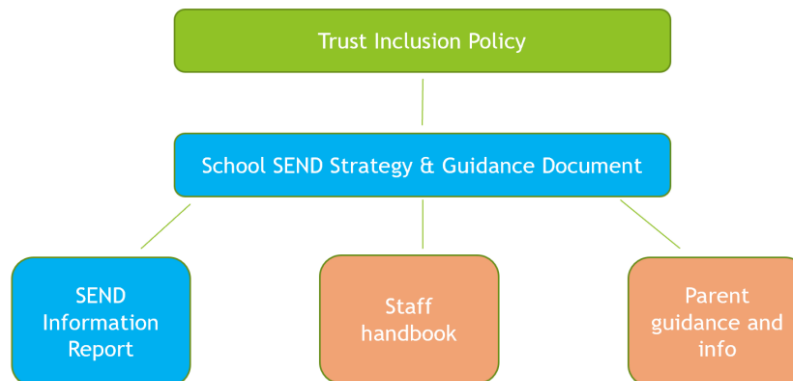


SCHOOL SEND STRATEGY & GUIDANCE DOCUMENT



This document lies in relationship with other documents in the following way:



o Inclusion: beliefs and values

At Fremington Primary School, we strive to promote an inclusive environment for all. Through valuing all and eliminating prejudice, we have developed an environment where all children and adults can thrive and feel safe. Through each of our core values - **Friendship**, **Perseverance** and **Self Belief** - we celebrate the individuality of our children. We take into account pupils' varied life experiences and needs and aim to give each pupil every opportunity to achieve the highest standards. Working in partnership with caregivers, we strive to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. Fremington Primary School offers a broad, balanced and inclusive curriculum through which we aim for all children to achieve their full potential.

Children are supported to understand inclusion via the curriculum, assemblies, books and real-life experiences. We have recently restocked our library so that children and families from all walks of life are well represented. Staff model inclusion and acceptance of diversity in all that they do. Staff are supported to explore and develop their beliefs about inclusion by a strong team of leaders who are passionate about inclusion. Staff benefit from regular CPD and are encouraged to contribute to 'talking points' in staff meetings and to share wider reading around this area.

Supporting inclusion and delivering the provision to meet the needs of children is a whole school matter for which all staff are responsible. This is done by following our school's procedures for identifying, assessing and making provision to meet those needs. Within these procedures specific roles are identified in order to support and monitor staff, pupils and provision:

a. Deputy Head for Inclusion and SENDCo - together, these leaders set the tone for inclusion across the school. They work with the Trust to develop policies and guidance and cascade these through the school community. They model and promote excellent practice and support the development of others - celebrating success and challenging less than excellent practice. Alongside the Teaching and Learning Lead, it is their responsibility to ensure that the school has a progressive curriculum which is suitable for the world in which we live and react appropriately in terms of changes to policy. The Inclusion Lead is responsible for ensuring that adaptive teaching is happening across the school and that children are in receipt of a high quality education. The SENDCo leads on specifically supporting children with SEN.

b. Class Teachers - as the adults with whom pupils spend most of their day, it is imperative that class teachers are at the forefront, championing inclusion and celebrating diversity. It is the class teacher's role to ensure that a broad and balanced, age-appropriate curriculum is delivered which meets the needs of all of the pupils and encourages children to broaden their thinking. Teachers equip children to model our school values. Children feel empowered by their teachers to be themselves and to speak up when they see or hear something which makes them uncomfortable. Teachers are responsible for knowing the children in their class and therefore they can identify early any potential SEN. Teachers follow a rigorous assess - plan - do - review cycle and report to the SENDCo if they feel necessary.

c. Headteacher - The Executive Headteacher of Fremington Primary School oversees the running of the school and ensures that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. The Head Teacher reviews attendance and exclusion data for SEND pupils on a termly basis and this is reported to the Tarka Learning Partnership.

D. Children - The children are the heartbeat of our school and the reason that we are here. Their role is to be good friends, to persevere and to become the best, most confident versions of themselves as they can be. Children are encouraged to report prejudiced behaviour to a member of staff.

E. Parents and Carers - Adults at home are children's primary caregivers and hold such a wealth of knowledge about the young people in their care. These caregivers have many roles and responsibilities when talking about and promoting inclusion with their children. Caregivers should work alongside school in order to get the best outcome for their children. Regular communication and a shared understanding is essential. Parents will be expected to uphold the school's vision and values when on the site and it is hoped that they will share these values with their children at home also. Further information around the role and responsibilities of caregivers can be found in our *Parent Guidance and Information* document.

