
Fairfields School Inclusion Policy including SEN information

Reviewed: Term 3 2017

Next Review: Term 3 2018



Fairfields School
Helping children to help themselves

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice January 2015

Ofsted Section 5 Inspection Framework August 2016

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (whilst meeting their individual needs).
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. As a special school, many teaching programmes are bespoke to the individual pupil. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to ensure that all pupils make good or better progress with their learning, from whatever starting point.
- English as an Additional Language (EAL) is not considered a Special Education Need in itself. Good language and communication models and individual learning opportunities are provided for children who are learning EAL as part of our provision for the various groups of pupils in our school who have additional needs and challenges over and above their Special Educational Need.
- We focus on individual progress as the main indicator of success.
- Although it is likely that the complexity of special educational need presented by pupils at Fairfields may lead to lower attainment in terms of national norms, it does not follow that our pupils will under-achieve in terms of making progress towards their own individual targets. It is our responsibility to ensure that our pupils have the maximum opportunity to make good progress. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for our pupils.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide an appropriate and carefully planned curriculum for all – and equality of access to that curriculum
- To secure high levels of achievement for all, from whatever starting point
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all learners with additional vulnerability over and above their special educational need

- To ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all our pupils.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others” (National Curriculum, 2014).

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to all teachers. (As we are a special school, all teachers have SENCO responsibilities). The Assistant Headteacher has strategic responsibility for liaison with multi professionals.

The SENCO is responsible for reporting regularly to the headteacher and all governors have responsibility for SEN and the ongoing effectiveness of this inclusion policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role may be also included within the SENCO role). The Deputy Headteacher tracks and monitors the progress of all learner groups.

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

The name and contact details of the SEN co-ordinator.

Sara Clarkson, Assistant Headteacher: clarksons@fairfields.northants.sch.uk

The name and contact details of the Ethnic Minority Achievement co-ordinator.

Lesley Elder, Deputy Headteacher : elderl@fairfields.northants.sch.uk

The name and contact details of the Designated Teacher for Looked After Children

Karen Lewis, Headteacher: head@fairfields.northants-ecl.gov.uk

All teachers share responsibility for maximising achievement of all pupils and making individual arrangements accordingly.

SEN INFORMATION REPORT

The kinds of Special Educational Needs which are provided for in our school :

As a special school for primary age pupils with severe, profound and multiple learning difficulties (including pupils with autism) the special educational needs of our pupils are clearly defined. Pupils would only be admitted to Fairfields with an Education Health and Care Plan, unless the “very exceptional circumstances” outlined in the SEN Code of Practice 2014 apply.

Many of our pupils exhibit learning needs which fall into all four categories of special educational need as defined in the SEN Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

This would be particularly true of our pupils whose needs fall on the autistic spectrum.

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil’s family and the local authority to ascertain the suitability of our provision.

Our school's policies for identifying children and young people with SEN and assessing their needs

With very few exceptions, our pupils join our school with their special educational needs already identified and defined through their statement of Special Educational Needs or, from September 2014, their Education Health and Care Plan.

Further, more detailed, assessment of need takes place on entry and through the Annual Review process.

Our school’s arrangements for assessing and reviewing children and young people’s progress towards outcomes.

And

How our school evaluates the effectiveness of its provision for children and young people with SEN.

In agreeing our staged arrangements, the school has taken into account the following statements:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

Internally, our school assesses the progress of pupils using P Levels (using PIVATs) and MAPP (Measuring and Assessing Pupil Progress) materials. We are careful to ensure that PIVATS stands apart from the curriculum, as an objective measure of the progress each individual pupil is making and does not

become the curriculum itself. We are also very aware that, although PIVATs provides a useful framework for regular assessment, at agreed intervals, of pupils' developmental progress in different areas of the curriculum, we also need to assess how well and how widely our pupils use, apply and generalise the skills and knowledge they are acquiring – across the curriculum and in a range of different contexts.

To ensure external benchmarking, our school uses an agreed local approach to assessing and reviewing pupils' attainment and progress – the Northamptonshire Quads. This is a four stage process :

1. National benchmarking of the progress of our pupils are making in core subjects (English and maths) and other chosen subjects.
2. Comparative analysis of the performance of different identified groups of pupils eg boys/girls, pupils eligible for pupil premium, pupils regularly absent from school.
3. Assessment and review of pupils' progress against their individual, aspirational targets
4. Analysis and evaluation of the progress of individual pupils in core subjects when their individual circumstances which might impact upon their learning are taken into account.

Children's needs are identified and met as early as possible through :

- the analysis of data including entry profiles,
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- discussion with parents,
- tracking individual children's progress over time,
- liaison with feeder schools/nurseries on admission
- analysis of information from other services
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language and where a pupils' comprehension and expressive language level in their mother tongue is sufficiently well developed to enable hem to access the assessment.

