At Water Mill Primary School, we are committed to providing an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We endeavor to develop policies and practices that include all learners. We recognise that all pupils learn at different rates and that there are many factors affecting achievement.

Children have individual needs, abilities and life experiences which require varied provision to enable them to meet their full potential. We aim to ensure that all children identified as having specific needs should have those needs met through special provision.

Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We monitor and pay particular attention to the provision for, and the achievement of, different groups of learners (in accordance with the Special Needs and Disabilities Act of 2001).

- Girls and boys
- Minority ethnic groups
- Learners who need support to learn English as an additional language (EAL)
- Learners who are disabled
- Gifted and talented pupils
- Those who are looked after by the local authority
- Those who are in families under stress.
- Those who are suffering from short or long term illness or disabilities

Parents form a vital part of the school community and should be encouraged to be involved in their child's education.

The views of children should be obtained, noted and valued wherever possible, and taken into account when planning provision. That a sense of self respect is developed and that all children are encouraged to take responsibility for their own learning.

At Water Mill we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

**Objectives**
- To establish a clear framework for the implementation of the SEND Code of Practice 0-25 years in school
- To ensure that children’s special educational needs receive a broad and balanced education with equal access to the national Curriculum, differentiated to suit their individual needs
- To continually monitor the progress of all pupils and identify needs as they arise providing support as early as possible
- To ensure that pupils with SEND are perceived positively by all members of the school
community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers

- To involve parents/carers at every stage in plans to meet their child’s additional needs
- To involve the child themselves in the planning assessment and decision making that affects them
- To ensure accurate assessment and the record keeping of differentiated provision, charting the progress of individual children with special educational needs
- To provide assessment/provision details for CRISP (Criteria for special provision) for children with a statement of Special Educational Needs

**Monitoring children's progress**

Water Mill’s system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review may lead to the conclusion that the pupil needs help above that which is normally available within that particular class or subject. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in the child's behaviour

**Individual Educational Plans**

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- Short-term achievable targets set for the child
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed)

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed three times a year at the end of each term and parents' views on their child's progress will be sought through consultation meetings with the class teachers and the SENCo. When appropriate and wherever possible, the child will also take part in the review and be involved. Targets are shared with both parents and pupils.

The class teacher and the SENCo will conduct termly reviews to share the progress of the children with special educational needs with the child and the child's parents. The review will focus on:

- Progress made by the child
- Effectiveness of the individual education plan
- Contribution made by the parents at home
- Updated advice and information
- Future action
The outcome of the review may be:

- The child no longer needs help
- Child continues with current level of provision
- Child requires more specialist input

All parents of children with identified special educational needs are informed of all review outcomes and of any external advice or support which is required.

If parents do not or are unable to attend the review meeting every effort is made to make a new appointment that is convenient for the parent. If a parent fails to respond to the appointments made by letter, information will be given at parent consultation meetings or by letter if there is no contact.

Pupils own views on their progress and on their IEP targets are recorded termly.

Levels of Support

**Universal Support**
When a class teacher identifies a child with additional needs, in the first instance they will provide class based interventions to ensure all pupils access inclusive practice. This is called *Universal Support*. This will provide evidence and will be shared with the SENCo should any further support be needed.

**Targeted Support**
When a class teacher or SENCo identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as a part of the school's usual differentiated curriculum. This is called *Targeted Support*. The triggers for intervention through *Targeted Support* will be underpinned by evidence about a child who despite receiving differentiated learning opportunities makes

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress

**Specialist Support**
A request for support from external agencies is likely to follow a decision taken by the SENCo and colleagues, in consultation with parents, at a review of the child's IEP. At *Specialist Support* level, external support services will usually see the child so that they can advise teachers on IEP targets and accompanying strategies, provide more special assessments to inform planning and the measure of pupil progress, give advice on the use of new or specialist strategies or materials. The triggers for *Specialist Support* will be that, despite receiving individualised support under *Targeted Support*, the child:

- Continues to make little or no progress in specific areas over a long period
• Continues working at National Curriculum Stages substantially below that expected of children of a similar age
• Continues to have difficulty in developing literacy and mathematics skills
• Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
• Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
• Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

If one of the above is identified as a concern we will seek the help of external support services, those services will need to see the child’s records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialists assessments or be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

PP and Education, Health and Care Plans

Provision Plans
If a child’s progress is minimal, despite in class support and differentiation, class based and individual interventions over a long period and support from outside agencies through an IEP, it may be appropriate for a provision plan to be written. This will provide further interventions and targets which will be reviewed annually with school staff, the outside agencies involved, parents and the child together.