F. School Community Board - our SCB is made up of school staff, parents and wider members of the community. It is the role of the SCB to support the school to be as inclusive as possible

and to look for ways to improve. The SCB should challenge leaders when they feel practice could be improved and also provide a voice for the community.

o Meeting needs through strong teaching – Teachers at Fremington have a thorough induction process. They have working knowledge of the Send Code of Practice and are aware of their responsibilities. Early Careers Teachers are well supported by their mentor and also by the ECT programme, provided by Swift. At Fremington, we follow the coaching model and all teaching staff have the opportunity to coach and be coached; we are a school filled with adult learners who have a thirst for improvement. Regular in-house CPD is delivered and we also draw upon the knowledge and experience with the Trust and beyond. The newly written curriculum is structured and carefully spaced with SEND learners in mind. There are many opportunities to revisit prior learning so that knowledge becomes embedded within the long term memory. Alongside the Trust, school leaders carry out half termly school reviews which focus on developing and improving high quality teaching and learning.

o Early identification and assessment - As a school, we know that early identification and rapid intervention is vital. For this reason, we aim to have all SEND identified by Key Stage 1. In addition to the statutory Reception Baseline Assessment, all reception children are screened for speech and language - where intervention is required, this happens quickly. Phonics and reading is almost continually assessed and children move fluidly between groups - accessing catch up programmes where necessary.

It is the responsibility of the class teacher to liaise with parents and the SENDCO to discuss any possible identification of special educational needs. The Devon Graduated Response Tool is used to support identification of SEND. Class teachers use this as a reference tool, and to track any individual's against an externally verified 'profile'.

Where appropriate, referrals to specialist external agencies support the school in effectively assessing and understanding the needs of all our learners. Advice from fellow professionals is shared with teaching staff and parent/carers to ensure everyone involved in the child's development understands the needs present.

Identification flow chart

Teacher/Caregiver raises concerns about potential SEND - raises with SENDCO
Short period of internal monitoring - may be made up of observation, pupil voice, discussion with caregivers, and consultation with previous teachers.
Graduated Response Tool used to assess, plan, do, review any actions.
Decision whether to place on SEND list as 'SEN support' will be made between SENDCO, parents and teaching staff.
Create Individual Learning Plan

If after these steps a child is making less than expected progress, despite having support and interventions matched to the child's area of need, the school, with the support of parents or carers may make a referral for external specialist support. This may be through requesting the advice of specialist teams (Dyslexia Advisory Team, Communication and Interaction Team, Occupational Therapy etc), or by requesting an Educational Health Care Plan through the Devon County Council 0-25 team.

An EHCP is for children and young people who need more support than is available through special educational needs support. EHCPs identify educational, health and social needs and set out the additional support to meet those needs.

o SEND work in differing years and key stages –

Our teachers are ambitious for all of their learners and are committed to best preparing them for the next stage of their lives. If a child joins our school or a SEND need becomes apparent in the later years of primary school the teachers act quickly to identify the need and respond accordingly. Where a child is presenting with additional needs which are a barrier to learning, teachers work to find ways to break down these barriers. The SENDCo provides a high degree of support to ensure that the child is able to reach their full potential and, where possible, to reach the expected level of their peers. Leaders equip teachers with the knowledge of developmental levels as opposed to age-related levels. Teachers are trained to teach adaptively - meeting the children at their level and stretching them appropriately.

o Transition –

We are aware that transition can pose threats to children's learning and development but with it can also come opportunities. We carefully plan transitions at the end of the year - children spend time in their new classrooms and with their new teachers. Booklets are sent home so that the children can continue to familiarise themselves with the new arrangements over the summer holidays. Early in September, caregivers are invited into school to meet their child's new teacher.

Transitions between Key Stages are well supported. Phase Leaders ensure that there is a thorough handover of information between teachers and caregivers are also involved in this process. For our Year Sixes leaving us, and any other pupil leaving the school, we ensure that all relevant information and paperwork is transferred in a timely manner between settings.

o Planning and review –

When a child is identified as having SEN, their teacher, with the support of the SENDCo, will create an Individual Learning Plan (ILP). This plan will detail the child's needs and the provision that they need in order to help them achieve their full potential. This ILP is a working document which is informally reviewed by adults in school regularly, following ongoing low-stakes assessment. Formal reviews of this plan take place three times a year; teachers meet with caregivers to review the provision and to explain the next steps. These next steps may be that

the child no longer needs an ILP or they may be in need of a further target or a change to provision.

