



PROVISION for SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

Rationale

At St. Mary's C.E. Primary School (Dilwyn), we believe that all pupils should have equal opportunities and be included in all aspects of the life of our school; that all children are special and that meeting every pupil's needs is a shared responsibility. We believe that parents should be encouraged to work in partnership with the School in order to support their child's needs.

Definition

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' Special Educational Needs and Disabilities Code of Practice. July 2014.

We also believe that more able and gifted children have special educational needs - albeit of a different dimension - and we strive to ensure the needs of these children are provided for through this Policy'. Provision for pupils who speak English as an Additional Language (EAL), is also included in this policy.

Co-ordination and Monitoring

Co-ordination of the whole SEN programme will be undertaken by the Principal Mr Peter Kyles, who will be designated **SENCo**. Sue Thomas TA will assist in the role of SENCo. Monitoring of the system will be the responsibility of Mrs Louise Lewis (Governor) who will monitor SEN within the school and report back to the governors.

Staff Training

All members of staff, including SENCo, will undertake appropriate training in the basic skills needed for teaching children with SEN. In addition, any specialist training required in dealing with specific needs, particularly in relation to Educational and Health Care Plans, will be implemented as soon as the need is identified.

Our Objectives

We will ensure that:

- Children with special needs will be identified as soon as possible.
- Encourage communication and cooperation between all those involved with the child (Teachers, TA, Parents and support agencies) and ensure pupils have a voice.
- Plan differentiated interventions to meet the child's specific educational needs
- Inclusion by giving all children access to our broad and balanced curriculum and include them in the full life of the school.
- We provide a supportive environment where children are not afraid to make mistakes

- All tasks will be carefully matched to the child's ability. Formative assessment will inform future planning.
- Be flexible in our teaching styles (VAK) matching teaching styles to the pupils preferred learning style.
- We provide opportunities for all children to succeed by fostering a 'can do' culture.
- Assess children's progress regularly and inform all partners.

Educational and Health Care Plans

Currently there is a transition to convert existing statements of SEN into Educational and Health Care Plans. Under current legislation the school or parents may apply for statutory assessment of SEN which may lead to an Education and Health Care Plan.

A child who has an Educational and Health Care Plan will have additional support paid for by the Pupil Premium. This may if the child is eligible be topped up by the Local Authority.

Admission Arrangements

Admission arrangements are based upon the schools admissions policy. Prior to starting at St Mary's parents with a child who has a statement or an Educational Health care Plan will be invited to discuss the provision that can be made to meet their child's identified needs.

The Governing body is aware of its responsibility that any child with a Statement or EHC plan that names St. Mary's, Dilwyn as the appropriate school, will automatically be admitted to the School. Please also see the Accessibility Policy.

Identification of Pupils with SEND

Areas of Special Educational Need are:

- Cognition and Learning
- Sensory and/or Physical
- Communication and Interaction
- Behavioural, Emotional and Social.
- Physical & Mental Disabilities

We aim to identify children with SEN as early as possible during their school-life but a concern can be raised at any time. Initially, parents will be approached by their child's teacher or principal and their needs discussed. Tasks will be differentiated, regular intervention and close monitoring of progress will occur under the direction of the lead teacher who will keep the Principal informed.

A partnership with parents and carers plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents and carers will be treated as partners and supported to play an active and valued role in their children's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like will be ascertained. They will be encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and the transition processes.

Disabled pupils and those with special educational needs achieve particularly well because provision is carefully designed to meet those needs and progress is regularly tracked, monitored and adjusted as necessary. In particular, the school regularly and rigorously tests pupils' reading to ensure that where reading ages are below chronological ages, action is taken so that rapid gains can be made over a short period of time. The phonics programme is relatively new to the school, but younger pupils especially have good skills in using the sounds letters make to help them to read more difficult words.

OFSTED 2015

We are aware that the terms School Action and School Action Plus are not used in the current Special Educational Needs and Disabilities Code of Practice. July 2014, but as a free school we find that staff and parents understand and find this terminology useful in practice.

School Action

The child's lead teacher, in co-operation with the SENCo, will set targets for an individual learning plan which will include the need for additional or different action or provision for that child. This will be shared with parents, teaching assistants (TA), other teaching staff, and the child. These interventions will be reviewed every half term and the level of support adjusted accordingly. **This review will fully involve the parents and carers concerned.** Where the child has a Statement of Educational Needs, the review will be undertaken monthly and any adjustments in the learning programme implemented.

If a child does not make sufficient progress with this extra support he/she may be moved on to School Action Plus.

School Action Plus

At this stage advice is usually sought from outside agencies. This might include:

- Educational Psychologist (EP)
- Speech and Language Therapist (SALT)
- Social Services
- Education Welfare Officer (EWO)
- Advisory Teachers for Hearing/Vision
- Literacy consultant (C Shaw)
- Or other specialists

Assessment

- Reviews of progress for all children on the on the 'Special Needs Support Register will take place at least twice a year. Parents/Carers will be invited to contribute and will be consulted about any further support.
- Children with special needs are assessed annually using standardised tests for reading, spelling and comprehension, as well as being part of the regular assessment in their classes. Other tests may be used when these are felt to be appropriate e.g. dyslexia tests, vocabulary tests etc. Mrs. C Shaw (Certificate in Literacy Assessment and Dyslexia).
- Pupil progress is also monitored using National Curriculum stages, as with their peers.
- There will be an annual review of overall provision for SEND pupils in the Autumn Term chaired by the SENCo, and attended by all lead teachers. At this review changes will be made to as required - for example, procedures or staffing.

