

CORSHAM PRIMARY SCHOOL

Special Educational Needs and Disability Policy



Reviewed: May 2024

Policy Ratified by the LGC: May 2024

Next Review Date: May 2025

Our Ethos, Values and Vision

At Corsham Primary School, we are committed to giving all our children every opportunity to achieve their best. We value and celebrate the unique contribution that every individual including those with Special Educational Needs and Disabilities (SEND) can make to our school community. The achievement, engagement and well-being of each pupil is at the heart of our school ethos and is considered a collective responsibility of all members of our school community. Through our caring, stimulating and positive ethos, we aim to nurture the whole child and celebrate their individual achievements and progress.

We recognise the entitlement of all pupils to a broad and balanced curriculum. Corsham Primary School prides itself on providing an inclusive learning environment where all children, including children with SEND, are treated with equity and have access to the full range of opportunities that we provide. The SEND Code of Practice (2014) recognises that '*Special educational provision is underpinned by high quality teaching and is compromised by anything less*' (p14). We aim to provide stimulating and exciting learning experiences that all children can access at their individual levels. The high expectations and aspirations that we have for all children in the school are extended to children with SEND. At Corsham Primary School, our priority is to ensure that all children have access to high quality teaching which includes reasonable adjustments to meet the needs of individual children. This could include planned adaptations to the task, resources or type of support. It could also include 'in the moment' adaptations in response to a child's need within the lesson. Children at Corsham Primary School are not grouped according to ability but instead have opportunities to work with children of all abilities within their classes throughout the year. Teachers adapt learning opportunities to meet a variety of different needs within the class and children are encouraged and supported to reflect upon and celebrate their own progress.

All pupils, regardless of their individual needs, have access to high quality teaching to enable them to make the best possible progress and to develop the knowledge, understanding and skills they need to become active and responsible citizens. In implementing this policy, we strive to ensure that all children are fully included in school life, can access a broad and balanced curriculum and have the opportunity to reach their own individual potential as learners.

Objectives

In order to achieve the best outcomes for pupils with Special Educational Needs and Disabilities (SEND), we aim to:

- Ensure that all pupils have access to a broad and balanced curriculum;
- Foster a fully inclusive learning environment;

- Ensure the identification of all pupils requiring SEND provision as early as possible and target their needs effectively;
- Promote positive outcomes in the wider areas of personal, emotional and social development;
- Ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.
- Meet individual children's needs through:
 - High quality teaching;
 - Effective differentiation/ scaffolding of the curriculum;
 - Careful targeting of additional resources, including adult support
 - The provision of interventions where appropriate;
 - Ensuring that all who are involved with children with SEND are aware of the procedures for identifying, supporting and teaching them.
- Have a Provision Management structure that:
 - Measures and tracks the progress of all pupils on the SEND register and identifies vulnerable children.
 - Evaluates the effectiveness of interventions
- Involve the children, where practicable, in setting and reviewing their individual targets and in decisions regarding their future SEND provision;
- Have high ambitions and set stretching targets for pupils with SEND so that they can reach their individual potential.
- Keep under review the additional or different provision that is made for them;
- Work in close partnership with outside agencies to support the needs and provision for children who have SEND;
- Work in close partnership with parents of SEND pupils to ensure decisions are informed by their insights and the voice of the child, and that they are kept fully informed of their child's progress and attainment;
- Ensure that SEND pupils take as full a part as possible in all school activities, including extra-curricular activities where appropriate;
- Ensure continuity for pupils when transferring between classes or schools through carefully planned transitions;
- Promote the self-esteem of children with SEND by acknowledging, valuing and celebrating the progress they have made.
- Foster a culture of sensitivity, honesty, transparency and mutual respect when supporting children and families of children with SEND.