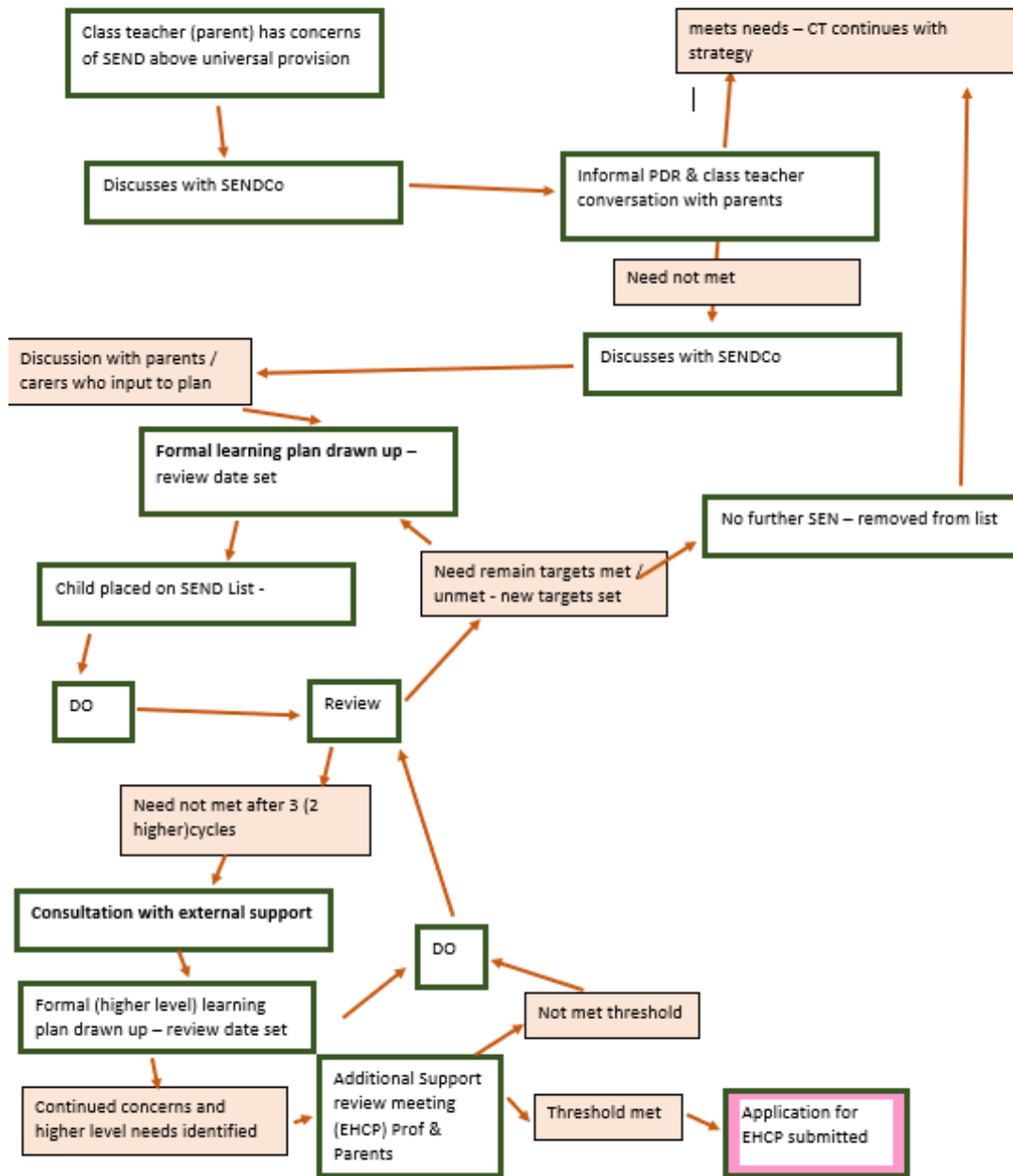
o Formal assessment and EHCPs –

If after identifying a SEN a child is making less than expected progress, despite having support and interventions matched to the child's area of need, the school, with the support of parents or carers may make a referral for formal assessment and/or external specialist support. This may be through requesting the advice of specialist teams or by requesting an Educational Health Care Plan through the Devon County Council 0-25 team.

