

Cirencester Primary School

Special Educational Needs and Disability (SEND) Policy 2026-27

Adopted by the Governing Body in:	September 2026
SENDCo	Casey Clapton-
SEND Governor	Steve Colledge
Chair of Governors	Steve Colledge
Head teacher	Maria Miles
Review Date	September 2027

Section A: School Arrangements

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

All of our school policies are interlinked and should be read and informed by all other policies. In particular, it should be read in conjunction with the Child Protection and Safeguarding policy, Behaviour, Anti-bullying, Medical, Curriculum and Teaching, Learning and Assessment policies.

This policy and information is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Equality Act 2010.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs)
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The Children and Families Act 2014 (Transitional and Saving Provisions) (No 2) Order 2014
- SEND information report

Our school values and vision

Cirencester Primary School is an inclusive school and we aspire for each and every child to aspire to be their best. Our aim is to develop each child emotionally, physically, intellectually, spiritually and socially so that they are able to fulfil their true potential and are prepared for the next stage in their education and future.

With our values firmly at the heart of our school, our primary aim is to develop reading and communication skills, promote and support a healthy outlook for our children through opportunities to develop physical and emotional health alongside academic rigour.

To ensure all young people achieve and recognise their full potential and leave our care equipped with the skills for their lifelong learning journey, we:

- Focus on human values within positive social relationships
- Focus on physical and mental health including our well being

- Develop a love for learning, with special focus on reading, and a love for learning through an engaging curriculum that develops communication skills • Encourage our pupils to be inquisitive, independent, creative and confident
- Value close collaboration with our parents and local community.
- Provide opportunities for learning beyond our everyday lives
- Encourage our children to explore a wide variety of pathways, to consider and take responsibility for their own choices and to respect the choices of others. We expect our children to strive to be the best they can be whilst leading healthy, fulfilling, purposeful and giving lives.

In order to do this, a range of steps are taken to support children to achieve their best through their learning journey. Quality First Teaching (QFT) is vital, however, for some children additional support is required in order to help them access the curriculum and achieve their targets to reach their full potential.

SEND at Cirencester Primary School

Our aims are:

- To identify, at the *earliest possible opportunity*, barriers to learning and participation for pupils with SEN (also see curriculum and assessment policies)
- To raise the aspirations of and expectations for all pupils with SEN,
- School to provide a focus on outcomes for children with SEN in addition to provision and support
- To ensure that *every* child experiences success in their learning and achieves to the highest possible standard
- To enable *all* children to participate in lessons fully and effectively
- To value and encourage the contribution of *all* children to the life of the school
- To work in *partnership* with parents
- To work with the Governing Body to enable them to *fulfil* their *statutory monitoring role* with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to *support the need of individual pupils*
- To ensure that all staff have access to training and advice to support Quality First Teaching and learning for all pupils

Around 74 (28%) of our children are either at SENS (SEN support) or have EHC Plans (Education, Health and Care Plans). This means that all teachers expect to have children with SEND in their classes.

Defining SEND

The January 2015 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same

age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

*(*SEN Code of Practice: 0 to 25 Years– January 2015)
CAFA 2014 (Section 21) defines special educational provision as educational or training provision that is additional to, or different from, that made generally for others of the same age.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she –

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

(CAFA, 2014, Section 20 (2))

ROLES AND RESPONSIBILITIES

It is the responsibility of all staff to be aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND. All have a responsibility to address inclusion through:

- Setting suitable learning challenges with appropriately scaffolded learning opportunities
- Monitoring, assessing and recording pupils' progress
- Responding to pupils' diverse needs
- Overcoming actual or potential barriers to learning
- Deploying TAs and other support staff effectively
- Highlighting concerns with relevant members of staff

Provision for pupils with special educational needs is a matter for the whole school.

Governors

The governing body of the school, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school including provision for children with SEND. Members of the Governing body will, at times, visit school to look more closely at initiatives that are in place to support SEND children, alongside other children.

