

QUINTON PRIMARY SCHOOL



Special Educational Needs, Disabilities (SEND) and Inclusion Policy and SEND Information

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At Quinton Primary School there is a team in place to ensure that the individual needs of all SEND children are met in a professional and effective manner. All members of the team are DSL trained. For all children at the school, high quality first wave teaching is a priority before any intervention or support is put in place.

SEND Team

Sarah Miller: SENDCO - Special Educational Needs and Disabilities Co-ordinator

Reporting to: Inclusion Manager (head teacher – David Skelcher)

Responsible for: Learning Support Lead (Nicki Herdman)

Main purpose

The Inclusion Manager

To lead the promotion, direction and oversight of high standards of teaching and learning, student achievement, behaviour and progression through effective inclusion for all students irrespective of background, ethnicity, gender or disability.

To be alert to any safeguarding issues particularly involving SEND children, ensuring that the welfare and safety of all children attending the School is promoted and safeguarded.

The SENDCO, under the direction of the Inclusion Manager (head teacher)

To determine the strategic development of special educational needs and disabilities (SEND) policy and provision in the school.

To be responsible for day-to-day operation of the SEND policy and co-ordination of specific provision to support individual children with SEND.

To undertake any appropriate training to keep up to date with latest developments and provide professional guidance to colleagues, working closely with staff, parents and other agencies.

Learning Support Lead

To be an integral part of the SEND team to promote, direction and oversight of high standards of teaching and learning, student achievement, behaviour and progression through effective inclusion for all students irrespective of background, ethnicity, gender or disability.

To be alert to any safeguarding issues particularly involving SEND children, ensuring that the welfare and safety of all children attending the School is promoted and safeguarded.

Ethos

Quinton Primary School is committed to inspiring children, staff, parents and the community in the active pursuit of learning. We emphasis a team approach in a friendly family atmosphere, where children's work is truly valued and the achievements and the contributions of the entire school community are recognized and celebrated.

At Quinton we work towards helping each child to fulfil his/her maximum learning potential. To achieve this, it is the aim of each teacher to identify the level at which children perform and to provide learning opportunities which will suitably challenge each individual. We provide a broad and balanced curriculum for all children that meets the specific needs of individuals and groups of children.

We recognise that the needs of all pupils who have special educational needs either throughout or at any time during their school career, must be addressed; and also acknowledge their right to have access to a broad and balanced curriculum. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

It is recognised that every effort will be made to cater for an individual's special educational needs within the school's available resources whilst 'having regard' to the principles of the statutory Code of Practice on the Identification and Assessment of Special Educational Needs (SEN).

Aims/objectives

- To provide a caring, stimulating, happy and secure learning environment in which all children can realise their potential.
- To ensure that each child is fully involved in a broad and balanced curriculum suitable to their age, aptitude and abilities, including a comprehensive extra curricular programme and opportunities to participate in creative/aesthetic activities and educational visits.
- To ensure early intervention regarding all forms of learning or behavioural problems.
- To work in partnership with parents and the community to enhance learning, by involving parents in the life of the school and providing information about their child/children's progress by means of verbal and written communication.
- To promote inclusion of all pupils and to ensure that all children with special educational needs feel valued and have a positive self esteem.
- To create a culture of continuous improvement, high expectations and the pursuit of excellence.
- To develop a system for recording continued assessment so that each pupil's progress can be monitored.
- To use a range of teaching strategies which incorporate different learning styles and ensure effective learning for all.
- to ensure that our children have a voice in this process and can contribute to the planned provision in relation to their individual learning needs.

Policy Rationale

The purpose of this policy is to outline how we will cater for every child to the best of our ability. It is a living, working document subscribed to by all teaching and non-teaching staff. This policy is for everyone associated with the school.

At Quinton, we will endeavour to ensure the right training, strategies and support is availed of to allow successful inclusion of a child with Special Educational Needs. Within this, the interests of all children must be safeguarded. We will endeavour to offer choice where possible, and welcome the views of parents and children.

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with Special educational needs (SEN) and disabilities.
- The Special Educational Needs and Disability regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and SEN information reports.