An EHCP is for children and young people who need more support than is available through special educational needs support. EHCPs identify educational, health and social needs and set out the additional support to meet those needs. We would expect to have applied for an EHCP by the end of KS1.

The following flow chart illustrates the steps towards applying for an EHC needs assessment:

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Monitoring, setting targets and measuring progress -

All pupils are assessed each term and teachers complete monitoring where attainment is recorded and reflected on by the senior leadership team. Pupil progress meetings between teachers and senior leaders allow discussion about individuals and trends across the cohort. These discussions inform future targets and planning for the future. Progress is monitored by phase leaders and discussed with senior leadership to tackle areas which need development.

o How does the school monitor the voice of the child, parents and carers?

Coffee mornings/afternoons for parents and carers are held half termly and are open to all families - the SENDCo and other senior leaders are available to discuss current provision with parents and carers.

Families with students on the SEN list have an ILP meeting each term (3 per academic year) to discuss the child's individual needs and progress with the class teacher.

Families with a student who has an EHCP also have an annual review meeting to discuss the targets and progress specified in the EHCP.

Student voice is captured via observations, meeting with staff and is always included in the ILP and EHCP process.

o Neurodiversity –

The school has a significant number of neurodiverse students (and of course some staff too).

Teaching staff consider the needs of neurodiverse students when planning:

- the classroom environment;
- the style of learning activities - including transitions between activities and how this is managed;
- the groupings of students;
- the resources available to support students' learning.

Students are taught to understand neurodiversity through explicit and implicit teaching (in class and through assemblies) about the ways different people think, process information, behave and communicate. Students are supported to understand, respect and celebrate differences between themselves and their peers.

Meal time assistants are included in staff training so that they share the school ethos of valuing all and eliminating prejudice. Formalised channels for communicating incidents at lunchtime to senior leaders and teaching staff

o Medical needs, high attainer and more able, EAL -

When the school is notified that a pupil has a medical condition, it will be decided if an IHP is necessary. Not all pupils with a medical condition will require an IHP. It will be agreed with a healthcare professional and the parents when an IHP would be inappropriate or disproportionate. This will be based on evidence. If there is no consensus, the headteacher will make the final decision.

The school will make every effort to ensure that arrangements are put into place within 2 weeks, or by the beginning of the relevant term for pupils who are new to our school.

Plans will be reviewed at least annually, or earlier if there is evidence that the pupil's needs have changed.

Plans will be developed with the pupil's best interests in mind and will set out:

- What needs to be done
- When
- By whom

Plans will be drawn up in partnership with the school, parents and a relevant healthcare professional, such as the school nurse, specialist or paediatrician, who can best advise on the pupil's specific needs. The pupil will be involved wherever appropriate.

IHPs will be linked to, or become part of, any education, health and care (EHC) plan. If a pupil has SEN but does not have an EHC plan, the SEN will be mentioned in the IHP. The level of detail in the plan will depend on the complexity of the child's condition and how much support is needed.

Higher attaining and more able pupils will be provided for by quality first teaching. Opportunities to extend and challenge these pupils' learning will be planned for. Pupils will be encouraged to exercise their knowledge and skills in a range of environments.

EAL students will be identified and supported in the following ways: immersion in target language with visual support where appropriate; use of translation software to support new vocabulary, communication with parents supported by translation of letters/newsletters.

o Alternative learning pathways –

If a child should need to follow an alternative learning pathway this would be identified as part of the graduated response cycle. When planning an alternative pathway the needs of the pupil will be considered alongside their safety and well being.

Any alternative providers will be subject to checks including DBS, Health and Safety and Safeguarding. Alternative pathways will be reviewed in the same way as the school curriculum and subject to quality assurance and monitoring of outcomes and progress.

o Working with parents and families and other services - Working in partnership with caregivers allows us to understand our children fully. We strive to create a sense of community and belonging by communicating and collaborating with families in the following ways:

- Parents evenings happen each year and provide caregivers with a snapshot of the progress made so far, together with a discussion about next steps for the child's learning.
- Open afternoons happen each term and allow families to come and see the learning that has been happening in class. Books are displayed and children are encouraged to discuss their work with their families.
- Coffee mornings are hosted each half term and provide an informal forum for parents to chat with senior leaders. These can be open in their agenda, or may have a specific focus if the need arises.

