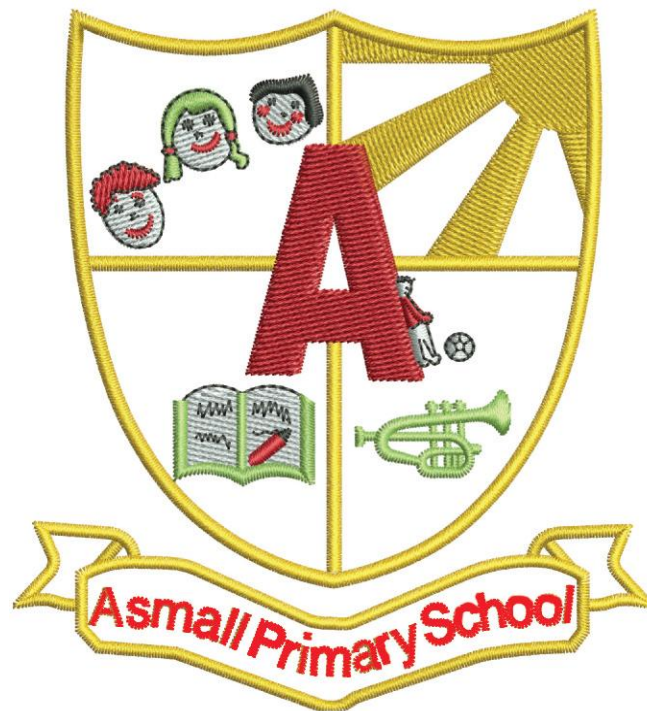


Asmall Primary School



SEND and INCLUSION POLICY September 2025

ASMALL PRIMARY SCHOOL

SEND and INCLUSION POLICY

INTRODUCTION

The Mission Statement of our school affirms our commitment to valuing the individuality of all of our children. We give all of our children every opportunity to achieve the highest of standards. We do this by respecting and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. We value the achievements, attitudes and wellbeing of our children. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background and that pupils have a common curriculum experience.

This school believes that every pupil has an entitlement to develop to their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities.

The policy should be read in conjunction with other school policies relating to interaction between adults and pupils. Please see:

- Accessibility policy.
- Equal opportunities policy.
- Gifted and talented policy.
- Racial equality policy.
- SEN policy.
- Behaviour and discipline policy.
- Care and control policy.
- Child protection policy.
- Anti-bullying policy.
- Educational visits policy.

The policy has been developed in response to national and local authority initiatives which support inclusive learning.

The policy was prepared after staff discussion and was accepted by the Governing Body. The responsible person for the implementation of the policy is the Head teacher.

The policy will be reviewed annually.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

This policy applies to those pupils who:

- Have learning, physical, communication, and sensory and/or medical needs.
- Have or experience behavioural, emotional and social needs.

- Are gifted and/or talented.
- A child has a learning difficulty if they:
- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which prevents or hinders the child from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area.

It also applies to those pupils who:

- Reflect social and cultural diversity.
- Have attendance difficulties.
- Experience significant ill health.
- Have relatives to care for.
- Use English as an additional language.
- Have recently arrived in this country or may be refugees or asylum seekers.
- Have a mobile life style as travellers.
- Are 'looked after' children.
- Live in poverty or who may be homeless.
- Bully or who are victims of bullying.
- Are bereaved.
- Are traumatised.

WHY DO WE HAVE A POLICY?

This policy pays due regard to the need to eliminate unlawful racial discrimination, to promote equality of opportunity and to promote good relations between persons of different racial groups. The Governors and staff of the school have a positive philosophy of including children with Special Needs, as we are convinced of the mutual benefits for all children in learning to relate together regardless of ability or disability. This policy is available to all staff, Governors and parents and should be read alongside other policy documents and having regard to the Special Educational Needs Code of Practice [Nov 2001]. All documents are available on written request to the Head teacher.