Education, Health and Care Plans
A child who has an Education, Health and Care Plan (EHCP) will continue to have arrangements as for Specialist SEN Support, and additional support that is provided using the funds made available through the CRISP Assessment. Most of this funding will be allocated into the schools budget on a yearly basis. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child’s special educational need is such as to require the LA to determine a child's special educational needs through an EHCP.

All children with EHCPs will have short term targets set out for them that have been established after consultation with parents and will include targets identified in the EHCP. These targets will be set out in an IEP and implemented at least in part as far as is possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

All EHCPs will be reviewed at least annually with the parents, the pupil, the LA, the school and other professionals involved. The annual review will focus on what the child has achieved as well as the any difficulties that need to be resolved. In year 5, the review will aim to give clear recommendations as to the type of provision the child will need for secondary transfer. It will then be possible for parents to visit schools so that options may be considered. The SENCo of the receiving school will be invited to attend the final annual review at Water Mill to allow the receiving school to plan appropriate targets for IEPs, and to enable the pupils and parents to be reassured that an effective and supportive transfer will occur.
Assessment
Every half term, the SENCo and class teachers analyse the data collected through our online and school based tracking systems. This will determine and provide a base for the interventions provided for the children.

Every year we analyse the data we have on the percentage of our pupils with low attainment, at the end of their key stage, and compare this data with similar schools. The Raise Online report is also used as an indicator to success and improvement. This information is used to target set, to inform the development plan for Water Mill and helps to resource the school effectively.

The head teacher will provide information to the governing body as to the numbers of pupils receiving special educational provision through Targeted SEN Support, Specialist SEN Support and EHCPs as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The head teacher will also report on any whole school developments in relation to inclusion, at the same time, and ensure that the governors are kept up to date with any legislative or local policy changes.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Target setting for pupils takes place as a part of ongoing teacher assessments within each key stage. Samples of writing are kept to support evidence to support predictions as to the future achievements of pupils at the end of each term.

Audit
Yearly, each child is assessed against the SEN Continuum Criteria for Speaking & Listening, Reading and Writing and in some cases Maths, for those children who have low attainment in this area. Class teachers provide evidence of each child’s achievements and highlight where they fit best within the criteria given. This is then collated and analysed so judgments and assessments of need can be identified.

Classroom Monitor
As with all children in school, children with special educational needs are assessed against the Rising Stars National Curriculum 14 Progression Framework in English, Maths and Science. P levels are used to monitor the progress of lower attaining children.

Early Years
If a child has already had a special educational need identified, we shall liaise with parents and the child’s previous educational setting in order to gain a full understanding of their needs.

EAL
The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child’s performance in different subjects to establish whether the problems they encounter in the classroom are due to language difficulties.

Admission Arrangements to Reception
Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. Staff involved in the foundation stage will make visits to nursery schools where children are transferring from. Prior to starting school the school will attempt to either meet parents/carers of children with a EHCP or EHCP pending to discuss the provision that can be made to meet their needs.

On entry to Foundation, each child’s current level of attainment is assessed in order to ensure that
they build upon the pattern of learning and experience already established during the child's pre-school years.

Admission to reception is part-time for the first week. These arrangements are flexible and cater to the needs of the individual child.

**Resources**
Resource materials to support the teaching of special educational needs are located in the ‘quiet room’ and in classrooms. Specific reading books and schemes have been purchased to help children.

C Hoye (SENCo)
Re-written January 2017