



# Special Educational Needs (SEN) Policy

**February 2022**

## **Special Educational Needs (SEN) Policy**

### **Legislative Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 years (*July 2014*), and has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (July 2014)
- Ofsted Section 5 Inspection Framework (April 2014)
- Ofsted SEN Review 2010 'A Statement is not enough'
- Children and Families Act (2014)

### **School Information**

The Headteacher, Mr Paul Mason, has overall responsibility for Special Educational Needs and Disability in our school.

The designated teacher (SENDCo) responsible for coordinating SEND provision is: Mrs Dawn Trimmer who can be contacted through the school office.

The school governor with oversight of the arrangements for SEN and disability is: Pete Barrow.

Article 23: Children who have any kind of disability should have special care and support, so that they can

lead full and independent lives.

## **Philosophy and Values**

*“All children are entitled to an education that enables them to make progress so that they:*

- *Achieve their best*
- *Become confident individuals living fulfilling lives, and*
- *Make a successful transition into adulthood.”(SEND COP)*

Southill Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives. We aim to provide every child with equality of opportunity and encourage each individual to realise their full potential. High quality teaching that is differentiated and personalised will meet the needs of the majority of children. Some children will need educational provision that is additional to or different from this.

*“A child or young person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.” (SEND Code of Practice)*

*“A child of compulsory school age or a young person has a learning difficulty or disability if they:*

- *Have a significantly greater difficulty in learning than the majority of others of the same age, or*
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- *Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”*

## **Aims at our school**

- To create an environment that meets the needs of each child.
- To ensure that the SEN children are identified, assessed and provided for.
- To enable all children to have full access to all elements of the school curriculum, taking on a cycle of assess-plan-do-review.
- To ensure that all learners make the best possible progress.
- To ensure that parents are informed of their child’s needs and that there is effective communication between parents and school.
- To provide quality training for staff that suggests strategies that will help them to support children with special educational needs and disability.
- To ensure that learners express their views and are fully involved in decision making.

## **Roles and Responsibilities**

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that information pertinent to the SEND policy are published.

Responsibility for co-ordinating the day-to-day SEND provision for children at our school is held by the SENDCo, Mrs D Trimmer - who holds the ‘*National Award for Special Education Needs Co-ordinator (SENCO)*’; working closely with senior leaders, governors, staff, parents and external agencies.

Roles of the SENDCo include:

- Maintaining the school’s SEN register.
- Ensuring that appropriate support plans are in place.
- Ensuring liaison with parents and other professionals.
- Advising and supporting other practitioners in the setting.
- Ensuring relevant information about individual children with SEN is collected and recorded.
- Organising reviews of SENSS/EHC Plans.

## **Admissions Arrangements**

Children with SEN will be admitted in line with the local authority's admission policy and guidelines.

## **Facilities for those with SEN / Disability**

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools (May 2014)'. We comply with the requirement to support children with disabilities as defined by the Act.

The school has a range of specialist SEND facilities in place:

- Physical environments (lifts, wheelchair access,)
- Assistive technology (disabled toilets – 1 in each unit, adjustable hand basin available)

## **SEN information and Local Offer**

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents/carers, governors and staff.

## **Identification and Assessment**

The SEND Code of Practice: 0-25 (2014) identifies SEND under four broad areas of need:

- I. Communication and Interaction
- II. Cognition and Learning
- III. Social, emotional and mental health difficulties
- IV. Sensory and/or physical needs

Children may have needs in more than one category and we aim to ensure that individual support plans match personal learning requirements.

### **Stage 1**

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where a child appears not to be making progress either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative approaches to learning. Class provision/intervention maps show additional support put in place for each class. Where it is clear that additional intervention is not resulting in progress it is possible that a child may have SEN.

*"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional or different from this. This is special educational provision under section 21 of the Children and Families Act 2014."*

*"Special educational provision is underpinned by high quality teaching and is compromised by anything less." (COP)*

### **Stage 2**

Prior to a child being placed on the SEN register (at SEN support), the class teacher and the parents will have discussed their concerns and the process of information gathering will have begun (SEN Concern raised). At this stage the teacher will:

- Discuss their concern with the SENDCo and review strategies already being used.
- Consult the child's parents and the child for further information.
- Identify specific concerns and collect relevant evidence to support these.
- Monitor and review the child's progress.