Definitions of Special Educational Needs and Disability (SEND)

Under the Code of Practice, a child is deemed to have Special Educational Need or Disability (SEND), if he or she has 'significantly greater difficulty in learning than the majority of others of the same age', or their disability 'prevents or hinders him or her

from making use of facilities of a kind generally provided for others of the same age in a mainstream school'. Special educational provision is needed for him or her, over and above that which can be met through good quality classroom teaching and differentiation.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:-

- Have a significantly greater difficulty in learning than the majority of children of the same age

or

- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

(Special Educational Needs and Disability Code of Practice, 2014)

Children may have needs and requirements which fall into at least one of four areas:

- communication and interaction;
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Many children will have inter-related needs. These additional needs may be for a short period or throughout a child's educational life. They may be identified before a child has even entered school or they may come to be recognised at a specific point in their education.

Children must not be regarded as having Special Educational Needs solely because their language, or form of the home language, is different from that in which they are taught. Not all children with a disability have special educational needs.

Under the Equality Act 2010, a disability is defined as '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Special educational provision means:-

"Support and interventions (additional to and different from that provided by a high quality teaching)...selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness...provided by staff with sufficient skills and knowledge".

(See Section 6.50 Special Education Code of Practice, 2014, p90)

Corsham Primary will have due regard for the Special Educational Needs and Disability Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified and involved when SEND provision is being made for their child.

Roles and Responsibilities

Governors

The Governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND Policy;
- The SEND policy is reviewed regularly and is reported on the school's website;
- They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed. This is achieved through regular meetings between the Inclusion Manager and Inclusion Governor; regular meetings between the Executive Head and Chair of Governors; ~Governor Committees;
- SEND provision is an integral part of the School Development and Improvement Plan. (The SDIP plan is reviewed annually);
- The quality of SEND provision is continually monitored through reviews of effectiveness;
- They have regard to the Special Educational Needs and Disability Code of Practice when carrying out its duties toward all children with special educational needs;

Headteacher(s)

The Headteachers' responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision;
- Keeping the Governors well informed about SEND within the school;
- Working closely with the Inclusion Manager and SEND team;
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education.
- Overseeing the overall budget with regards to Special Educational Needs and making strategic decisions

Assistant Deputy Headteachers/Inclusion Managers (with SENDCO responsibility)

The Assistant Deputy Headteacher/Inclusion Managers are responsible for the coordination of provision for special educational needs throughout the school on both sites. This involves working with the Headteachers, the Leadership Team and the Governors to determine the strategic development of the policy. Other responsibilities include:

- The day to day implementation of the SEND policy;
- Monitoring, evaluating and reviewing policies and practices relating to SEND;
- Coordinating provision for children with SEND in order to meet their needs effectively;
- Meeting regularly with class teachers to discuss the needs of children on the SEND register, to identify vulnerable children and to help them to identify appropriate strategies and resources;
- Evaluating the effectiveness of interventions;
- Assessing and identifying children's needs;
- Working in partnership with class teachers in the formulation and review of individual Learning Plans (LP's) and any recommended actions from external agencies;
- Working with class teachers, SEND pupils and parents/carers of those pupils in the formulation of a 'My Support Plan' for some SEND pupils;
- Leading, managing, supporting and developing the Teaching Assistant Team including the provision of regular training;
- Monitoring and tracking the progress of SEND children;
- Working in partnership with outside agencies connected with children on the SEND register;
- Requesting statutory assessments where appropriate;
- Working closely with parents or carers of children with SEND including regularly meetings and Annual Reviews;
- Maintaining up to date records for pupils with EHCPs and overseeing the record keeping for all children with special educational needs;
- Working in partnership with the Family Support Officer to ensure appropriate provision for pupils with social, emotional or mental health needs;
- Overseeing and maintaining specific resources for special educational needs;
- Liaising with the Inclusion Governor;
- Facilitating appropriate training and professional development for staff in the field of SEND;
- Working with the Finance Officer and Executive Headteacher to ensure the effective use of the SEND budget;
- Reviewing and writing the SEND section of the School Development and Improvement Plan for both sites;
- Organising transition for SEND children –feeder nurseries, linked secondary schools and other schools that children are transferring from/ to.
- Fostering links with other Inclusion leaders within the Multi-Academy Trust to share effective practise.