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- Students on the SEN list will have an Individual Learning Plan (ILP) to identify specific next steps for progress. Class teachers will host a meeting each term (3 times per year) with families to discuss ILP progress and plan next steps.
 - Students with an EHCP will receive (in addition to the ILP meetings) an annual review - here the EHCP outcomes are reviewed and submitted to the 0-25 team. The Devon 0-25 team will then decide whether to maintain, amend or cease the EHCP.
 - The School has an Early Help Coordinator who supports families to access a range of resources. Living in an area of high deprivation, this role is critical to supporting the social and emotional needs of the families in our school community.

o Provision –

If a child is identified as having a special educational need then the teacher will agree (in consultation with the SENDCo, caregiver and the pupil) any adjustments, interventions and support to be put in place. The teacher will also consider the expected impact on progress, development or behaviour, and provide a clear date for review. This happens via an Individual Learning Plan or an ILP. These documents are updated each term, giving three opportunities per year for teachers and caregivers to meet and discuss progress. ILPs should be ‘live’ documents to support progress and we encourage staff to annotate them and reflect on their impact.

All teachers are teachers of SEND, we want to expose all our students to Quality First Teaching as well as any other provisions decided upon in the identification process.

Below is a list of some of the provisions SEND learners can access where relevant to their needs.

- **Quality First Teaching** - This is the school’s biggest tool in meeting learners’ needs and the thing we spend the most money on. Quality assurance of teaching and learning happens through learning walks, observations and book scrutiny - Phase leaders and Senior Leaders are responsible for ensuring Quality First Teaching for all.
 - **Adaptive Teaching Strategies** - PDM and Inset provides opportunities to share practise about how we adapt teaching to suit the needs of SEN learners - examples include: adapting language; questioning; stimulus choice; chunking; providing visuals; scaffolds; and effective use of teaching assistants.
 - **Differentiated Curriculum** - for those students working outside the age related expectations a more differentiated curriculum will be needed to meet the learner where they are currently and provide next steps for progress.
 - **Teaching Assistants** working with Teachers to maximise impact - deployed in class aiming for a helicopter approach by checking in with pupils and giving them opportunities for independence and support. ‘Velcro’ 1:1 use of teaching assistants can lead to learned helplessness.
 - **Interventions** are chosen because they are evidence based. They are delivered for a specific timescale and the impact is reviewed.
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o Staff support and training -

Senior leaders communicate with all staff the vision to 'celebrate the individuality of our children and to give each pupil every opportunity to achieve the highest standards'. This vision is made explicit through the induction process, through the staff handbook and through regular CPD. Where appropriate, all staff including MTAs and administrative staff receive training on inclusion and SEND, and are held accountable in meeting the vision of the school to 'value all and eliminate prejudice'.

Class teachers are at the forefront of provision and embrace opportunities to further develop their understanding and skills. Staff Information sharing meetings happen as part of transition into the new school year so that staff understand the needs of children in their class. CPD is delivered through INSET and PDM time, also via coaching and observation feedback. Throughout the year, class teachers may receive child specific advice from professionals such as Educational Psychologists, SEND Advisory teams, SALT, CAMHS etc.

The appraisal process supports staff to focus on their continued development and provides a framework for regular reflection on their practice. Senior leaders are quick to address areas for development and provide personalised support when necessary.

o Records –

The SEN list is a centralised record of students with SEND which documents the type of need present and whether they are SEND support or SEND with EHCP. The document is used to ensure staff can plan provision which matches individual needs and allows Senior Leaders to monitor and track provision for SEND students. Each student on the SEND list also has an online record of any referrals, assessments and professional reports. These folders are accessible by the class teacher and Senior Leaders and are used to inform staff planning of provision. The SENDCO maintains the records and is responsible for the safe and effective transfer of records to other settings where necessary through transition.

Provision Maps is being adopted in the academic year 23/24 and will collate all information into one system. This will provide ease of use for cover teachers and other users able to see a class and SEN info accessed easily. In the interim we are using a system of pink folders so that each class has all the SEND information at hand should any staff member wish to access it for planning or monitoring purposes.