Definitions

SPECIAL EDUCATIONAL NEEDS – A DEFINITION

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him/her.

A child has learning difficulty if he or she;-

- has a significantly greater difficulty in learning than the majority of children of the same age;
- has a disability which either prevents or hinders the child from making use of education facilities of a kind provided for children of the same age in ordinary schools

The Disability Discrimination Act 1995 defines a disabled person as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The term "physical impairment" covers a number of conditions, for example, hearing or sight impairment, diabetes, asthma.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in ordinary schools. Education (NI) Order 1996

The Code recognises that there is a continuum of needs and an equally wide continuum of support to meet those needs of all the children who may have SEN either throughout, or at any time during their school careers and that these must be addressed.

Children with SEN require the greatest possible access to a broad and balanced curriculum. All children have the right to access this curriculum differentiated to their individual needs and to develop their full potential.

The knowledge views and experience of parents are vital.

Effective assessment and provision is provided where there is a partnership between parents, children, school and other relevant agencies.
All children are identified and assessed as early as possible and outside specialists are involved following referral by the Educational Psychologist. There must be close co-operation between all agencies involved.

School Based SEN Stages

At Quinton we have a SENDCO and a full-time Inclusion Lead and follow the five stage approach set out in the Code of Practice.

The Code sets out a 5-stage approach. Progress in response to action taken at one of the first 3 stages may well mean that the pupil will not move onto the next stage. Only for those children whose progress continues to cause concern at any one stage will be moved onto the next stage. A large proportion of children may be helped by stage 1 procedures, with smaller numbers at stage 2 and 3.

We follow these key principals:

- Provision matches a child's needs.
- There is careful recording of needs, actions taken and outcomes.
(see detailed Provision Map/Group data and CPOMS)
- Consideration is given to the feelings of the child.
- Parents are informed when any child causes concern and/or receives intervention.
- Outside specialists are involved where appropriate at any stage, but particularly preceding and during any referral.

Stage One

The class teacher has initial responsibility for this – the most important and effective method of assessment in all areas of the curriculum is teacher observations.

- Class teachers are responsible for raising their concerns about a child to the Inclusion Manager. This is made easier by using a half-termly assessment system when data can be shared.
- The SENDCO/Inclusion Manager keep a master filing system.
- Parents are informed and kept up to date through Parent/Teacher/Inclusion Manager meetings.

Stage Two

Children whose needs are not easily met through normal classroom differentiation and support from the class teacher and whose Stage One targets are not being achieved will move to Stage Two where extra and alternative strategies will be used..

- Parents will always be informed.

Stage Three

Where procedures at Stage Two have had little or no impact, the Inclusion Manager will initiate further support from outside agencies.

- Whatever stage a child is in, he/she will be reviewed at least half-termly by one of the SEND team and the class teacher. A meeting/phone call will take place with the parent to discuss referral and the Learning Support Lead will liaise with any external agencies deemed necessary.
- If a child has been referred and support is needed, the SEND team will co-ordinate any necessary meetings that may be needed – with whomever is involved, including parents..
- This may involve an Early Help or similar.

Stage Four and Five

These stages, as identified by the Code, are where the outside agencies take the lead in considering the need for statutory assessment.

- The Inclusion Manager is responsible for overseeing any relevant paperwork, after meetings between the SEND team and the appropriate class teacher for advice of a child's capabilities and needs.
- The school will continue to make provision for the child based on outside agency advice.
- The school will assess their ability to meet the needs of the child and will make any reasonable adjustments required (where these are compatible with the efficient education of all children.)
- It is vitally important that children with special educational needs are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all professionals involved with their development.

Assessment

Assessment will be made using the following methods:

Observation

- Observation is one of our most powerful assessment tools.
- Recording observation can provide vital information for the teacher.
- This monitoring by teachers will hopefully lead to early identification of any learning difficulties and with the SENDCO, IEPs can be drawn up and regularly reviewed. Data is recorded each half term for all children and pupil progress meetings take place to be aware of any changes.

Observation of reading behaviour

Observing a child read gives invaluable information about his/her reading strategies. Listening to a child's fluency whilst they read gives the teacher an indication of how they are applying reading strategies. Asking questions demonstrates how much they understand a text.