Both Inclusion Managers hold the national post-graduate qualification (NASENDCO).

Class teachers

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Providing high quality teaching, effectively differentiated, adapted or scaffolded to meet the needs of children with SEND;
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND;
- Ensuring that all children can access the curriculum and engage in learning;
- Setting and reviewing, with pupils, their individual targets on their Learning Plans or EHCPs and working with them regularly to help them to achieve them;
- Identifying, planning and monitoring progress of SEND pupils;
- Writing and implementing Learning Plans for pupils with SEND needs in collaboration with the Inclusion Manager;
- Working closely with additional adults including teaching assistants to ensure the needs of pupils with SEND are met.
Working in partnership with parents and specialist advisers to understand the individual strengths and needs of the child and agree next steps;
- Contributing to a 'My Support Plan' for the most complex SEND pupils in collaboration with the Inclusion Manager, SEND pupil and their parents/carers;
- Collaborating with the Inclusion Manager to decide the action required to assist the pupil to progress;
- Working with the Inclusion Manager to collect all available information on the pupil;
- Being involved in the development of the school's SEND policy.

Teaching Assistants (TAs)

Teaching Assistants (TAs) are valued team members and have responsibility for:

- Supporting pupils to work towards their desired outcomes set out on their Learning Plan, Support Plan or Education and Health Care Plan either in small groups or individually.
- Supporting class teachers to ensure that all pupils have full access to the curriculum.
- Reporting progress or areas of concern to the class teacher and SENDCo.

Provision

In accordance with the Children and Families Act 2014, our school aims to identify Special Educational Needs at the earliest point and then to implement effective provision to achieve specific short-term targets and long-term outcomes for the individual.

The school follows the guidance of the Code of Practice 2014, implemented a graduated response to need:



The Four-Part Cycle

- **Assess:** The class teachers and if necessary the Inclusion Manager or professionals from external agencies, assess the needs of the individuals, in agreement with parents.
- **Plan:** We identify the barriers to learning, intended outcomes and plan appropriate support and intervention to meet those outcomes.
- **Do:** We provide appropriate support either within the classroom or as part of a targeted intervention programme. This could involve the provision of a resource, a change in an approach to learning, access to technology or working with an adult.
- **Review:** We evaluate the impact of the support provided and consider whether changes to the support need to be made.

Identification and Assessment

All teachers are responsible for identifying pupils with SEND and, in collaboration with the Inclusion Manager, will ensure that those pupils requiring different or

additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified.

The school follows the guidance of the Code of Practice, implementing a staged procedure which identifies the needs of children with SEND in conjunction with Wiltshire's assessment tool – the Wiltshire Graduated Response to SEND Support (GRSS).

Early identification of pupils with SEND is a priority. On entry to the school, each child's attainment will be assessed using baseline assessments along with other assessments as necessary, such as Wellcomm assessment for Speech and Language needs. Ongoing assessments will be used as the child moves through Key Stage 1 and into Key Stage 2.

The attainment and progress of all children is carefully tracked and monitored throughout the school year. On a daily basis, teachers evaluate their lessons and consider whether individual children are making the expected progress within their lessons.

Initial concern

Where a child is not making progress within a differentiated curriculum delivered through quality first teaching, the Class Teacher will alert the Inclusion Manager to their concern by completing a flag up sheet, and also discuss this with parents. Inclusive strategies will be agreed for whole-class teaching, and additional interventions may be tried to boost the child's progress and confidence. Appropriate parental support will be agreed.

Persistent concern

Where a child does not make progress despite inclusive strategies and additional interventions, there will be a discussion between parents, Class Teacher and the Inclusion Manager to explore what underlying reasons may be contributing to the child's lack of progress.

The Wiltshire Graduated Response to SEND Support (GRSS) may be completed by the Class Teacher in order to identify specific difficulties. This gives guidance regarding procedures and strategies and helps to inform decisions as to whether children should be on the SEND Register.

