support staff.

### **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 in the partnership between home and school as they have an exclusive overview of the provision needed for the child. Pupils with SEND will benefit from the school's close working relationship with the numerous 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 is as smooth as possible for pupils.

### **Celebration of Achievements**

We will regularly celebrate the achievements of all children, not just in literacy and numeracy but 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;

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.

## **SEND Information Report**

Annually, we will 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 young people 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
- arrangements for supporting children and young people who are looked after by the Local Authority and have SEND
- details of the school's contribution to the Local Offer including information on where the Local Authority's Local Offer is published
- details of the broad and balanced curriculum provided in each year
- admission arrangements for disabled pupils
- accessibility plans

## **Access**



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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 with mobility or visual problems around use of stairs in some areas of the school. There is a disabled toilet 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 SEN 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:

- differentiation of the curriculum (including scaffolding)/timetable to match tasks to ability.
- use of a range of teaching styles which recognise the preferred learning styles of the children in the class.
- use of TAs to provide additional support within some lessons.
- 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 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.
- 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.



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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
- Differentiation
- 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:

Ongoing teacher and TA observations of the child in the daily classroom setting;  
Differentiated 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 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 or emotional targets;  
Discussion at an appropriate level with the child about their progress;



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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 and timely 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 equal access to extra-curricular activities and the wider life of the school.