Where a child is identified as having SEN, the school adopts a process of "Assess-Plan-Do-Review". The principle is firmly embedded in working closely with parents/carers and children to agree, action and monitor individual progress over time so that SEN for all children are addressed appropriately, effectively and with good outcomes.

Teachers who identify a child working with SEN will:

- Inform the SENDCo - ie raise a SEN Concern.
- Review their initial concerns.
- Place the child on the SEN register (at SEN support), identifying their specific need. 3
- Create a Child Centred Progress Plan (CCPP), involving the child and parents, class teacher and SENDCo outlining strengths, needs, outcomes, targets and provision. This will be reviewed termly.
- Keep children informed of their targets.
- The SENDCo will keep records of children with SEN and monitor the impact of provision put in place.

Children showing signs of making good progress after a period of support/intervention may be taken off the SEN register. Good progress can be defined as progress which:

- Closes the gap between the child and their peers.
- Prevents the gap growing wider.
- Matches or betters the child's previous rate of progress.
- Ensures full access to the curriculum.
- Demonstrated improvement in social/personal skills.

### **Stage 3**

If the provision put in place does not enable the child to make satisfactory progress the SENDCo, together with the class teacher, may need to seek advice and support from specialists/outside agencies. Detailed evidence of the child's progress will be collected in this case and parents kept fully informed of action being taken.

### **Statutory Assessment of SEN**

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. If a child is still making little or no progress then it may be that their need is considered great enough to request an Education, Health and Care needs assessment (EHC). A request for a child to be assessed can be made by the child's parents or brought to the attention of the Local Authority by the school or by another agency or professional.

To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support and a graduated approach. When a request is made to the LA they will seek evidence that any strategy or programme implemented for the child has been continued for a reasonable period of time. A picture will be built up of information including school provision, progress plans and reviews, levels of attainment, advice from specialist support teachers from outside agencies, views of parents and the child and of staff working with the child.

The decision will then be made as to whether an assessment for an EHC is suitable. This request will not necessarily lead to an EHC plan being issued and may conclude that the child's needs can be met at the level of SEN support. Following a request for an EHC needs assessment the LA must make a decision and communicate the decision to the child's parent within 6 weeks of receiving the request.

When an EHC plan is issued it will outline the outcomes for the child as well as support and provision, methods of monitoring progress, strengths and areas to develop. The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested until the final

EHC plan is issued, must take no longer than 20 weeks (subject to exemptions set out in the SEND COP).

All EHC plans will be reviewed annually. All parties involved with the child will be asked to contribute to a 'Person Centred Review' at a meeting where outcomes will form the basis of the discussion.

### **Record Keeping and Monitoring**

- The class teacher is responsible for maintaining and updating all provision/intervention maps and progress plans for those children in their class and liaises regularly with the SENDCo. The class teacher is also responsible for keeping our school tracking system updated (School Insight Tracker).
- Individual SEN records are kept in class SEN files as well as copies of documents in the SEN filing cabinet.
- Reports from assessments and outside agencies are copied for class teachers and Teaching Assistants and kept in individual files.
- Class teachers keep a log of action on our school tracking system.
- Children with SEN are monitored through the school tracking system, with progress monitored and appropriate action taken. The SENDCo monitors progress and liaises with teaching staff, Teaching Assistants and the SLT.

### **Partnership with Parents**

We recognise that an effective partnership with parents plays a key role in ensuring that children with SEN achieve their full potential. Parents hold key information to contribute to the shared view of the child's needs.

As a school we:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Recognise the personal and emotional investment of parents.
- Ensure that parents understand SEN procedures and are aware of how to access support.

SEN concerns and support plans are discussed with parents each term. At these meetings ideas for supporting the child at home will be discussed and parents' views noted.