The Inclusion Manager may carry out other assessments to build a profile of the child's needs and to monitor the effectiveness of any interventions. If necessary, the child may be added to the SEND Register at the 'SEND support' level so that their progress can be closely monitored and additional support can be put in place as necessary. Parents are always involved at this stage.

Should the teacher or Inclusion Manager have ongoing concerns, with parental consent, they may refer the child to an outside agency who can support with the identification and assessment of individual needs. Such agencies could include Speech and Language Therapists, Educational Psychologists, Occupational Therapists, the School Nurse, or Wiltshire's Special Educational Needs Support Service (SSENS).

Where external factors may be contributing to the child's lack of progress, our Family Support Officer may offer advice to the family or, in certain cases, complete an Early Support Assessment (ESA).

The SEND Register

'SEND Support'

Children at Corsham Primary who appear to have significant barriers to learning may be identified as having Special Educational Needs. If the school decides, in consultation with parents, that a pupil requires additional support to make progress, the child will be placed on the SEND Register at 'SEND support' level. This would trigger allocation of support from within school funds, which is additional to and different from that provided through a normally differentiated curriculum.

The Class Teacher will remain responsible for planning and delivering individualised learning opportunities in consultation with the Inclusion Manager, who may deploy Teaching Assistants to provide SEND interventions either in class, one to one or as part of a small group.

Every child on the SEND Register at 'SEND Support' level will have a Learning Plan which outlines achievable targets that they are working on and strategies that are being implemented to help them to achieve these.

Pupil progress as a result of interventions will be closely monitored and reported to parents through the class Parent Consultations and through Learning Plan Reviews.

'My Support Plan'

Whilst most children with SEND will have their needs met at the 'SEND Support' level, a small number may require a higher level of support. Where children with SEND continue to make little or no progress in relation to small step targets or are working at a level that is significantly below their peers, a meeting will be held between parents, school and professionals to write a 'My Support Plan'. This document sets out in detail the child's strengths and difficulties and outlines the support and intended outcomes for the individual child.

Requesting an Education Health and Care Plan (EHCP) or "My Plan"

If it is agreed that the child needs a higher level of support and funding in order to meet the identified learning outcomes, a statutory Education, Health and Care (EHC) assessment from the Local Authority can be requested.

The school will request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention, following the recommendations of an external SEND professional, the child continues to experience significant barriers to learning. A Statutory Assessment can also be requested by a parent or external agency.

An EHCP will normally be provided where, after a Statutory Assessment, the Local Authority considers that the child requires provision beyond what the school can offer. Currently, schools are expected to provide initial support to the value of £6000 before additional funding is allocated.

A request for a Statutory Assessment does not inevitably lead to an EHCP, but the Local Authority's decision can be appealed by parents.

An EHCP will include details of targets and provision for the child. These are used to develop targets that are:

- Shorter term (but matched to the longer-term objectives set in the "My Plan")
- Established through parental/pupil consultation
- Set out in a Learning plan
- Implemented in the classroom
- Delivered by the Class Teacher with appropriate additional support where specified.

Provision

Broad Areas of Need

At Corsham Primary School, we plan and make provision for children with a wide range of additional needs. In the SEND Code of Practice (2014) broad areas of need are identified as: *communication and interaction; cognition and learning; social, emotional and mental health difficulties and sensory and/or physical needs.*

Individual children or young people often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction

We have an extensive range of resources which are used to support children with Speech and Language and communication needs (SCLN).

We work closely with experienced Speech and Language Therapists. We

have a dedicated Speech and Language Teaching Assistant at each site to support children with Speech and Language Therapy plans.

We also make provision for children with social communication difficulties including Autistic Spectrum Disorder (ASD). These children may have difficulties with communication, social interaction or flexibility of thought, and find it harder to make sense of the world. We use the 'Support in Wiltshire; School Strategies' (SWASS) guidance to put in effective strategies to enable them to succeed within their classrooms.

- Cognition and Learning

Additional support will be provided when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including specific learning difficulties (SpLD) such as dyslexia or dyscalculia, moderate learning difficulties (MLD), severe learning difficulties (SLD), and profound and multiple learning difficulties (PMLD).