Record Keeping

A file containing the SEND register will be available to all teaching staff and the appropriate TAs. A copy will also be available electronically on the school secure 'T Drive'. Additional sensitive information/documentation will be securely lock in a filing cabinet in the secretary's office. A synopsis of pupil's needs and progress can also be found on Scholarpack (Management Information System).

Evaluation of Our SEND policy

The following criteria will be used to evaluate the effectiveness of St Mary's SEND policy and the use of pupil premium funding.

Pupil Progress

- Are pupils making progress in line with the support that has been given?
- Are the targets being set achievable?
- Are pupils responding positively to the approach and interventions being made?

Parents, governors and support services

- Is there support from the parent?
- Is the named Governor (Mrs. Louise Lewis) visiting the school and reporting back to the Governing body?
- Are outside agencies effective in providing support that brings about measureable progress?
- Is liaison occurring in Year 6 with the appropriate High School to facilitate the smooth transfer between primary and secondary education.
- Is liaison occurring between the preschool for a smooth transition into Year 'R'?

Role of the Governors

The Governing body will do its best to secure the necessary provision for any pupil who are identified as having special educational need.

The Governing body has a due regard to the Schools policy which is based on the current Code of Practice (July 2014).

The named Governor is Mrs. Louise Lewis who will have an oversight of the provision within the school and will have access to the SENs register. She will therefore be able to monitor pupil progress.

The SEND governor will report back to the governing body the effectiveness of the SEND provision. This will include the deployment of Pupil Premium Funding.

Complaints

Any concerns/complaints regard SEND provision should be addressed in the first instance to the class lead teacher and then to the principal. If however parents are still concerned, they should contact the Chair of Governors (Maddy Spinks) and she will liaise with the governor with responsibility for SENs (L. Lewis)

The Parent Partnership Service (Local Authority) is available to support parents of children with SENs and may allocate an individual parent supporter.

PROVISION FOR GIFTED & TALENTED CHILDREN

Rationale

Our school aims state that we:

- *Continue to raise standards so that every child achieves their full potential.*
- *Educate all children for an ever changing world and the world in which they will live.*

This policy is an integral part of the school's broader development of maximum inclusion and educational opportunity for all pupils and states our commitment to providing an environment in which all pupils are enabled to realise their potential.

Aims

This policy is intended to support the following aims:

- The raising of aspiration for all pupils.
- High expectations of achievement for all students.
- Greater enterprise, self-reliance and independence for all students.

In order to achieve these aims, we will ensure that all students have the opportunities to develop specific skills or talents.

Definitions

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests:

- 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE.
- 'Talented' learners are those who have abilities in art and design music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% top 10% of any school, regardless of the ability profile of pupils at the school.

Within the school we recognise that gifted and talented pupils can be:

- Good all rounders.
- High achievers in one area.
- Of high ability but with poor writing skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils **are** gifted and talented even though their abilities may be hidden or remain as potential.

Identification

Gifted and talented students are identified by making a judgement based on an analysis of various sources of information including:

- Test scores (end of key stage assessments; Teacher Assessment).
- Lead Teacher nomination (based on classroom observation, discussions with pupils, work scrutiny).
- Expert nomination from sport coaches or teachers of music, art and the performing arts.
- Reading ages.

This information is collated by the Principal Mr Peter Kyles and is made available to all staff. A 'gifted and talented' register is maintained, reviewed annually and updated as necessary.

Organisational and in-class approaches

Important strategies include:

- The coherent management of pupil groupings (whether in mixed ability groups or ability sets) and recognition that whilst there may be a higher concentration of gifted and talented pupils in some groups, there will be pupils who have gifts and talents in all groups.
- The provision of opportunities for gifted and talented pupils to work with pupils of similar ability. This will mean that it is appropriate for pupils to work with older pupils occasionally.
- Mentoring and additional provision for pupils of exceptional ability may occur.
- The provision of enrichment/extension activities and tasks.
- Differentiation within subject areas. Differentiation should provide activities requiring higher order thinking skills.
- The development of independent learning by allowing pupils to organize their own work, to carry out tasks unaided, evaluate their work and become self-critical.

Out of class activities

The following are offered on a regular basis and, although these benefit all pupils, they are particularly apt for ensuring that pupils who have potential in these areas are given opportunities to practice and extend their skills.

- Enrichment days.
- Residential experiences (Condoover Hall).
- School clubs.
- Musical and sporting activities.

Parental Involvement

Parents and teachers will work together for the needs of the gifted and talented child.

Co-ordination

The Principal has overall responsibility for:

- Ensuring that the policy is implemented.
- The monitoring of progress,
- Ensuring that the professional development programme includes relevant aspects of gifted and talented provision.