### **SEN Information**

- The school presents its SEN information in different ways:
- By information placed on the school website.
- By following the link from the school website to the local authority's Local Offer website.
- Through information contained in this policy which is also published on the school website. All information can be provided as a hard copy on request.

### **Resources**

The SENDCo supports the SLT in the operational management of the specified agreed resourcing for SEN provision within the school, including provision for children with EHCs. The delegated funding is used to ensure:

- Effective levels of classroom support for all children with SEN.
- Up-to-date knowledge and expertise of all staff through CPD opportunities in SEN.
- Appropriate resources purchased.
- The SENDCo has termly planning meetings with an Educational Psychologist and SENSS teacher. **SEN Information**

Southill SEN information is presented and accessed in three ways:

- SEND Information Report (**Appendix 1**) - on the school website [www.southill.dorset.sch.uk](http://www.southill.dorset.sch.uk)

- Link to the local authority's Local Offer website - on the school website.
- Information contained in this policy, which is also published on the school website. All information can be provided in hard copy and in other formats upon request.



**SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)  
INFORMATION REPORT**

**February 2022**

**Introduction**

Welcome to our SEND information report which is part of the Dorset Local Offer for Learners with Special Educational Needs and Disabilities. All Governing Bodies of maintained schools have a legal duty to publish information on their website about the implementation of the Governing Body's policy for pupils with SEND. The information published must be updated annually.

At Southill Primary School we are committed to working together with all members of our school community. If you think your child may have SEND please speak to their class teacher in the first instance, via the school office on 01305 773144.

The other people to contact this year for any enquiries are:

Mrs Dawn Trimmer: SENDCo

Mr Paul Mason: Headteacher

Mrs Sheena Chamberlain: SEND Governor

If your child has been referred for any specialist appointments by outside agencies, please inform the school as soon as possible; their class teacher or Mrs Trimmer – SENDCo.

**Core offer statement**

At Southill Primary School we are committed to the equal inclusion of all pupils in all areas of primary school life. Every child deserves a broad and balanced education. We have an inclusive culture in our school and we are responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND).

We value high quality teaching for all learners and monitor both teaching and learning in the school. For more information on our approach please speak to one of the teaching staff.

Our School Improvement Plan is about improving learning for all. This includes continuing professional development for all our staff, including CPD opportunities available with other local schools. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and we continually assess to ensure that learning is taking place. Our whole school system for monitoring progress includes regular discussions about pupil progress amongst staff and governors and other professionals.

We are a one form entry school and our children come from a wide range of communities across Weymouth, not just our catchment area. We are a school that is working hard to support children with SEN and we continue to develop our support for the vulnerable pupils in our care, in addition to supplementary transition arrangements from preschool settings to reception and from the end of KS2 to KS3, (secondary school settings).

The Governing Body and Senior Leadership Team fully support SEN provision and provide additional funds to the SEN budget to support pupils.

### **Staff and training**

All staff have been trained to help ASD (children who are on the Autistic Spectrum Disorder) to access their learning in an ASD friendly environment.

The SENDco has recently gained a level 3 qualification in teaching using the ELKLAN programme. ELKLAN involves strategies, advice and activities to support children who have social, language and communication difficulties.

We also have two qualified ELSAs who provide support on an 'as and when' basis for all pupils within our school; both of them attend appropriate training and updates when necessary. Both of our ELSAs have supervision meetings to ensure that they are up-to-date with any new initiatives.

### **School Statistics** (February 2022)

Number of children on the SEND register: **26**  
of which **6** have an Educational Health Care Plan

### **How do you know if children/young people need extra help and what should I do if I think my child/young person may have SEND?**

At Southill Primary School we are all committed to supporting all our children, regardless of what their special educational need or disability might be. The Government defines a child as having Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made or has a significantly greater difficulty in learning than the majority of others the same age.

Types of Special Educational Needs and Disabilities include:

- General learning difficulties – children who's learning progresses at a slower pace;
- Speech and Language difficulties;
- Behavioural difficulties;
- Dyslexia (including reading, writing and spelling);
- Dyspraxia (problems with motor skills, organisation);
- Autism;
- ADD(Attention Deficit Hyperactivity Disorder);
- Downs Syndrome;
- Cerebral Palsy;
- Other physical and medical needs.