AIMS

The school aims to:

- Help pupils develop their personalities, skills and abilities.
- Provide appropriate teaching which makes learning challenging, enjoyable and successful.
- Provide equality of educational opportunity.
- Engender a culture of tolerance and acceptance of all, mutual respect where all are valued.

OBJECTIVES

The school will:

- Ensure implementation of government and LA inclusion recommendations.
- Ensure all staff implement the school's inclusion policy consistently.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation and provide appropriately to meet a diversity of needs.
- Ensure pupils views are reflected in curriculum policy, teaching and learning and the whole school environment.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents/carers in supporting their child's education.

- Guide and support all staff, governors and parents in inclusion issues.

DEFINING INCLUSION

Inclusion is an on-going process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

In Lancashire, we have defined inclusion as:

“A process which recognises and values diversity, promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community.”

CO-ORDINATING INCLUSION

The Head teacher is the member of staff responsible for overseeing the educational provision for all pupils. The Inclusion team are Linzy Stockton, Kerry Todd and Ellen McNulty. The school SENDCO is Kerry Todd.

The SENDCo is the inclusion co-ordinator. The role of the Inclusion Co-ordinator is to:

- Work positively with all members of the school community to promote inclusion.
- Induct new staff in the school’s commitment to inclusion.
- Monitor and assess inclusive provision by helping the school to establish indicators to judge its effectiveness in relation to inclusion.
- Monitor the Inclusion Policy and meet annually to report to the designated Governor on its effectiveness.
- Work with staff to identify and oversee provision of children on SEN register.
- Work with key staff to identify barriers to learning and provide staff with appropriate strategies.
- Share inclusive expertise with, and support the professional development of classroom teachers and teaching assistants.
- Purchase appropriate resources.
- Work with key staff such as the Assessment Co-ordinator, subject leaders and class teachers to monitor pupil progress.
- Analyse with key staff the recording of incidents which may relate to bullying or discrimination of pupils on the grounds of SEN.
- Co-ordinate cross-phase/cross-school transition.
- Complete and update the SEN report and local offer.
- Work closely with the DSL/Safeguarding team.

WHAT DOES THE SENDCO DO?

The key responsibilities of the SENDCo include:

- Overseeing the day-to-day operation of the school’s SEN policy.
- Co-ordinating provision for children with Special Educational Needs and allocating resources.
- Overseeing the records on all children with Special Educational Needs including reviews.
- Liaising with parents of children with Special Educational Needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the Lancashire Authority’s support and Educational Psychology Services, Health and Children’s Integrated Services and voluntary bodies.

The SENDCo is responsible for keeping the Head teacher and governors regularly informed about inclusive provision in the school.

- Curriculum Co-ordinators have responsibility for ensuring pupils with SEN have curricular access to their subject throughout the school.
- All staff have a responsibility for pupils with Special Educational Needs within their class.

- A named Governor [Mr Riley] has a responsibility for monitoring SEN provision and reporting back to the Governing Body.

HOW WILL SPECIAL EDUCATION BE ORGANISED?

All school policies have been drawn up to include provision for Special Educational Needs and apart from this document there are no separate arrangements. Class teachers make provision, within agreed school policies, for curriculum differentiation and pastoral procedures dependent on the individual child's strengths and weaknesses. A variety of approaches are employed to maximise the achievement of **all** pupils. These are not part of the Special Educational Provision. Special Educational Provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for a child's peer group. For some children, this may mean they have special equipment, different work, or have help from additional adults.

All teachers are also committed to meeting the needs of all pupils in their class and promoting the culture and ethos of inclusion within the school community.

INCLUSIVE PROVISION

The school has a Disability Equality Scheme which details how the school will overcome barriers to participation. To ensure continued access for pupils or parents with disabilities the school has a Disability Equality Accessibility Plan. This is updated and reviewed annually. As part of this Plan the school is working towards greater access for the visually impaired.