Children with cognition and learning difficulties are supported through high quality teaching and effective differentiation, together with access to tailored interventions delivered by experienced staff, opportunities to learn through multi-sensory activities, and through the use of technological aids.

- Social, mental and Emotional Health

For some children, difficulties in their social and emotional development can mean that they require additional or different provision. This can include children with Attention Deficit Disorder (ADD), Attachment Difficulties or Anxiety. We support these children through Emotional Literacy Support Sessions (ELSA) and social skills groups. We also have a dedicated Family Support Officer and a Family Support Assistant who support children and families with social, mental and emotional health needs. We involve outside agencies such as CAMHS (Child and Adolescent Mental Health Service) and Barnardo's if necessary.

- Sensory and/or physical

We work closely with outside agencies to provide support for children in our school who have a sensory or physical disability which prevents or hinders them from fully accessing the opportunities available to their peers.

Collaboratively, we provide and implement necessary resources such as RadioAids or Soundfields for children with Hearing impairments (HI), adapted resources for children with Visual Impairments (VI) or standing frames for children with physical difficulties (PD). Where necessary, we

make adaptations to the curriculum or environment in order to make lessons and learning opportunities accessible to them. We hold regular meetings with these agencies and the parents to review the equipment and approaches that are in place.

Provision

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place.’ (Code of Practice 2014 6.44)

Interventions

Children with SEND will receive interventions as appropriate to their currently identified needs. These may include:

- Provision of alternative learning materials/ special equipment
- Change to seating arrangements, peer support etc within the classroom
- Provision of learning aids e.g task cards, visual supports etc
- Provision of additional adult time in class e.g. focus group support, 1:1 support
- Provision of a targeted intervention
- Access to external SEND professionals for advice on strategies, equipment, or staff training
- Direct work with a SEND professional.

The school uses a provision map to record the SEND provision children access – outcomes of interventions are recorded. All pupils have regularly reviewed individual learning targets.

Learning Plans (LPs)

All children with an identified Special Educational Need have a Learning Plan (LP), which sets specific targets within the child’s areas of need, together with strategies to achieve these targets. The LP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil’s needs. The LP will be discussed with the pupil where appropriate and shared with parents, who are welcome to comment and contribute.

External professionals may contribute ideas for the LP, either through informal advice or through a formal report. External support services will require access to pupils’ records in order to understand the strategies employed to date, and the

targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may well request direct intervention or support from a specialist/teacher.

LPs are reviewed three times a year and new targets are set. Wherever possible or appropriate the school will involve pupils in this process of reviewing targets.

Accessing the curriculum

Teaching involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support.

For pupils with identified SEND the Inclusion Manager will work collaboratively with Class teachers to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class

- Assess learning difficulties and how these could affect the child's educational needs
- Organise an appropriate learning programme
- Ensure Teaching Assistants understand the learning needs and approaches
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach

It is recognised that teaching children with SEND is a whole-school responsibility. The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. It is recognised that children need a balance of support from teachers, teaching assistants and opportunities to work with peers or independently. Teachers plan a range of activities to enable children to work at their own pace and to demonstrate their understanding in a variety of ways. Collaborative learning is encouraged. Class teachers liaise with the Inclusion Manager to provide the most effective support for some children.

For some children it will be necessary for them to spend time in small group work or to be withdrawn from the classroom for specific, timed activities related to the needs identified in their Learning Plans, and to access resources as identified on the provision map. Time out of class is kept as short as possible and consideration is given to ensuring that individuals still have access to the whole curriculum.

Where a child has a particular need or disability, school and Governors will make every effort to ensure the child's needs are fully met. The school already provides access for physically disabled pupils, staff and parents, by means of special toilet facilities and ramps. One classroom is inaccessible for wheelchair access and this will be taken into account in classroom allocation should the need arise. For further information, please see the school's Single Equality Plan and Accessibility Plans.