We aim for early identification of special educational needs and disabilities, so our assessment process begins as soon as a child starts school. Early intervention takes place by:

- Assessing Reception children's on-entry data in the Early Years Foundation Stage and identifying any areas of concerns;
- Initial assessments when a child transfers to our school and discussions with their previous school;
- On-going formative assessments both during day to day activities and key points through-out the school year.
- Pupil Progress reviews between the Headteacher, SENDCo and class teacher where, teachers are held accountable for the amount of progress the children in their class are making;



- At the end of every term each teacher is responsible for evaluating the effectiveness of their teaching and learning they are providing for children with Special Educational Needs and Disabilities.

Mrs Trimmer, SENDCo, also meets with every class teacher once a term to analyse the progress of children with Special Educational Needs and Disabilities, evaluate the provision and if needed, help to set targets for future provision. If as a parent/carer you have concerns, or your child expresses concerns, please come and see your child's teacher to arrange a time to discuss further, and/or ask to speak to Mrs Trimmer.

### **How will the school support my child?**

At Southill Primary School we celebrate the fact that every child is unique. We understand that children learn and develop in different ways, and have different strengths and areas for improvement. Teachers and Teaching Assistants recognise this and use different teaching styles, resources and plan different levels of work in the classroom to cater for the various ways children learn. However, many children, at some time in their school life, need extra help.

We offer the following support for children with Special Educational Needs and Disabilities:

We aim for early identification of any Special Educational Needs and Disabilities, and this process starts from the first day children enter our school. If a child is attaining lower than age related expectations or progress is slower than expected/usual for the child, but it is felt that the child doesn't have a SEND, then appropriate intervention is planned for and specific objectives are recorded on our 'Intervention Overview' documents.

If we suspect a child might have SEND, then we talk to the people who know the child best – the child and their parents/carers. In that initial assessment meeting, the child, their parents and their class teacher are invited to share their opinions and discuss the child's strengths and areas of difficulty. This forms the starting point for future support planning.

We use the graduated approach detailed in the new Special Educational Needs and Disability Code of Practice 2014 of 'assess, plan, do, review'.

Following the first meeting, if it is agreed to be appropriate, a Child Centred Progress Plan (CCPP) will be created for your child if an outside agency has become involved. This contains two or three desired outcomes, which are specific, measurable, achievable and realistic, and outlines appropriate support or intervention programmes and who will be the responsible adult. These outcomes will be reviewed at least every term with the child, their parents, class teacher and by Mrs Trimmer.

In class, each child's teacher will be finding ways to support your child to achieve these outcomes, such as:

- Changing the way activities are planned and delivered;
- Matching activities to the ability/need of each child (differentiation);
- Adapting learning materials such as equipment and activities to suit each child's needs.

If extra intervention and support is required, then your child will be supported by one of our skilled Teaching Assistants. They will work closely with the class teacher and a programme of planned intervention will be undertaken. This intervention will be recorded on our Intervention Overview document for the class and will be regularly reviewed. Class teachers will also discuss how you can be supporting your child at home.

We track pupil progress through:

- Every day formative assessments which track pupil progress against the Learning Objectives within the National Curriculum;
- Analysing pupil progress data and setting appropriate targets;
- Using National Curriculum testing;
- Using test such as reading age and spelling age tests and the year 1 phonic check;
- Gathering information from the child, parents, carers and professionals from other agencies.

With the permission of parents, we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs;
- Provide advice to schools on how to best support the child;
- Suggest resources that would help the child make progress.