The governing board of every mainstream school is encouraged to have a SEND Governor to champion SEND. Our school SEND Governor is Steve Colledge. He reports back to the full governing body on how well the school can account for the provision for pupils, including knowing what systems are in place in the school for identifying pupils with SEND and evaluating their progress and attainment and being able to challenge on issues relating to SEND: they have specific oversight of the school's arrangements and provision for meeting special educational needs.

The SEND Governor:

- Spends time in school with the SENDCo discussing current information about SEND children and their provision, ensuring that their needs are catered for

- Communicates and helps to raise awareness of any SEND updates, information or issues at Governing Body meetings
- Supports the SENDCo with monitoring tasks that are carried out in school to ensure the best quality support is in place for SEND children
- Monitors the quality and effectiveness of SEND provision within the school
- Works with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

Special Educational Needs and Disabilities Co-ordinator (SENDCo)

The school's SENDCo is Casey Clapton. She can be contacted via the school office on 01285 658 550 or via e-mail on senco@cirencester-pri.gloucs.sch.uk. She works closely with all staff, the Headteacher, governors, parents/carers and outside agencies ensuring the best possible provision for children with special educational needs and disabilities.

Mrs Clapton is a member of the school's Leadership Team. Her key responsibilities include: Overseeing the day-to-day operation of the school's SEN policy

- Co-ordinating provision for children with SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date (SEND Code of Practice, 2015, 6.90, pp.108-109)

Headteacher

The Headteacher will:

- Work with the SENDCo, SEND Governor and SLT to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability, Teaching Staff and Teaching Assistants. Ensure Class teachers are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for pupils with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of pupils.

Class Teachers

Class teachers are responsible for:

- The progress and development of every child in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Teaching Assistants

Teaching Assistants are responsible for:

- Supporting the progress and development of children within the school
- Working closely with any teacher or specialist staff to carry out interventions if and when needed
- Ensuring they follow this SEND policy

Teachers and teaching assistants respond to children's needs by:

- Providing support for children who need help with communication and language
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly during periods of stress
- Carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher
- Using suitably modified resources for activities to help meet specific objectives
- Supporting pupils to co regulate throughout the day, in order to be able to access learning.

Lunch Time supervisors

Lunch time supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet with the SENDCo or other members of SLT in relation to behaviour management and other issues for particular pupils.

CO-ORDINATING AND MANAGING PROVISION

The Headteacher, SLT and SENDCo meet weekly and SEND is a part of the agenda.

The SENDCo meets with class teachers to provide support and advice. SEND policy and provision are discussed regularly at both staff and teaching assistant meetings in order to raise the achievement of children with SEND. Special needs provision is an integral part of the School Improvement Plan. The SENDCo oversees the provision through the school's monitoring systems. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by class teachers and are encouraged to be involved in the support of their child whenever possible. The SENDCo also liaises with parents and pupils with Education, Health and Care Plans and those who require support from other professionals and external agencies. Where there is a concern that parents need extra support, the staff

would refer them to the school's SENDCo or safeguarding leads. If the situation becomes more worrying, the Strengths and Needs process would be used to identify areas for change and engage support from other professionals. Please refer to the Child Protection and Safeguarding Policy.

ADMISSION ARRANGEMENTS

Our school follows GCC arrangements. Pre-School parents receive a form in November which needs to be completed by 15th January. Places are allocated around 16th April. If a child is in another year group, parents are asked to fill in the school's own registration form and an 'in year admissions' form for GCC.
Children with an EHCP must follow the correct procedures. Parents must apply for a school move by contacting GCC casework, who will then liaise with the school.

Please see our Admissions Policy for more details.