Review

Monitoring progress

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- Narrows the attainment gap between pupil and peers;
- Prevents the attainment gap widening;
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers;
- Equals or improves upon the pupil's previous rate of progress;
- Ensures full curricular access;
- Shows an improvement in self-help and social or personal skills;
- Shows improvements in the pupil's behaviour and attitude to learning.

The school uses ongoing assessments within each lesson to carefully track pupil progress on an ongoing basis. In addition, for pupils with SEND, the Wiltshire Graduated Response to SEND Support (GRSS), standardised reading and spelling tests and Strengths and Difficulties Questionnaires are used to assess the progress of pupils with SEND as appropriate. Progress against Individual Learning targets on their Learning Plans, My Support Plans or My Plans are also assessed and monitored. Where teachers decide that a pupil's progress is below expectations, the Inclusion Manager is the first to be consulted. The Inclusion Manager and teacher will review the approaches adopted and share their concerns with parents/carers.

Annual Reviews

Children who have Education, Health and Care Plans (EHCP) will have a formal Annual Review meeting to review their progress and current needs involving all key stakeholders.

The aim of the review will be to:

- Assess the pupil's progress in relation to their targets and consider their wellbeing and development;
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills

- Consider the appropriateness of the existing EHCP in relation to the pupil's progress and attainment during the year;
- Agree new targets for the coming year;
- Make recommendations as to whether to cease, continue, or amend the EHCP.

Year 5 and 6 Annual Reviews

At the Year 5 annual review, agreement should be reached regarding secondary school placement. Parents are strongly advised to visit all appropriate secondary school settings before this meeting, in order to make an informed decision.

The secondary school placement requested as part of the Year 5 annual review serves as the parents' application for a place.

At Year 6 annual reviews, an appropriate person from the secondary school setting will be invited to attend. This will be the SENDCo from a mainstream school, or a Year 7 teachers from a special school. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to ask questions, and enables plans to be made for a smooth transition for the child.

With due regard for the time limits set out in the Code, the Inclusion Manager will write a report of the annual review meeting and SEND it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The Inclusion Manager will ensure that records are maintained and ensure access to them. In addition to the usual school records, the pupil's SEND folder will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties (if appropriate)
- Information from health/social services
- Information from other agencies

Allocation of resources

Corsham Primary School has a wide range of SEND resources. In each classroom, there is a range of resources that are used by class teachers and teaching assistants to support children with SEND. In addition, staff often develop resources that are specifically aimed at meeting the needs of certain individuals.

Teaching assistants are provided with regular training in order to continue to develop their skills and expertise in supporting teachers to meet the needs of children with SEND. The Inclusion Manager is responsible for allocating Teaching Assistants to classes, children and interventions. Some Teaching Assistants have become highly skilled in certain areas and deliver certain interventions to children across the school. For example certain TA's have been specifically trained to deliver speech and language plans. They liaise directly with the Speech and Language Therapist to ensure high quality provision. Soeme TA's have been trained as 'Emotional Literacy Support Assistants' and provide this pastoral support to children across the school. We also have TAs trained in Sand Tray Therapy at both sites.

TAs who have responsibility for delivering specific interventions review the impact of the interventions at the end of each term.

The Senior Leadership Team, Inclusion Team and Governors ensure that resources are flexibly allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. The primary area of spending is staffing costs, including SEND Management to meet the objectives of this policy. Money is also be spent on additional resources and training.

Staff Development

Training and Continuing Professional Development of staff in relation to SEND is ongoing according to individual needs and school priorities. Part of the Inclusion Manager's role in school-based INSET is to develop awareness of needs, resources and practical teaching procedures for use with SEND pupils.

The training needs of the Teaching Assistant Team will be considered frequently in order to develop the skills required to support pupils' needs. Needs are highlighted through the SEND Audit, the School Development and Improvement Plan, as well as particular professional development needs of individual staff (specifically related to their role of support). TA's attend regular training. Training may be led by the Inclusion manager, outside agencies or other staff members. Information from courses are also disseminated within these sessions. Teaching assistants take part in an appraisal cycle and are observed through learning walks.

Partnerships

Links and use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs.