The monitoring and evaluation of the effectiveness of our provision for our pupils is carried out in the following ways:

- classroom observation by senior leaders,
- work sampling on a termly basis,
- scrutiny of planning,
- pupil progress meetings between teachers and senior leaders,
- pupil progress tracking using PIVATs (whole-school processes)
- monitoring ILPs targets, evaluating the impact of ILPs on pupils' progress using MAPP materials,
- attendance records and liaison with Education Entitlement Service,
- regular meetings about pupils' progress between the SENCO/EMA co-ordinator (SLT) and the head teacher,
- head teacher's report to governors.

Our approach to teaching children and young people with SEN.

As a special school, we have small classes and high staffing ratios. Consequently, it is possible for us to meet the learning needs of our pupils on an individual basis or a very small group teaching basis. Whilst

our curriculum is guided by the requirements of the National Curriculum it is carefully tailored to reflect the complex needs of the pupils at Fairfield's School. The curriculum focusses on developing the key skills of communication, learning, independence, physical and sensory development and social and emotional skills. We have carefully grouped subject areas into learning areas so strong links can be made across several subjects at one time. We believe that by linking subjects we enable our pupils to make purposeful connections. Within our skills curriculum, broader areas of learning are broken down into a series of individual objectives. It is common for our pupils to be working, at any given time, on skills from different areas of the skills curriculum on different levels.

We consider the whole child. Therefore, we have certain principles which underpin all our lessons ;

- Equality of opportunity and access
- Aspiration within realistic boundaries
- The culture and atmosphere for learning must be supportive in order for pupils to succeed.

We try, as much as possible, to embed specific approaches and programmes eg conductive education, intensive interaction, speech and language programmes into the classroom as a whole, so that they have a real-life, functional significance.

We have a supportive and nurturing approach in relation to supporting our pupils who, from time to time, find it difficult to engage with lessons and whose behaviour for learning might need further development. Some pupils may have individual behaviour plans to help them access their lessons and to ensure a consistency of approach.

Our approach to Individual Learning Plans (ILP) which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

- Our ILPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils as identified in their EHCP. They are seen as working document which can be constantly refined and amended.
- Our ILPs will be accessible to all those involved in their implementation – wherever possible, pupils should have an understanding and “ownership of the outcomes”.
- Our ILPs will be based on informed assessment and will include the input of outside agencies when necessary,
- Our ILPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our ILPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
- Our ILPs will have a maximum of four outcomes set for or by the pupil.
- Our ILPs will specify strategies to support progress towards the outcome.
- Our ILPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Outcomes for an ILP will be arrived at through :
 - Discussion between teacher and Annual Review Chair
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional
- (after long discussion it has been decided not to prescribe an order of events - the precise order for this will vary from pupil to pupil).
- Progress towards outcomes will be measured using MAPP materials.

How adaptations are made to the curriculum and learning environment of children and young people with SEN

It is our guiding principle that all pupils will have access to quality first teaching.

As a special school, we already have a highly adapted curriculum on offer to all pupils (see previous section for detail) and a highly adapted environment. Some areas of the school are designated for specialist teaching. We have a conductive education movement room, sensory room and a hydrotherapy pool.

Our classroom environments are organised and presented to communicate clearly to pupils. This is particularly important for our pupils with autism who often require strong visual clues to make sense of their surroundings. Visual timetabling, PECs systems and use of British Sign Language are a consistent offer to those pupils who require them.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

This statement clearly does not apply in the same way to special schools as it does to mainstream schools, as all of our pupils have a special educational need.

We are internally inclusive in that we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school. Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

Our deployment of staffing and resources at any given time ensures that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for all learners. When learning teams monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

We believe that it is vital that we are integrated into local educational networks and are seen as active participants and not a separate stream within the educational system. One of the ways we do this is to form links to local mainstream schools so that all our pupils are involved in at least one curricular-based integration opportunity during their time at Fairfields School. In this way mainstream schools and their pupils are encouraged to widen their awareness of pupils with SEND and to welcome them as members of their own community.

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

Although there is a high ratio of support staff in classes, pupils are encouraged to become independent in their learning and personal skills e.g. feeding, physical skills. Our parent support

worker provides additional 1:1 support for pupils to ensure they are listened to when they are worried, in line with the school's bullying policy. Music therapy and Art and Drama enrichment are used to develop communication and develop children's self esteem. "Social and Emotional Aspects of Learning" is used to enhance the PSHE curriculum.

All staff are trained to high standard in safeguarding. There are four safeguarding officers within the school (see child protection policy).

A clear behaviour policy is used consistently within school (see Behaviour Policy).

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

And

How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families

All staff will be trained in how to best teach and support primary age pupils with severe, profound and multiple learning difficulties. This will be a consistent feature of our school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process. As a minimum requirement we train all our staff (with regular refreshers) in

- Fire Safety
- Safeguarding (including Child Protection and E-Safety)
- Team Teach
- Manual Handling
- Epilepsy and Asthma awareness

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

We seek to respond quickly to emerging additional need and work closely with other agencies including:

- Early Help team
- CAMHS
- Educational Psychology Service
- Northamptonshire Parent Partnership Service
- NCC Sensory Impairment team
- Local NHS services
- Targeted Prevention Team
- Education Entitlement Service
- Early Years SEN support service (Inc Portage team)
- Multi-agency safeguarding hub

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving the pupils in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific.