Transition Arrangements

We understand how difficult it is for children moving into a new class or school and we will always do what we can, according to the individual needs of the child, to make transitions between classes / schools, including from the nursery, as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet
- Enhanced transition arrangements are tailored to meet individual needs

Transition to Secondary School

Transition induction for all Year 6 pupils is held in the Summer Term of Year 6. The secondary school SENCO is invited to come into school and meet our children with SEN and carry out the necessary assessments with them. At these meetings, necessary information about the children with SEN is shared. Parents are also contacted by the KS3 SENCo and additional transition arrangements may be made for these children if requested e.g. extra visits, travel training etc. There are Year group visit days arranged for all children to visit their new prospective school to help them with this transition. Children on an EHCP have their annual review meeting within Year 5 with an aim to secure their place at their chosen Secondary school.

Specialisms and Special Facilities

Children's specific needs are discussed with parents/guardians when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching children with learning difficulties/disabilities and should any specialist advice be required; this will be arranged.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability, the SENDCo and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

Please see our Accessibility Plan on the website for more information.

STAFF EXPERTISE

All subject Leads are considered to be experts within their subject area and with the support of the SENCO, plan their subject areas to support the needs of children with SEND.

Class Teachers, TAs and HLTAs (Higher Level Teaching Assistants) work with all children throughout the school, including those with SEN and disabilities. Many have expertise in working with children with SEN and all receive training in specific interventions they are required to facilitate.

All of our teachers are trained to work with children with SEN and have access to advice from the SENCO and multi-agency guidance, information, resources and training to enable them to teach all children effectively. We offer a variety of training opportunities, by using both experts within the school and also through utilising training from outside agencies and our online training provider, Optimus Education.

All relevant staff at Cirencester Primary School have received Emotion Coaching training, and Trauma Informed Schools training. In addition, the majority of staff have received behavior management training by Team Teach provider.

If a child displays signs of having specific needs, then his/her teacher assesses this need in consultation with the SENDCO. If a child's need is severe, we involve the appropriate external agencies in making an assessment. This includes access to Educational Psychologists and Advisory Teachers. We are involved in multi-agency work to facilitate the delivery of additional needs through the work of our SENCO. We accept children with Education Health Care Plans in accordance with the SEN Code of Practice.

The needs of children with English as an additional language are carefully considered. We aim to provide support to assist each child's individual needs.

The school works with specific children and their parents along the Graduated Pathway to create a My Plan(+) for each child on the Special Needs Register. This sets out the nature of the need, and outlines how the school will aim to address it. The My Plan(+) also sets out targets for improvement to reduce the gap in the child's learning and this is reviewed at regular intervals to monitor the progress of each child. Detailed Intervention Class Provision Maps are written termly to identify and monitor the provision put in place to meet the needs of individuals at Pupil Progress Meetings. Our provision mapping is an ongoing, self-review process designed to identify and overcome barriers to learning, ensuring inclusivity and that teachers are responsible for each pupil's progress.

The Senior Leadership Team will regularly monitor children with SEN.

Section B: Identification, Assessment and Review

Pupils' needs can show themselves in a variety of ways and we can think of their needs as being on a continuum. All pupils have access to our 'universal' offer, comprising of high-quality teaching, and it may be that strategies, resources and adaptations to the curriculum including reasonable adjustments are made to support children's needs. 'Targeted' interventions are the start of additional to or different from and are often short-term. This could include direct involvement from external agencies with interventions led by school staff under their direction. Some children will require 'specialist' support and this is led through external agencies, which is highly personalised, following a referral and detailed assessment of need.

The progress of the pupils is assessed at regular intervals by staff as part of the school's tracking process. Where progress is slow, the first response is support through high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND. All those working with pupils are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Headteacher and SENDCo consider all the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.