The school offers a continuum of provision to meet a diversity of pupils' needs. Although all classes are mixed ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum.

Additional in-class support is available in all classes/subjects. This is provided by teaching assistants [TA] and TA [SEN]. This additional support is targeted at individual pupils and small groups of pupils. Access to learning is enhanced through technology including computers, hearing aids, soundfield systems etc. All areas of the school building are adapted for physical access.

Out-of-class provision is available to pupils with an Education, Health and Care Plan, where appropriate, who require specialist personalised learning programmes.

A range of extra-curricular activities are available during lunchtime and after school. These include: art club, chess club, music clubs, football, rugby and netball teams, gardening clubs and a residential adventure activity visit. Where possible all children are eligible to attend these.

PROMOTING AN INCLUSIVE CURRICULUM

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges.
- Responding to children's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

When setting suitable learning challenges, we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage but our teaching reflects the knowledge, skills and understanding in ways that suit our pupils' abilities. This may mean choosing knowledge, skills and

understanding from earlier key stages so that individual pupils can make progress and show what they can achieve. Where it is appropriate for pupils to make extensive use of content from an earlier key stage, there may not be time to teach all aspects of the age-related programmes of study. A similarly flexible approach is used to take account of any gaps in pupils' learning resulting from missed or interrupted schooling [for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions].

For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation is necessary. In these circumstances, teachers use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.

When planning, we set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. This is based on a system of tracking pupil achievement in order to ensure that pupils do not underachieve or fail to reach their potential. We respect and value pupils that bring to school different experiences, interests and strengths which will influence the way in which they learn. Our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

To ensure that we meet the full range of pupils' needs, our teachers are aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

We take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments.
- Securing their motivation and concentration.
- Providing equality of opportunity through teaching approaches.
- Using appropriate assessment approaches.
- Setting targets for learning.

Our teachers take specific action to provide access to learning for pupils with special educational needs by:

- Providing for pupils who need help with communication, language and literacy.
- Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences.
- Planning for pupils' full participation in learning and in physical and practical activities.
- Helping pupils to manage their behaviour, to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

EXTERNAL SUPPORT

The school buys in additional external specialist advice and support from The Inclusion & Disability Support Service [IDSS], Educational Psychologists and independent providers. Specialist teachers from these services provide intervention in the form of personalised learning, direct teaching, in-class support, counselling, and assessment of pupils' needs and progress.

The school also engages in collaborative partnerships with special and mainstream schools, local colleges and training providers to promote inclusive networked learning communities.

The school has access to a Link Adviser, Inclusion [SEN] adviser, Educational Psychologist, Pupil Access Team.

RESOURCE ALLOCATION

The school allocates all the designated SEN funding of its budget to resourcing educational inclusion. Subject co-ordinators cater for inclusion as part of the annual school improvement planning process which takes account of the needs of all learners. The Governing Body receives termly reports on SEN spending and this information is made available to the full governing body.

The Head teacher and SENDCo organise and plan the amount of additional in-class and external specialist support required for pupils who require SEN support and who have Educational, Health, and Care Plans. The pupils at SEN support are covered from within the school's existing budget, and receive in-class support from teaching assistants.

The SENDCo reports to the Head teacher on the efficient and effective use of resources for pupils at SEN Support and those with Educational, Health, and Care Plans.

ASSESSMENT PROCEDURES

We believe that all children and young people deserve to have their achievements and progress recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school uses a consistent, nationally recognised assessment system. The National Curriculum for pupils with learning difficulties, teachers can use the old Assessment for learning, as outlined in the national guidance from the Qualifications and Curriculum Authority [QCA], guides us in the process of seeking and interpreting evidence for use by learners and our teachers to decide where the pupils are in their learning, where they need to go and how best to get there.

All teachers monitor, review and analyse pupil progress in accordance with the school's assessment policy. In order to ensure accurate assessments are made, teachers annually moderate and standardise samples of pupils' work and achievements across the curriculum.