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCo and/or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker (ie our Family Support Worker).

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

As a special school, we are formula funded as an approach to resourcing the different needs of different pupils at an appropriate level.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Arrangements for consulting parents of children with special educational needs and involving them in their child's education

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- employing one full time and one part-time Parent Support Worker so that our communication with and support of all our families is timely and efficient, particularly at times of crisis
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing outcomes for all pupils, in particular, those not making expected progress
- keeping parents and carers informed and giving support during assessment and any related decision-making process

- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Arrangements for consulting young people with SEN and involving them in their education **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. As the majority of our pupils have communication difficulties, we need to structure these opportunities carefully so that they are not tokenistic. We use a range of augmentative and alternative communication approaches in order to enable our pupils to make simple influential choices. This can be at Annual Review meetings but also at other times in the classroom when we invite pupils, in a very simple level, to review their performance against their learning objective at the end of a lesson.

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils (concurrent with Annual Review). Education Health and Care planning will specify next phase destinations and transition arrangements.

A transition timeline will be produced, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise.

When a pupil has been given a place at Fairfields a home visit will occur by a member of the leadership team and either the class teacher, parent support worker or school nurse. At the meeting paperwork is completed and information is gathered about the child. Dates for transitioning in to school are set. This depends greatly on the parents and may take up to half a term for the pupil to attend school full time.

When a pupil is transitioning to secondary school, the KS2 coordinator liaises with the new school. Information is shared between settings and visits from staff at the new school occur. Transition visits are organised between the two schools so the pupil can attend their new school with familiar staff to support. Additional resources will be prepared in needed to support this transition.

Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO/EMA Co-ordinator, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

(Please refer to our school's Safeguarding Policy for details of how we access the CAF team and Multi-Agency Safeguarding Hub)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service : Contact Number : 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Parent Partnership Service : Contact Number : 01604 636111

<http://www.npps.info/>

Virtual School for Looked After Children : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

Primary Behaviour Outreach Support (Kings Meadow Team or Maplefields Team) : Contact numbers Kings Meadow 01604 773730. Maplefields 01536 409040

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

Information on where the local authority's local offer is published.

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. In the mainstream sector, pupils with EAL are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language. In our school, it is clear that our pupils with English as an Additional Language will also have a special educational need. We need to be aware that the language difference in school **may** be compounding the pupils' learning difficulty.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

As a school we will be particularly sensitive to the language needs of the parents and carers of our pupils if they themselves have English as an Additional Language. Sometimes, parents for a pupil with severe learning difficulties can be hard to reach or intimidated by coming in to school. We would not wish a language barrier to contribute further to this. Whenever possible and if necessary we will try to secure translators/interpreters to ensure our communication with parents and families with English as an Additional Language is as effective as it can be.

Admissions

No pupil will be refused admission to our school on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to our provision regardless of their proficiency in English. Pupils will not be grouped according to language need.

Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing challenge.

Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.

Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator or SENCO.

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report:2003] why children who are looked after in local authority care often fail to make expected progress at school (this applies equally to pupils with severe, profound and multiple learning difficulties).

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the beginning of this inclusion policy). The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Roles and Responsibilities

Headteacher

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to class teachers
- the head teacher will be informed of the progress of all learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - pupil progress meetings with individual teachers
 - regular meetings with the Deputy Headteacher
 - discussions and consultations with pupils and parents

Special Educational Needs Coordinator: this role is split between class teachers (collective responsibility) and the Assistant Headteacher responsible for strategic liaison with external agencies and the multi-professional support services.

In line with the recommendations in the SEN Code of Practice 2014, the day- to-day operation of this policy (collective responsibility) will include:

- maintenance and analysis of whole-school provision map for vulnerable learners
- co-ordinating provision for children with special educational needs
- AHT liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- ensuring high quality to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section previously on Individual Education Plans)
- evaluating regularly the impact and effectiveness of all additional interventions for all pupils (including those with special educational needs)
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO network meetings and training as appropriate.
- liaising closely with a range of outside agencies to support all learners.

Ethnic Minority Achievement Coordinator (Deputy Headteacher as part of monitoring an evaluation of progress and provision for vulnerable groups)

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- in collaboration with the SENCO, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL
- overseeing on-going assessment records on all children with EAL
- in collaboration with the SENCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- in collaboration with the SENCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EMA Co-ordinator network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Class teacher

Securing good provision and good outcomes for all pupils by :

- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- undertaking regular formative and summative assessments of pupils' progress, appropriate to a range of individual learning styles and abilities
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners
- liaising effectively with a range of multidisciplinary colleagues to ensure a holistic approach to meeting the needs of the whole child
- building and maintaining positive and purposeful relationships with parents to maximise opportunities for consistency of approach between home and school

Also refer to:

Teaching, Learning and Assessment Policy

Child Protection Policy

Behaviour Policy