Early identification of SEND is vital. Class teachers will inform parents/guardians at the earliest opportunity of concerns and attempt to enlist their active help and participation. Class teachers and the SENDCo assess and monitor pupil's progress in line with existing school practices. Class teachers and/or the SENDCo then work closely with parents/guardians to plan an appropriate programme of intervention and support for each child on the SEND register. The assessment of children reflects as far as possible their participation in the whole curriculum of the school.
Criteria for identifying SEN may include:

- A pupil's early history and/or parental/guardian concern
- Low entry profile
- Low development scores on their Early Years Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum with additional and different provisions in place
- Low achievement in the National Curriculum, i.e. significantly below the expected level for their age
- Requiring greater attention in class due to behavioural/learning difficulties
- Requiring specialist material/equipment or support for sensory/physical difficulties

Identifying children at SENS (SEN Support)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at long termly Pupil Progress (PP) meetings. Where children are identified as not making appropriate progress, in spite of QFT, they are discussed with the Head of Key Stage or SENDCo and a plan of action is agreed.

2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2015 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

    - is significantly slower than that of their peers starting from the same baseline
    - fails to match or better the child's previous rate of progress
    - fails to close the attainment gap between the child and their peers

    Such children are identified as vulnerable learners and assigned appropriate interventions to address the gap in learning

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some additional support in school and possibly at home.

Although the school can identify special *educational* needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have Dyslexia, ASD, ADHD or some other medical condition to seek a referral to see the Community Paediatrician.

The SEND process:

Encourages the participation of pupils and their families

Integrates the work of education, health and care providers

Follows a cyclical, graduated approach –Cirencester Primary School and Nursery uses the graduated approach to respond to children's SEND by:

1. Placing children on our 'Initial Concerns' list and class teachers completing a Referral form to the SENDCo detailing their concerns and conversations with parents/carers. Where a pupil's attainment and progress is a cause for concern, or they exhibit signs of other areas of difficulty, teachers will share their concern with the child's parents and the SENDCo. The quality of the teaching and learning that these children receive will be monitored and they may be offered some additional support, from an initial screening assessment. Their progress will be closely monitored.

2. Placing children on the school's SEND register. If, despite receiving high-quality learning opportunities a child:

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

- Has communication or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

If it is decided that further, additional provision is required, specific learning interventions and programmes are decided upon and recorded on a personalised My Plan and the child is added to the SEND register. The child's progress then continues to be carefully monitored.

3. Where schools seek the help of external support services, these services may need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate interventions and support for the child's My Plan. This then becomes a My Plan Plus to indicate that other professional are involved in informing, setting and reviewing targets. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, including educational psychologists, may be consulted. The SENDCo, class teacher and external specialists will consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved with teaching the child directly
   The delivery of interventions are recorded in the My Plan Folder and it continues to be the responsibility of the class teacher, overseen by members of the senior leadership team and the SENDCo

4. Where a child's needs are considerable and there is little progress following interventions and support from professional agencies, the decision may be taken to request an Education, Health and Care (EHC) plan. This process will involve presenting detailed records of the school's provision and its impact to the Local Authority for their consideration. Parents/guardians will be fully involved in the process and have the opportunity to contribute to reports. Reviews of children with SEND support are held three times a year (this can include face-to-face meetings, virtual meetings, emails or telephone calls) and are led by the class teacher. They provide an opportunity for parents to share their concerns and, together with the child and teacher, agree aspirations for the pupil.

Categories of Special Educational Need

The four broad areas of SEND, defined by the 2015 Code of Practice, are:

Cognition and Learning needs (C&L) - This is where pupils learn more slowly than expected, including those with Profound and Multiple Learning Difficulties (PMLD), Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) such as dyslexia and dyspraxia/developmental coordination disorder

Communication and interaction needs (C&I) - pupils in this group experience speech, language and communication difficulties (SLCN) or those on the autistic spectrum (ASD). Children with SLCN may experience difficulties with expressive (difficulty vocalising their thinking and may not be able to translate the messages from their brain into words) and/or receptive language (may only understand or remember the last thing they heard). Children with ASD may have difficulty interacting and communicating with others and understanding the world around them

Social, Emotional and Mental Health needs (SEMH) - Pupils may exhibit challenging, withdrawn or self-harming behaviour, which may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), Obsessive Compulsive Disorder (OCD) or attachment disorder

Physical and/or Sensory needs (P&SN) - includes children who are Visually Impaired (VI), Hearing Impaired (HI), Multi-Sensory Impaired (MSI) or have a Physical Disability (PD) that affects their learning Individual pupils may well have needs that span two or more areas, but they will have a primary need documented.