If your child has Special Educational Needs our SENDCo will:

- Ensure the right support is put in place for each child;
- Advise other Teachers and Teaching Assistants on how to help each child and ensure they have an up to date CCPP (if outside agencies are involved) detailing how their needs will be met in school;
- Arrange training for staff, if required, so they understand each child's needs;
- Work closely with parents/carers to talk with them about their child's needs and listen to any ideas or concerns they might have;
- Work with other professionals (if necessary) who may be able to help individual children, e.g. speech and language therapist/medical professional/educational psychologist/ occupational therapist. If a child's needs are very complex and/or severe we may ask the Local Authority to carry out an Education, Health and Care Plan assessment:
  - This is a very detailed assessment of each child's needs. Parents or carers, the school and a range of professionals will all be asked to provide written reports;
  - At the end of the assessment phase the Local Authority will consider these reports to help decide whether or not to issue an Education, Health and Care Plan for the child;
  - Parents/carers also have the right to ask the Local Authority to carry out this assessment although it is usually best if you can do this with the support of the school;
  - Education, Health and Care Assessment is only appropriate for a small number of children.

The school SENDCo or the Dorset Special Educational Needs Information, Advice and Support Service (SENDIASS) will be able to advise you about this.

### **How will the curriculum be matched to my child's needs?**

For every child in our school Quality First Teaching is the most important tool in ensuring that your child makes good progress; which is defined as, 'what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching taught by the classroom teacher'.

In class, each child's teacher will be finding ways to support your child to achieve their learning targets, such as:

- Changing the way activities are planned and delivered;
- Matching activities to the ability/need of each child (differentiation);
- Adapting learning materials such as equipment and activities to suit each child's needs.

In addition to Quality First Teaching of an exciting and creative curriculum, specific interventions may be used alongside to ensure your child's key outcomes are met. These will be planned in discussion between school staff, your child and you as parents/carers. If you require more information on the interventions carried out please speak to your child's class teacher or Mrs Trimmer, SENDCo.

## **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

As a minimum, class teachers will meet termly with parents and carers to review progress against the agreed outcomes. Parents of children with an EHCP are invited to attend annual review meetings and are formally asked for their views.

Every class teacher provides a termly overview of the curriculum to support parents with home learning opportunities. Home/school liaison books are a useful way in which we develop communication for some children who perhaps need more support, and all children have reading diaries so that reading opportunities and progress can be shared between home and school. Additionally, all staff at Southill Primary School are very happy to meet to discuss specific concerns or ideas for supporting your child's learning at home. We believe that education is a partnership between families and schools, and that children thrive when an open, constructive and honest relationship between us fosters lifelong learning.

## **What support will there be for my child's overall wellbeing?**

We are a Rights Respecting School which is something we hold as a core philosophy in all that we do. All pupils contribute to reviews through questionnaires and discussions with their teacher about targets and progress, enabling them to have a voice.

Pupils are invited to attend annual reviews, Team around the Child meetings where appropriate and children's views are regularly sought through school and class council meetings.

As part of our curriculum offered to all pupils, we build upon the good practice in the Social and Emotional Aspects of Learning (JIGSAW) materials and StormBreak, which explores wellbeing and mental health with our children through movement. We have two trained ELSAs (Emotional Literacy Support Assistant); ELSA intervention is available for children across the school and children are usually referred by the class teacher. Such support could be on-going and in collaboration with other professionals (for example following a bereavement or a family separation) or short term (for example to support with a change in friendship groups or settling into a new class). It could be to give key strategies to develop anger management skills or as an opportunity for a very quiet child to 'find his/her voice'. If you feel that your child would benefit from support such as this, please do come and talk to either their teacher or Mrs Trimmer, our SENDCO.

We also run a Breakfast Club for pupils by invitation, (run by two members of staff) which allow the children the opportunity to develop social skills with adult support and be better prepared for the school day.

## **What specialist services and expertise are available at or accessed by your setting?**

Throughout the school year the following external agencies can be called upon to support SEN pupils in our school:

- Occupational Therapy;
- Physiotherapy;
- Educational Psychologist (EP);
- Speech and Language Therapist (SALT);
- Child and Adolescent Mental Health Service (CAMHS);
- Locality Worker;
- Surestart/Children's Centres staff;
- Parent partnership support service;
- Ethnic Minority and Traveller Achievement Service (EMTAS);
- School doctor or nurse;
- Hearing/Vision Support Teacher Service (HVSS);
- Specialist Specific Learning Difficulties teaching and assessment;
- Bereavement Counsellors from specific charities or hospices.

