



## **Implementation of Special Educational Needs Policy for 2018-2019**

### **Inclusion Leader (responsible for SEND/EMA and Able and Talented Pupils)**

**Mrs. K. Collins**

#### **Pupils overview**

Of the 468 pupils on roll at the start of the academic year 2018 to 2019 approximately 15% have an identified special educational need.

#### **Identifying learners with SEND?**

- Use of the Matching Provision to Needs tool 2018
- Teacher observation leading to raised concerns
- Discussions with parents/carers
- Data analysis (progress and attainment)
- Referrals to external agencies (Early years inclusion, learning support, educational psychologist, autism team etc)

#### **Funding**

School funding is allocated to provide additional specialist support from Educational Psychologist service, Speech and Language Therapist, Occupational Therapist and from a range of specialist outreach providers. It also provides additional SEND TA support across the school for work with identified pupils. The SENCo co-ordinates and organises this supports and tracks the impact on outcomes.

#### **Staffing and resources**

All educational support staff working with classes for maths and English are directed by class teachers to meet the needs of all pupil groups, including those identified with a Special Educational Need. There is a SEND TA who is responsible with the SENCo for the overall direction of support for SEND pupils across the school. In addition there are key members of staff with a dedicated role for supporting individual pupils on a one to one basis. Advice and training is provided from specialist providers in order to support them in their role and achieve best outcomes for pupils.

#### **Staff Development**

Support has been provided to staff to enable efficient identification of pupil needs and ensure that SEND lists for classes are up to date. These are reviewed at least termly and following the arrival of new pupils. Computerised records are efficiently maintained in order to ensure effective analysis of data and transfer of information for transient pupils. Each class teacher has identified the needs of SEND pupils for whom they are responsible using the Matching need to Provision documents. Class action plans are in place and these form part of a whole school focus on early identification and development of key actions to meet the needs of some SEND children. For those children whose needs fall beyond that, an Individual

Education Plan is developed in order to identify specific key areas for their development. These are reviewed at least termly by the class teacher.

CPD sessions are delivered by the SENCo and a range of specialist providers such as Speech and Language Therapy service, Educational Psychologist, Occupational Therapist and The Grange School.

### **Pupil Outcomes**

The progress of all pupils, including those with a Special Educational Need, is reviewed termly in Pupil Progress meetings.

How does the setting evaluate the effectiveness of its provision for learners with SEND and how often does it do this?

- Senior leaders undertake regular 'learning walks' to look at the classroom and wider school environment to ensure provision for learners with SEND is of a high quality.
- A classroom checklist helps teachers ensure they are catering for the needs of all pupils and providing additional resources or prompts where needed.
- Lesson observations have a strong focus on the progress of all pupils.
- Termly data analysis and pupil progress meetings help us identify pupils who are working below the level expected for their age or who are not making expected progress. Interventions or additional support can then be put in place following conversations with parents/carers to clarify the expected outcomes of the intervention.
- Pupil voice is also important for us. Children are asked for their comments before each review meeting.

### **Supporting behaviour at Varna Primary school**

- There is a clear behaviour policy and reward/sanction system in place throughout school.
- Children draw up their class rules together at the start of the year and set themselves individual and class targets to achieve.
- We strongly believe in consistency and everyone treating children the same way and using strategies that work best for that individual.
- Some children will have their own behaviour modification chart in order for them to achieve their own personal targets. They are supported in this by a range of adults including the Learning Mentors, class teachers, Phase Leaders, Senior Management team and others. If required we will draw upon expertise from a range of external agencies to offer advice and observe teachers and pupils to ensure we are doing our very best for any children particular difficulties.
- There is a clear rewards system in place across the school (You Earned Its) and sanctions for failing to meet the expectations of the school population which is based on an incremental loss of a small amount of free time.

### **Preparing learners with SEND to progress to, from and within our setting?**

- Each year a clear transition timetable is drawn up to ensure consistency across the school. Children are informed of which class they will be in and spend time in their new classes before the end of term.
- The learning mentor supports children at transition times and some children make a booklet of photographs of their new classroom, teachers etc.
- New teachers are involved in the final review wherever possible and we also contact the SENCOs of the secondary schools to involve them in the transition process for our Y6s.

- Most pupils who leave go to mainstream secondary school although occasionally a pupil will move on to a specialist school.
- For new pupils joining the school we have an admission meeting which allows us to work with parents/carers to fully understand the needs of children at our school
- There is a 'buddy' system in place for pupils new to school and a welcome booklet which is used to help make the transition process as smooth as possible.

### **School Improvement Plan 2018-2019**

At Varna we will review our practice in light of all guidance relating to the SEND Code of Practice.

SEND pupil progress will continue to be tracked in order to ensure that they achieve their full academic potential. We will focus on those pupils who do not make expected progress in core subject areas year on year and at the end of key phases of the school

We will develop our work with a range of specialist staff in order to provide additional support for pupils where required including Education, Health and Care plans.

In the year 2018-2019 we will again increase our commissioned support (from a range of external specialist agencies) in order to meet the needs of this growing school.

We will continue to provide CPD and expertise in order to support teachers in meeting the needs of all identified SEND pupils