Underachievement is identified as early as possible. Pupils are set individual challenging targets which address the area of underachievement. Pupil progress is monitored and reviewed termly in pupil progress meetings with the Head teacher.

The SENDCo and Assessment Co-ordinator track pupil progress systematically and reports to the Head teacher in order to:

- Check the progress individual pupils make against their targets.
- Verify that barrier-free learning is taking place across the curriculum, particularly where there have been changes in staff or schemes of work, or low attendance rates.
- Provide a crosscheck with teachers and teaching assistants regarding the pupils who are underachieving in relation to their prior attainment.
- Monitor the progress of specific pupil cohorts, e.g. summer-born children, free school meals pupils, boys and girls SEN, gifted and talented.
- Identify particular strengths and weaknesses of particular year groups or teaching sets, in a key stage or subject area.
- Collect, monitor and analyse fixed-term and permanent exclusions and takes appropriate action to prevent re-occurrence.
- Check the progress of pupils on the SEN register and those with an Education, Health and Care Plan to inform the SEN register and to ensure that the pupils' needs are being met.

- Show 'value added' in view of the additional resources put in place to support inclusion; to compare the accuracy of teacher assessment with external test results at the end of a key stage [i.e. the difference between actual and expected pupil performance].
- Compare the school's performance with other similar schools in the LEA via the School Information Profile, with their statistical neighbours and with national performance data.

In addition to the culture of support and praise which underpins the school ethos, the reward system of points and certificates of achievement for outstanding work and performance, effort and improved behaviour, contribute to raising pupil self-esteem and motivation.

DISAPPLICATION AND MODIFICATION

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification.

However, in exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority and taking account of the most recent DfE guidance. The school's governor with responsibility for Special Educational Needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

PROFESSIONAL DEVELOPMENT

The Head teacher oversees the professional development of all teaching staff and teaching assistants. The SENDCo liaises with the Head teacher to review staff skills related to SEN, behaviour and pupil emotional well-being and to ensure that there is a good balance of training to enhance the skills of all staff. Staff are encouraged to observe good inclusive practice within the school and also in other schools.

WORKING WITH PARENTS

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome to contact the SENDCo if they have any concerns about inclusive educational provision. Parents are also strongly encouraged to keep regular contact with the school regarding their child's progress. The home-school agreement outlines how parents can support their child's learning at home.

EVALUATING THE INCLUSION POLICY

The inclusion policy is reviewed annually. Policy evaluation focuses on:

- Establishing how far the aims and objectives of the policy have been met.
- How effective the inclusion provision has been in relation to the resources allocated.
- The attainment, achievements and progress of different groups of pupils, including reference to the FFT, School Information Profile and value-added data.
- Listening and responding to the views of pupils.
- Comments from the parental questionnaire.
- The schools own self-evaluation of the inclusion of pupils with SEN and behaviour difficulties using the LA School Self Evaluation Toolkit for SEN and Behaviour.

In the light of these findings, our policy is revised and amended accordingly. We believe that effective schools are also inclusive schools and to this end, our evaluation focuses up on a shared vision and commitment to inclusion which ensures:

- A stable and experienced teaching team working in collaboration with teaching assistants.
- Strong support from parents, carers and governors.
- Careful and systematic use of resources.
- Thorough monitoring, evaluation and assessment of progress.
- A calm and consistent school climate that promotes good, positive social relationships.
- High expectations of all pupils.
- That pupils' views are valued, and the pupils' voices are listened to.
- Clear and consistent whole-school policies, with the emphasis on early intervention.
- Recognition and respect for diversity.
- Appropriate, effective communication systems.
- Regular inter-school collaboration.
- The school is a community resource for learning and leisure activities for ALL.

APPENDIX I

HOW DO WE KNOW IF A CHILD HAS SPECIAL EDUCATIONAL NEEDS?