School based Tests

A variety of tests are used which may include:

- Baseline Testing
- Progress in English
- Assessment Units
- Phonics Checklist
- High Frequency word Checklist

The school has introduced ability-based sessions for all FS and KS1 children for phonics. Children from KS2 who have not passed the phonics screening will also partake in the phonics sessions. Morning Mathletes

sessions take place where children are ability grouped for mental math skills. These sessions allow teachers to pinpoint where support may be needed and using a flexible system, a child may be moved from one ability group to another in order to match specific needs. All our vulnerable children are monitored rigorously and details of any intervention are recorded in the school's provision map and SEND register. This is updated regularly and teachers liaise with the SEND team to review the impact of any intervention that may take place.

If needed, an EHCP will be initiated. Support may be 121, groups, in the class, out of the class dependent on the child's need. Whatever intervention the school puts in place, the key aim is to develop the independence of all children so that they have the best possible opportunity to access high quality learning. The school is also supporting extra training for teaching assistants, using the Apprenticeship Levy in order to raise the quality of intervention. Support may be short or long term.

Support offered at each Stage

STAGE	Criteria	Support Offered
1	Teacher concern Parental concern Child moves from higher stage	Intervention <ul style="list-style-type: none"> • Literacy/Numeracy – groups of 2/3/4 children withdrawn up to 2 times per week • Teacher support with differentiated activities • 121 support
2	Extra support required – stage 1 not sufficient	Intervention <ul style="list-style-type: none"> • Literacy/Numeracy – groups of 2/3/4 children withdrawn up to 2 times per week • Teacher support with differentiated activities • 121 support
3	Recommendation for Educational Psychologist Assessment	Intervention <ul style="list-style-type: none"> • Literacy/Numeracy – groups of 2/3/4 children withdrawn up to 2 times per week • Teacher support with differentiated activities • 121 support
4	Referral for full statutory assessment	As stage 3
5	Statement (EHCP) issued --- learning, behaviour.	As stage 3 <ul style="list-style-type: none"> • Classroom/general assistants • Other placement and provision as relevant • Special Needs teacher : • Literacy/Numeracy – groups of 2/3/4 children withdrawn up to 2 times per week • Outreach teachers – learning

Support

- Inclusion Manager
- SENDCO Team
- Classroom Assistants
- Outreach Teachers

A variety of agencies are available to support children with special educational needs. The school liaises closely with them to provide extra support. These include:

- An Educational Psychologist
- Health visitors, school doctor and nurse
- Social Services
- Speech and Language
- Neurological referrals

The Structure of SEND Provision at Quinton School

The Role of the Board of Governors

- The governing body will ensure that the necessary provision is made for any child who has special needs.
- The designated SEND governor will be kept informed of the school's updated policy and ensure that it is kept under review so that individual needs are being provided for.
- The designated SEND governor works closely with the Inclusion Manager to establish appropriate staffing and maintain an overview of the schools work.

The Role of the Inclusion Manager (head teacher)

The Inclusion Manager (head teacher) will:

- **Lead the vision, ethos and policies of the school which secure effective teaching, successful learning and promote high levels of achievement and self-esteem for all students irrespective of background, ethnicity, gender or disability.**
- Ensure targeted students have access to personalised programmes and support provisions so they are empowered to self-manage and achieve expected rates of progress.
- Be a strong advocate for inclusion, change and champion school improvement.
- Convey a positive 'can do' attitude, motivate and inspire staff and present a united front to secure successful outcomes of school initiatives designed to benefit and motivate all children.
- Establish good relationships, encourage good working practices and support and lead teachers and others on the staff team with a focus on inclusion.

Duties and responsibilities

- Liaise with the SENDCO and Learning Support Lead to support provision for students with SEND and have a working knowledge of the most recent SEND Code of Practice.
- Oversee and evaluate the outcomes of intervention programmes.
- Be responsible for the induction and performance management of the SENDCO team and other appropriate staff.