Supporting pupils with medical conditions

Where pupils with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014).

Reviewing success

Parents/guardians, staff and pupils meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by the Headteacher and the school's Leadership Team, subject leaders/coordinators, and the SENDCo
- Reviewing pupils' individual progress towards their goals each term
- Using pupil questionnaires and/or pupil voice completed by staff
- Analysis of pupil tracking data and test results – for individual pupils and for cohorts
- Value-added data for pupils on the SEND register
- Monitoring of procedures and practice by the SEND governor three times a year
- School Self-Evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan
- Impact of interventions are analysed along with cost effectiveness
- Holding annual reviews for pupils with EHC Plans

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. Please contact the school office for further information, (01285) 658550.

The Curriculum for SEND; Intent, Implementation and Impact

The Cirencester Primary School curriculum is a curriculum based on skills and knowledge to support children to thrive. Each subject policy outlines how each area of our school curriculum supports pupils with SEND to achieve well. It is our intent that all pupils have the entitlement

to a broad, balanced, rich and relevant curriculum. As such, provision for pupils with SEND is a matter for the school as a whole and all teachers are teachers of pupils with SEND. All subject leaders have worked together to design a curriculum at CPS that facilitates skills progression to ensure skills are built upon each year with the intent to support ***all*** children to grow into positive, responsible people who can communicate and co-operate with others, whilst developing their knowledge and skills in order to achieve their full potential. Core to planning are school values, communication skills and promoting health and wellbeing of all.

In advance of planning for the term ahead, teachers will identify SEND and/or Vulnerable Learner's needs through pupil progress meetings and in consultation with their assessment data in conjunction with their ECHP/ My Plan Plus / My Plan, class contexts and intervention logs (which detail their gaps in learning and interventions they are in receipt of and the next steps required).

Planning and implementing the curriculum for children with SEND:

Teachers' short-term planning is inclusive of all children's needs and abilities and detail how provision will be made for those children with SEND in order to remove all barriers to their learning by specifying:

- How the curriculum will support the needs of SEND children
- Additional and appropriate resources required to achieve the intended learning outcome (concrete manipulatives, ability appropriate texts, dual coding, supportive aids for recording / accessibility)
- How learning will be broken down into steps in order to achieve the intended learning outcome
- Which teaching and learning strategies will be used to implement the curriculum (preteaching of vocabulary, opportunities to recap and assess learning, working in a smaller adult supported group, differentiated recording options)
- Opportunities for language development where necessary (Inclusion support focuses on those 'human values' and encourages communication for those children for whom communication may be a barrier)

Impact and Monitoring:

It is then the responsibility of the SENCO, subject leaders and teachers to ensure:

- Teaching of SEND children is consistent across the classes and year groups
- Planning for SEND children is systematic, progressive and accessible
- Children with SEND have the support needed to succeed
- Levels of attainment in Reading, Writing and Maths for children with SEND are improving
- Communication skills are developed so that children with SEND are supported to discuss ideas
- Children with SEND gain both knowledge and skills across curriculum areas and this is evident in their books and from speaking with them
- Children with SEND communicate a love of learning

The Learning Environment

Cirencester Primary School is disability friendly. Although the school is on different levels, we have ramps and adjusted curbs to facilitate inclusive mobility. Careful planning means that

children with physical needs do not need access to the upstairs classrooms. Our corridors are wide and we have an easy access toilet with a support rail. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with other sensory needs.