Asmall will use information arising from:

- Parental concerns.
- Liaison with pre-school groups including Asmall Nursery about the child's previous educational experience.
- Pre-school visits and admission meeting.
- Liaison with other agencies, e.g. Child Development Centre, Medical Authorities.
- Regular on-going observation and assessment by the class teacher.
- The curricular and baseline assessment process which allows the child to show what they know, understand and can do, as well as to identify any learning difficulties. These include a range of assessments throughout the school such as the old PIVATS for guidance, SATs, Optional SATs and Early Years Foundation Stage Profile Assessment.

Some children may experience temporary learning difficulties. The progress and performance of all children is monitored and assessed according to the Planning, Assessment, Recording and Reporting Policy, by the staff working with them. Class teachers may feel that a child is not progressing satisfactorily even though the work is differentiated. These concerns will be discussed with the child's parents.

HOW WILL PARENTS BE INVOLVED?

At Asmall we recognise that parents have a knowledge and expertise in relation to their child. They can offer a different perspective on the child's strengths and weaknesses. Parents of all children at Asmall are asked to sign the Home School Agreement which sets out our expectations of the role and responsibilities of children, staff and parents. Parents will be asked to make their views known about how their child is educated. We will provide the parents with access to information and support during assessment and decision making processes. Parents will be informed of the Lancashire Parent Partnership Service who can offer practical support to parents, either individually or in groups, to help them in their discussions with school, the Lancashire Authority and other statutory agencies. If parents need additional help, e.g. signed interpretation or language translation, Asmall staff will co-operate with agencies who can provide this help.

HOW WILL ASMALL RESPOND TO THE IDENTIFICATION OF A CHILD'S SEN?

If a child is assessed as having Special Educational Needs the action taken will be part of the continuous and systematic cycle of planning, action and review within the school to enable the child to progress. This follows the recommendations of the Code of Practice [Nov 2001] for Special Educational Needs.

Asmall recognises that there is a continuum of Special Educational Needs and where necessary brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The graduated responses are called **SEN support and Education, Health and Care Plans**.

APPENDIX II

SEN Support

The class teacher and SENDCo will decide on the action needed to help the child to progress in light of the assessment. It may include providing:

- Different learning materials or special equipment.
- Some group or individual support.
- Extra time devoted to planning.
- Staff training.

This will be written in an Individual Education Plan [IEP] which will be devised in consultation with the parents and teachers. It will include information about:

- The short-term targets set for a child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- The outcome of the action taken.

These IEPs will be reviewed each term. Tracking of progress will be monitored using PIVATs. Parents are encouraged to contribute their views. Wherever possible pupils will be encouraged to give their views on their progress and share their hopes for the future.

If despite receiving an Individual Education Plan the child continues to have difficulty, Asmall will with the parent's permission, seek the help of external support agencies. The external specialist may act in an advisory capacity or provide specialist assessment or be involved in teaching the child directly. This will lead to a new IEP. After reviews of the IEP the child may demonstrate significant concern. If the child continues to have significant difficulty the school will liaise with the Educational Psychologist and conduct further tests. This may lead to an application for ESAP funding in order to support the child. If significant difficulties persist, Asmall will, with parental permission, request the Lancashire Authority make an assessment. The statutory assessment involves consideration by the Lancashire Authority, working co-operatively with parents, the Asmall staff and as appropriate, other agencies.

The Lancashire Authority will decide if an Education, Health and Care plan assessment is needed. In the meantime the child will continue to be supported through SEN support. For children EHCP's a high priority is given to the statutory annual review process, which involves staff, relevant agencies, parents and the child.

When children are identified as having SEN records will be maintained in the following way,

- IEPs and their reviews will be kept in the class teacher's SEN file.
- A chronology of action will be compiled and kept in the SEN file.
- Copies of all referral papers and correspondence with outside agencies will be locked and stored in the pupil files in the school office.

Appendix III

FAQs

WHAT LESSONS MAY MY CHILD DO?