- Support the SENDCO and Learning Support Lead to co-ordinate and monitor provision for children in need, including those looked after or subject to child protection procedures.
- Ensure appropriate targets are set and monitored.
- Ensure the effective and proficient use of data from a variety of sources, both internal and external, in the process of target setting, tailoring intervention and measuring impact.
- Oversee the SENDCO who will set up systems for identifying, assessing and reviewing SEND and maintain an up to date provision map.
- Check that communication with parents is open, transparent and rigorously recorded to ensure that they are well informed about the targets, individual student' progress, achievement and behaviour.
- Ensure that continuity of support and learning is in place when transferring students to other schools.
- Ensure all members of staff recognise and fulfil their statutory responsibilities to students with SEND and that the school's priority is always high quality first wave teaching.
- Provide training opportunities for all staff to develop their expertise in SEND.
- Disseminate good practice in SEND across the school. Ensure effective communication and liaison within the school.
- As part of the governors' meetings, the Inclusion Manager will report to the governors at each full governor body meeting (6 times per year) to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements and include evaluation and impact of strategies that are in place.
- Be aware of the provision in the local offer
(Warwickshire's SEND local offer brings together information about the local services and support available across education, health and social care for families with children and young people aged 0 to 25, who have SEND and/or disabilities.

The Role of the SENDCO

Duties and responsibilities

Strategic development of SEND policy and provision

The SENDCO will:

- Have a strategic overview of provision for children with SEND across the school, monitoring and reviewing the quality of provision and reporting to the Inclusion Manager before each governors' meeting (6 times per year)
- Contribute to school SEF, particularly with respect to provision for children with SEND

- Ensure the SEND policy is put into practice, and that the objectives of this policy are reflected in the school LIP
- Maintain an up-to-date knowledge of national and local initiatives which may affect the school's policy and practice
- Work with the Inclusion Manager to evaluate whether funding is being used effectively, and propose changes to make use of funding more effective

Operation of the SEND policy and co-ordination of provision

The SENDCO will:

- Maintain an accurate SEND register and have an overview of the teacher's provision map in each year group
- Work with the Learning Support Lead (NH) to provide guidance to colleagues on teaching children with SEND and the graduated approach to SEND support. The priority must always be HIGH QUALITY FIRST WAVE TEACHING in every year group before any intervention or support is planned
- Be aware of the provision in the local offer

(Warwickshire's SEND local offer brings together information about the local services and support available across education, health and social care for families with children and young people aged 0 to 25, who have special educational needs and/or disabilities.

Line manage the Learning Support Lead to work with early years providers, other schools, educational psychologists, health and social care professionals, and other external agencies

- Oversee any contact that the LSL has with external agencies, especially the local authority
- Analyse assessment data for children with SEND
- Delegate and oversee the implementation of intervention groups for children with SEND and work with the LSL to evaluate their effectiveness and report to the Inclusion Manager
- All paperwork relating to SEND children that has been drafted by the LSL will be ratified by the SENDCO before being submitted to any external agency/parents

Support for children with SEND

The SENDCO and the Learning Support Lead will work together to:

- Identify a child's SEND
- Co-ordinate provision that meets the child's needs, and monitor its effectiveness
- Secure relevant services for the child
- Ensure records are maintained and kept up to date
- Review the education, health and care plan with parents or carers and the child
- Communicate regularly with parents or carers
- Ensure that if the child transfers to another school, all relevant information is conveyed to it, and support a smooth transition for the child
- Promote the child's inclusion in the school community and access to the curriculum, facilities and extra-curricular activities

The SENDCO is also the designated teacher for looked-after children (LAC) and will support any LAC where

that child has SEND

Leadership and management

The SENDCO will:

- Report directly to the Inclusion Manager who will report to the governors at each full governor body meeting (6 times per year) to ensure the school meets its responsibilities under the Equality Act 2010 in terms of reasonable adjustments and access arrangements
- Contribute to the school LIP and whole-school policy
- Identify training needs for staff and how to meet these needs
- Lead INSET for staff
- Share procedural information, such as the school's SEND policy
- Lead and manage the Learning Support Lead and teaching assistants working with children with SEND

Other areas of responsibility

The SENDCO will be required to safeguard and promote the welfare of children and young people, and follow school policies and the staff code of conduct.