All of our classrooms are inclusive. We aim to teach in a way that will support all children. All of our children access the full National Curriculum (where appropriate) at their independent starting points and we recognise achievements and expertise in all curricular areas. As part of normal class differentiation, texts, resources and concepts are made appropriate to all children's learning abilities in order to ensure they achieve the lesson outcomes.

Access to extra-curricular activities

All of our children have equal access to our range of before, lunch and after school clubs to develop their engagement with the wider curriculum. A percentage of places in clubs are allocated to children with SEND to provide them with as many opportunities as possible to experience achievement, build self-esteem and be recognised for their strengths. Where necessary, we make adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and are for all children to benefit from. No child is excluded from a trip because of SEN, disability or medical needs.

Funding

There is a core budget for each school and it is used to make general provision for all pupils in the school including pupils with SEN. Every school receives an additional amount of money towards the needs of children with SEN. This is called the 'National SEN Budget'. If a pupil with SEN requires in excess of £6000 worth of special educational provision, GCC can provide 'top up funding' following a successful assessment of an EHCP application.

SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL AND CHILDCARE

External services

When a child is demonstrating further cause for concern and school intervention is not having the necessary impact due to their needs being more complex, further investigation is required so the school will engage with the relevant external services. A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. This is triggered when a child:

- Continues not to make adequate progress and/or their gap in attainment between themselves and achieving ARE is not diminishing and/or widening
- Continues to have difficulty in developing Literacy and Numeracy skills
- Has emotional or behavioural needs, that are not being met via a bespoke Behavioural Plan and Nurture support, which significantly and/or consistently interferes with the child's own and/or others' learning
- Has sensory or physical needs requiring additional specialist equipment and/or regular assessment and/or advice by a specialist service

- Has on-going communication and/or interaction needs that impede their development of social relationships and cause significant barriers to learning
- Has learning needs manifesting themselves in an increasing complex and/or specific way as they progress through the school

In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- Act in an advisory capacity to refine targets set by the school
- Extend the expertise of the teaching staff
- Provide additional assessment
- Be involved in supporting the child directly
- Suggest that a statutory assessment is advisable
- Consult with all parties involved with the child

School outer-agency partners include:

- Early Years' Service
- Educational Psychologist
- Children and Young People Service (CYPS)
- Speech and Language Therapy
- Occupational Therapy
- Young Minds Matters
- Talk Well
- CAMHS
- Play Therapists
- Mentoring Services
- Advisory teaching service: Hearing Sensory Support / Visual Sensory Support
- Social Care
- Families First
- School Nurse

Working with Parents and Children

We aim to have good and informative working relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at Parents' Evening meetings (Terms 2 and 4) or during additional arranged meetings to discuss the child's progress.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being given additional SENS as the school deems appropriate
- Discuss assessments that have been completed
- Agree a plan of provision for the next term and create a My Plan(+) to support the child This is part of the Graduated Pathway cycle to 'Assess, Plan, Do, Review', as required in the Code of Practice. When appropriate, it is important for the child to be involved in this process

and teachers meet with children regularly to review their My Plan (+) together. My Plans are generally shared and adapted with parents at Parents Evenings and where a child has been escalated to a My Plan Plus (MPP) or EHCP level of support, review meetings are held with parents to set new or amend existing targets and agree provision for the next term. All parents receive copies of each level of plan. These are discussed and sent out around parents' evenings and at the end of the school year alongside the child's report.

The school's 'Local Offer' is on the school's website. Gloucestershire's Local Offer can be found via this link:
https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2

Monitoring and Review

The implementation of this policy will be evaluated each term through the monitoring of classroom practice and delivery of interventions. Three times a year, the SENDCo will meet with the SEND Governor to review the impact of the SEN Policy and report to the Governing Body annually through the SEN Information Report. This policy will be updated in line with new initiatives together with any streamlining of school processes otherwise will be reviewed annually by the SENDCo. It will be approved by the Governing Body.