The whole ethos of the school, as expressed through the aims listed in the School Prospectus, reflects that all children, irrespective of ability, are entitled to full access to a broadly based and balanced curriculum which includes the statutory National Curriculum. The school enhances this with cross-curricular links and links with the wider community. To enable children with SEND to have a broadly based and balanced curriculum teachers and support staff have a flexible approach to differentiating each lesson. Teachers may provide additional visual stimulus [objects or pictures] to enhance understanding. Explanations may be repeated or rephrased to the child individually. The child's method of recording work may be modified, e.g. enlarged workbooks or using a word processing programme on the computer. The child may receive some pre or post tutoring of class work when withdrawn individually to promote the child's success in class and hence his/her self-esteem.

WILL MY CHILD BE ABLE TO MOVE AROUND SCHOOL EASILY?

The building has been adapted to enable easy access for disabled people. The school is a single story one-level building. There are ramps to each school entrance. There is a toilet for the disabled and a designated storage area for equipment necessary for physically disabled children. Additional access to computers is available for those whose disabilities make writing difficult

IS THERE A BUDGET FOR THE CHILDREN WITH SPECIAL EDUCATIONAL NEEDS & DISABILITIES?

In school resources are allocated via priorities identified through the School Development Plan and annual budget. Resources are allocated within the budget for SEND provision. These cover the cost of additional staffing and resources. The admission number is currently 20. The Governing Body oversees the budget setting process, regularly monitors the budget spending and receives reports from the Headteacher on a termly basis which includes information about SEND and staff issues.

HOW DO WE KNOW IF A CHILD HAS SPECIAL EDUCATIONAL NEEDS & DISABILITIES?

Asmall will use information arising from:

- Parental concerns.
- Liaison with pre-school groups including Asmall Nursery about the child's previous educational experience.
- Pre-school visits and admission meeting.
- Liaison with other agencies, e.g. Child Development Centre, Medical Authorities.
- Regular on-going observation and assessment by the class teacher.
- The curricular and baseline assessment process which allows the child to show what they know, understand and can do, as well as to identify any learning difficulties. These include a range of assessments throughout the school such as SAT's, Optional SAT's and Early Years Foundation Stage Profile.

Some children may experience temporary learning difficulties. The progress and performance of all children is monitored and assessed according to the Planning, Assessment, Recording and Reporting Policy, by the staff working with them. Class teachers may feel that a child is not progressing satisfactorily even though the work is differentiated. These concerns will be discussed with the child's parents.

HOW WILL WE, THE PARENTS, BE INVOLVED?

At Asmall we recognise that parents have a knowledge and expertise in relation to their child. They can offer a different perspective on the child's strengths and weaknesses. Parents of all children at Asmall are asked to sign the Home School Agreement which sets out our expectations of the role and responsibilities of children, staff and parents. Parents will be asked to make their views known about how their child is educated. We will provide the parents with access to information and support during assessment and decision making processes. Parents will be informed of the Lancashire Parent Partnership Service who can offer practical support to parents, either individually or in groups, to help them in their discussions with school, the Lancashire Authority and other statutory agencies. If parents need additional help, eg signed interpretation or language translation Asmall staff will co-operate with agencies who can provide this help.

HOW WILL ASMALL RESPOND TO THE IDENTIFICATION OF A CHILD'S SEND?

If a child is assessed as having Special Educational Needs & Disabilities the action taken will be part of the continuous and systematic cycle of planning, action and review within the school to enable the child to progress. This follows the recommendations of the Code of Practice [Jan 2015] for Special Educational Needs & Disabilities.

Asmall recognises that there is a continuum of Special Educational Needs & Disabilities and where necessary brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The graduated responses are called **Provision Mapping**, **SEND Support** and an **Education, Health and Care Plan**.