## **How will my child be included in activities outside the setting including trips out?**

All children are fully included in all aspects of school life. For school trips and other out-of-the-ordinary events, we will:

- help children prepare, such as by devising social stories
- make any necessary adaptations to arrangements
- supply resources needed to enable individuals to access the event fully

## **How accessible is the environment?**

Our school currently has two dedicated disabled parking bays in our car park and is accessible to children with physical disabilities via ramps from external doorways. There are also two lifts at two sets of stairs allowing access into the main hall. There are disabled toilet facilities in each of the three teaching areas.

## **How will the setting prepare and support my child moving to the next stage of education/life? How will you increase their independence?**

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school. Southill Primary School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. Planning for transition is a part of our provision for all learners with SEND and for other children who may benefit. Moving classes will be discussed with you and your child at their summer term review meeting. Transition to secondary schools will be discussed in the summer term of their Year 6, to ensure time for planning and preparation. Personalised support will:

- be put in place as fits the needs of the child. Techniques such as transition booklets which include photographs of the new staff who will be in the next year group;
- working with TA support; ELSA support groups; social skills groups; team building games can ease transition anxieties. We believe that putting such actions into place – as early as possible – aids a smoother and happier transition.
- Liaison with Secondary School Partners - Strong links exist with our partner secondary schools. Close liaison takes place to ensure accurate and efficient transfer of records and information to minimise the disruption of support levels for pupils transferring to the secondary sector. Separate transition arrangements and induction visits are set up for SEND pupils where required.
- Through our graduated approach and our 'assess, plan, do, review' model of working we ensure that independence is fostered alongside the need for additional support. For example, if a child needs help with writing for different purposes, intervention may include additional opportunities for shared writing, or rehearsing a particular text type with adult support, and the use of writing frames that then enable him/her to write independently by scaffolding their learning.

## **How are the settings/school/college resources allocated and matched to children's Special Educational Needs?**

Our Reception class has one full time TA; all other classes have TA support every morning and at least 2 afternoons per week. A number of TAs are qualified in delivering specific Wave 2 and Wave 3 interventions relevant to their year group/key stage that they work in and the decision of when delivery of them takes place is decided by the class teacher and with consultation of the SENDCo.

- Support is allocated on a needs-led basis. This may be to support individual children or small groups within a class, or it may be to provide 1:1 or small group provision outside of the curriculum for all, addressing desired outcomes identified between teacher, parents/carers and the child him/herself. Additional TA support may be allocated for learning time or to support social and/or physical needs at play/lunchtimes for those children with a statement or Education, Health and Care Plan.
- The purchase of resources specifically for children with SEND is needs-led and in line with the budgetary policy of the school. Resources range from sloping writing boards, coloured overlays, reading schemes to ICT equipment and software and hoki stools.

## **How is the decision made about what type and how much support my child will receive?**

At Southill Primary School we use a graduated approach, in line with the SEND Code of Practice 2014, to identify challenging yet supportive outcomes for our children. Our 'assess, plan, do, review' model of working means that assessment of educational needs directly involves the learner, their parents/carer and of course their teacher. At all stages of your child's education we will ensure you are kept fully informed about their progress both academically and socially. However, should any one of us (class teachers, support staff, parents/carers and the learner themselves) notice a difficulty with learning we will discuss your child's strengths and areas of difficulties together, and agree upon the outcomes we would all like to see as a result of any interventions. From this we will then agree which interventions are best suited and what role we can all play in the intervention. We will agree on the next steps together and set a review date so that we can be sure of the timescale in which we expect to make a difference as a result of the intervention. For all children it is about ensuring Quality First Teaching is then reinforced by personal, appropriate interventions and support which enables the agreed outcomes to be met. Interventions are closely monitored by class teachers, the Senior Leadership Team and the SENDCo to ensure they are matching pupils' needs and making a positive impact.

## **How can I be involved?**

On a day to day level, parents/carers are encouraged to be actively involved in their child's learning, both through their child's specific outcomes and interventions and through the curriculum. Home learning activities are a great way for you to help us support your child.