Monitoring and Evaluation

The progress and achievement of 'gifted and talented' children will be monitored on a regular basis, using the school's teacher assessment tracking system. Progress can be monitored on Scholarpack (MIS)

Quality Assurance

Regular monitoring will provide opportunity to ensure that the provision made for 'gifted and talented' pupils meets their needs. In addition, the views of parents and pupils will be welcomed. All of this information will be used to inform future provision.

Policy Review

This policy will be reviewed on an annual basis in the summer term by the Principal in conjunction with the Governor Louise Lewis who is the nominated person for the gifted and talented.

ENGLISH as an ADDITIONAL LANGUAGE

Introduction

At St. Mary's CE Primary School, the teaching and learning achievements, attitudes and well-being of all our children are fully valued and we encourage them to achieve the highest possible standards, by taking account of each child's life experiences and needs. Children who are learning English as an additional language have skills and knowledge about language similar to those of monolingual English-speaking children; their ability to participate in the full curriculum may well be in advance of their communicative skills in English.

Aims and objectives

Our curriculum secures entitlement for all children to a number of areas of learning and gives them the opportunity to develop the knowledge, understanding, skills and attitudes that are necessary for their self-fulfilment and development as responsible citizens. We promote the principles of fairness and justice for all through the education that we provide in our school and the aim of this policy, therefore, is to help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL). This is in line with the requirements of the Race Relations Act 1976.

Teaching and Learning Styles

In our school teachers employ various methods to help those children who are learning English as an additional language to achieve their full potential.

Developing spoken and written English

This is achieved by:

- Explaining how speaking and writing in English are structured for different purposes across a range of subjects, **an area that EAL pupils find difficult**.
- Providing a range of reading materials that highlight the different ways in which English is used.
- Ensuring that there are effective opportunities for talking, and that talking is used to support writing.
- Encouraging children to transfer their knowledge, skills and understanding of one language to another.
- Building on children's experiences of language at home and in the wider community, so that their developing use of English and other languages support one another.

Ensuring access to the curriculum and to assessment

This is achieved by:

- Using accessible texts and materials that suit children's ages and levels of learning.
- Providing support through ICT, video or audio materials, dictionaries and translators, readers and amanuenses.
- Using the home or first language where appropriate and possible.

The Curriculum

The curriculum is regularly reviewed and examined to ensure that multicultural aspects are fully integrated into it.

All children in our school follow the curricular requirements of the National Curriculum (2014). Children with English as an additional language do not produce separate work.

We do not generally withdraw children from lessons to receive EAL support. However, when deemed necessary (a new arrival who speaks/understands no English) there may be provision made for a period of one to one focused support.

If appropriate, siblings or other children who use the same first language as the new child may link together for transition or other activities. If there are several children with the same first language across the school, they may be brought together for small group work and socialising.

In the Foundation Stage we will when necessary plan opportunities for children to develop their English language, and we will provide support to help them take part in all activities.

The Foundation Stage and learning English as an additional language

Here, children are helped by:

- Building on their experiences of language at home and in the wider community, so that their developing use of English and of other languages support one another.
- Providing a range of opportunities for children to engage in speaking and listening activities in English with peers and adults.

- Providing bilingual support to extend vocabulary where possible.
- Providing a variety of writing in the children's home language as well as in English.

Key Stages One and Two

Help children learning English as an additional language by:

- Continuing those strategies used in the Foundation Stage, whilst moving the emphasis towards written and spoken English.

Assessment

- Teaching staff carry out ongoing recording of attainment and progress in line with agreed school procedures.
- Data analysis is carried out to monitor the progress of EAL pupils and appropriate support is then allocated.
- The Principal closely monitors EAL pupils' progress and attainment in line with the school's Assessment Policy.
- The statutory assessment arrangements of the National Curriculum allow us to make "access arrangements" for children who are learning English as an additional language.
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Individual Language Profile

An Individual Language Profile (ILP) focuses on speaking and listening and will be updated half-termly. An ILP will be maintained for each child with identified EAL needs. It will set targets and be used to monitor progress, and will detail:

- The targets set for or by the child;
- The personnel involved
- The dates targets are achieved
- The identification of the next target.

The ILP will be reviewed every half term and the outcomes recorded. Pupils will participate fully in the review process according to their age and abilities. Parents/carers will also be invited to participate in the review process, either at parents' evening or private interview.

Parent Partnership

St. Mary's CE Primary School recognises the paramount importance and value of the partnership with parents and carers. We aim to:

- Provide a comfortable and welcoming environment where parents/carers can discuss any concerns.
- Ensure shared knowledge and support via review meetings and parent evenings.
- Take into account parents knowledge, views and attitudes.
- Consult with and involve parents at all stages of their child's time on the EAL register.
- Provide parents with information on school policy and support.
- Provide and use information techniques that ensure communication is clear and hence effective. Enlist the help of parents with home activities designed to reinforce work in school.

Date Implemented September 2015

Approved By _____

Position Chair of Governors

Person Responsible _____

Position Principal

Review Date September 2016