SEND SUPPORT AND PROVISION MAPPING

The class teacher and SENDCo will decide on the **Action** needed to help the child to progress in light of the assessment. It may include providing:

- Different learning materials or special equipment.
- Some group or individual support.
- Extra time devoted to planning.
- Staff training.

This will be written in an **Individual Education Plan [IEP]** which will be devised in consultation with the parents and teachers. It will include information about:

- The short-term targets set for a child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- The outcome of the action taken.

These IEP's will be reviewed each term. Parents are encouraged to contribute their views. Wherever possible pupils will be encouraged to give their views on their progress and share their hopes for the future.

If despite receiving an Individual Education Plan the child continues to have difficulty, Asmall will with the parent's permission, seek the help of external support agencies. The external specialist may act in an advisory capacity or provide specialist assessment or be involved in teaching the child directly. This will lead to a new IEP for the SEND Support.

After further reviews of the SEND Support IEP the child may demonstrate significant concern. If the child continues to have significant difficulty the school will liaise with the Educational Psychologist and conduct further tests. This may lead to further resources/support being given in order to support the child. If significant difficulties persist, Asmall will, with parental permission, request the Lancashire Authority make an assessment. The statutory assessment involves consideration by the Lancashire Authority, working co-operatively with parents, the Asmall staff and as appropriate, other agencies.

The Lancashire Authority will decide if an **EHC Plan** is needed. In the meantime the child will continue to be supported through the SEND Support. For children with an EHC Plan, high priority is given to the statutory annual review process, which involves staff, relevant agencies, parents and the child.

When children are identified as having SEND, records will be maintained in the following way:

- IEP's and their reviews will be kept in the class teacher's SEND file.
- A chronology of action will be compiled and kept in the SEND file.
- Copies of all referral papers and correspondence with outside agencies will be stored in the pupil files in the Headteacher's office.

WILL MY CHILD WORK WITH OTHER CHILDREN?

It is the policy of Asmall that SEND pupils should be included as fully as possible in all class activities with their peers. This may necessitate in-class support. When deemed necessary, pupils maybe withdrawn for small group or individual tuition dependent upon funding and resources. This will be timetabled to minimise absence from class at a time when they could be included successfully.

HOW DO WE KNOW THIS SEND POLICY IS WORKING?

The SENDCo Governor will evaluate the effectiveness of the policy in addressing the needs of those with SEND within school.

WHAT SHOULD I DO IF I'M NOT HAPPY WITH MY CHILD'S SEND PROVISION?

Any difficulties arising from SEND issues will initially be dealt with on an informal basis within school.

Parents will be encouraged to discuss matters with the class teacher, SENDCo/Headteacher if necessary. If not resolved, the issues may then be referred in writing to the Chair of Governors.

Parents wishing to appeal against Lancashire Authority decisions may have recourse to a Special Educational Needs & Disabilities tribunal.

WILL THE STAFF BE AWARE OF SPECIAL EDUCATIONAL NEEDS & DISABILITIES?

All staff have access to SEND In-house training. All new staff will receive initial training and will receive regular updates. Where relevant, staff may access external INSET provision. The SENDCo will be expected to attend local meetings and keep up-to-date with relevant issues.

Associate staff will be expected to participate in training opportunities and governors will be invited to relevant sessions.

WILL OTHER PEOPLE BE INVOLVED IN MY CHILD'S SEND PROVISION?

The school works closely with other Lancashire Authority support services such as the Educational Psychologist. A child's EHC Plan may provide a devolved budget to buy in Special Teacher Support time from other providers and/or Teaching Assistant time.

WHEN IT IS TIME FOR MY CHILD TO MOVE TO ANOTHER SCHOOL WILL THE NEW SCHOOL KNOW ABOUT THE SEND?

When SEND are identified, the staff work closely in liaison with outreach staff from other schools. Liaison staff are invited to annual reviews where appropriate. Induction visits are arranged to see the schools.

WHO ELSE MAY HELP MY CHILD?

The school works closely with all Health and Children's Integrated Services as necessary.