The SENDCO may be required to do other duties appropriate to the level of the role, as directed by the Inclusion Manager.

The Role of the Learning Support Lead

The Learning Support Lead will:

- Take direction from the SENDCO and collaborate with teachers in planning, supporting and delivering both short-term and long-term programmes of teaching to support children with SEND.
- Research and develop learning activities for children identified as needing 1:1 or small group support with regard to the latest published strategies and training.
- Undertake any relevant training as needed to support identified children in school.
- Often work alongside specialist external providers in order to support a specific child with clearly identified SEND.
- Organise and draft referrals for specialist services, e.g. Educational Psychologists, MASH, CAMHS etc.
- Support teachers with drafting of IEPs.
- Work with the SENCO and professionals to assess the needs of a child and use detailed knowledge and specialist skills to support children's learning.
- Assess, record and report on development, progress, attainment and impact
- Report back to SENDCO and other relevant professionals to provide information about specific children as appropriate.
- Collaborate with teachers regarding strategies and learning objectives to plan, evaluate and adjust support plans as appropriate.

- Put support in place for children's social and emotional well-being, using the school mentor (with parental consent) or external agencies where appropriate.
- Help keep the children safe and record any concerns/issues on CPOMS.
- Develop and promote positive working relationships with staff, pupils and parents and promote the school positively at all times.
- Meet (either with SENDCO or other professional) with parents/carers to discuss routes for support.
- Support parents/carers in completion of any necessary paperwork – e.g. Early Help or referrals to any one of a number of external agencies.
- Meet (either with SENDCO or other professional) with parents/carers for updates/progress meetings and agree action plans
- Be aware of the provision in the local offer

(Warwickshire's SEND local offer brings together information about the local services and support available across education, health and social care for families with children and young people aged 0 to 25, who have SEND and/or disabilities.

The Role of the Class Teacher

All teachers are responsible for:-

- Working with Inclusion Manager, other teachers, classroom assistants and the principal to implement a curriculum differentiated to individual children's needs in their class.
- Liaising with Inclusion Manager to become familiar with SEN procedures.
- Drawing up, implementing and reviewing IEPs with Inclusion Manager during regular meetings.
- Identifying children with SEN and assessing and evaluating targets.
- Completing referral forms alongside Inclusion Manager.
- Keeping up-to-date IEPs.
- Liaising with parents and keeping them up-to-date with new information and current IEPs.
- Informing classroom assistants of any targets in place for a child as they may need to be implemented outside the classroom environment.
- Recording concerns about individual children's behaviour and implementing the positive school discipline policy.

The Role of the Parents

It is vital that parents:

- Provide support at home
- Supervise homework
- Attend parent/teacher meetings, annual/transition review meetings, and if required meetings with the Inclusion Manager.
- Keep medical or educational appointments.

The Role of the Classroom assistant

At all times the assistant should be working within school policies and promoting independence and inclusion for the pupil. Under the direction of Intervention Lead/class teacher the adult assistants will undertake a range of duties to support pupils with SEN including:

- Supporting the class teacher in the delivery of the curriculum.

- Preparation of practical activities.
- Delivering one to one support as identified in education plans.
- Working with small groups giving support.
- Motivating and encouraging reluctant learners.
- Promoting inclusion.
- Any other duties identified by class teacher/ Inclusion Manager.

Accessibility

Reasonable adjustments will be made, as required, to accommodate any children with SEN.

Training

Where gaps in staff knowledge are identified Specific training /development opportunities will be arranged. A wide range of learning opportunities may be appropriate to meet this need beyond formal training courses. For example: visits to other schools, in service training or independent study.

Complaints

At Quinton we are committed to open and meaningful communication, and wish to ensure that concerns are addressed at an early stage. Appointments can be made to see the head teacher or a teacher by contacting the school office.

Discipline is approached positively with praise, encouragements and incentives having a higher priority than sanctions. Our core values are Mutual Respect, Tolerance, Individual Liberty Democracy and the Rule of Law as well as perseverance, teamwork, self-discipline, honesty and responsibility. When nurtured and reinforced by all in the school community, these core values form the basis of a happy and productive school environment.