Where it is necessary to contact outside agencies, the Inclusion Manager will make the necessary arrangements and referrals and will inform parents accordingly. These agencies normally include the Local Area Team; SEND lead workers, Specialist SEND team, speech and language therapist, social care, occupational therapists, school nurse, educational psychologists and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised.

Partnership with parents/carers/children

The school is fully committed to a partnership with all the parents. Parents or carers are seen as important partners in the effective working relationship with the school in raising their child's attainment. Parents' contribution to their children's education is valued highly by the staff of the school. Transition meetings are held with parents of children who have had additional needs identified within a pre-school setting.

Once children have started school, this partnership is continued and extended. Parents are fully involved in the identification, assessment and decision-making process in the school. The school will also update parents with relevant information. An Early Support Assessment (ESA) meeting may be called as a way of gathering useful information and agencies together to support families as fully and as sensitively as possible.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective learners during their school years. In this school we encourage children to participate in their learning by being voted onto the school council. We encourage them to have a voice in deciding the priorities for our School Development and Improvement Plan. We encourage them to take ownership of their learning targets by discussing them and thinking about what they can do to improve. For children with SEND this includes discussing the strategies for success in their learning targets. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local pre-school groups. Pre-school children are invited to visit Corsham Primary School for induction visits in the term before they start school and key staff

also visit children in their nursery settings. We ask for previous records of children who enter from other schools which will enable the Inclusion Manager to be alerted to all new entrants with special educational needs. If necessary the school liaises with other agencies at this stage.

Close links are maintained with the Corsham Secondary School and other local secondary schools to ensure smooth transition between Years 6 and 7. Transition arrangements include a completed pro-forma, a meeting with the Inclusion Manager and the SENDCo from the secondary school to pass on information. All children have a 3 day pre-visit to the secondary school and extra visits are arranged if necessary. A meeting is held for all parents of children in Year 6 during the spring term with the opportunity for parents to visit the secondary school in the summer term and discuss any individual needs. A 'moving on up' club involving extra visits is provided for children with SEND and any other children who may find the transition challenging. Staff from the secondary school visit Corsham Primary and specialist staff from the Curriculum Support Faculty also maintain close liaison which continues into Year 7.

Children with special educational needs who do not transfer to the Corsham School are subject to similar arrangements with the receiving school.

Currently there are arrangements for links with other primary and special schools in the area. We have close relationships with the Inclusion teams in the other schools within the Multi Academy Trust.

Evaluating the success of our SEND policy

This policy will be continually monitored, reviewed and evaluated with reference to the aims outlined at the beginning of this policy through rigorous self-evaluation by the Inclusion Manager in liaison with the Executive Headteacher and the school's Inclusion Governor. Areas of strength and development are identified and the Inclusion Manager forms an action plan which is shared with the Inclusion Governor.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents/Carers
- Pupils
- External professionals and agencies

Complaints procedure

If parents or carers have a complaint concerning provision for their child they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the Inclusion Manager and/or Executive Headteacher. The staff and school will try to resolve any difficulties with the aim of disrupting the child's education as little as possible. Should the matter still be unresolved the parents should contact the 'responsible person' on the LGC. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint could be taken to the LA and/or Secretary of State.

Equal Opportunities

When writing and reviewing this policy staff have completed an Equality and Diversity Impact Assessment in order to ensure it complies with equality obligations outlined in anti-discrimination legislation. We believe the policy positively reflects the aims and ambitions identified in Corsham Primary's Single Equality Scheme.

Date of review

This policy has been updated to be in line with the new Code of Practice. It will next be reviewed in May 2025.

This policy should be read in conjunction with the school Safeguarding Policy, Inclusion Policy, Equality Scheme and Behaviour Policy. More information about our offer is available in our SEND information Report on our school's website:

www.corsham-pri.wilts.sch.uk

Abbreviations:

ESA	Early Support Assessment
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs Co-ordinator
LA	Local Authority
INSET	In-service Training
CPD	Continual Professional Development
TA	Teaching Assistant
EP	Education Psychologist
LP	Learning Plan