Written records of all conversations and discussions will be kept and others informed and involved if in the best interests of the child. Reports will be based on facts and evidence. All adults working in the school are responsible for the care, welfare and safety of the children.

Any complaints regarding this policy or your child's Special Educational Needs should be addressed to the head.

1. SEND information report for parents

1.1 The kinds of SEND that are provided for

We have a school SENDCO (overseen by the Inclusion Manager - the head and lead DSL) who is supported by a full-time Learning Support Lead as well as a part-time child counsellor and works with external support services to provide additional and/or different provision for a range of needs, where possible, including:

Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Cognition and learning, for example, dyslexia, dyspraxia

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Moderate/severe/profound and multiple learning difficulties

1.2 Identifying children with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all children and identify those whose progress:

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

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

1.3 Consulting and involving children and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

1.4 Assessing and reviewing children's progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SEND team to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment or behaviour

Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

The views and experience of parents

The pupil's own views

Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

1.1 Supporting children moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and children which information will be shared as part of this.

Induction days will take place in in school for in-school transition and in other settings if a child is moving to another school.

1.6 Our approach to teaching children with SEND

Teachers are responsible and accountable for the progress and development of all the children in their class.

High-quality teaching is our first step in responding to children who have SEND. This will be differentiated for individual children.

A child may be given an IEP and this will be discussed with parents.

There will be 1:1 or small group work with teaching assistants to support in and out of class.

External support may be brought in to work alongside staff or for 1:1 and small group work

This may lead to an EHCP and more specialist support.

We work with a variety of agencies to provide support for children with SEND:

CAMHS; Early Help; Children's Disability Team; Educational Psychologists; GP/Paediatrician; Health Visitors; LA Attendance Service (WAS); Child Mentors; The Front Door, MASH; Flexible Learning Team; Social Care/Services.

1.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all children's needs are met:

Differentiating our curriculum to ensure all children are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

1.8 Additional support for learning

We have teaching assistants who support classes and undertake both 1:1 and group intervention work.

Teaching assistants may support children on a 1:1 basis when specific extra support is identified

Teaching assistants will support children in small groups when specific extra support is identified

1.9 Expertise and training of staff

Our SENDCO has a number of years' experience in this role and currently undergoing both some refresher and a wider variety of job-specific training. The SENDCO has a strategic role and much of the day to day intervention and SEND work is carried out in conjunction with our full-time Learning Support Lead. We have a team of teaching assistants, including many who are also qualified teachers.

In the last academic year, staff have been trained through Trauma Informed Schools UK and also the Warwickshire Virtual School specifically to consider and develop understanding of how children behave and how staff can have the most impact when working with them. For example, a simple change of language or tone of voice can have a huge impact. We are developing this through a new whole school Behaviour Policy.

1.10 Securing equipment and facilities

To secure equipment and facilities to support children with SEND discussions will take place between staff, SENDCO, Inclusion Manager and external agencies (if necessary) and parents. The child's viewpoint will also be taken into account. If it cannot be sourced in school, resources may be purchased/borrowed/hired for specific needs.

1.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for children with SEND by:

Reviewing children's individual progress towards their goals each term

Reviewing the impact of interventions is ongoing and fluid so that we can cater for any changes that may take place.

Discussion with the child, parents, teachers, external providers.

Overall monitoring by the SENDCO

Using provision maps to measure progress

Holding annual reviews for children with EHC plans

1.12 Enabling children with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our children, including our before- and after-school clubs.

All children are encouraged to go on our residential trip (Yr6 Pioneer Centre).

All children are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Our school Accessibility Plan (on website) details the layout of the school.

The disabled toilet is fully equipped, including a hoist and alarm.

There is a specific disabled parking bay on the school site.

Entry and exit into the school site and school buildings is all flat.

1.13 Support for improving emotional and social development

We provide support for children to improve their emotional and social development in the following ways:

All children are encouraged to be part of the school council

All children are encouraged to take part in extra-curricular clubs which are accessible to everyone.

We have a zero tolerance approach to bullying.

We employ a part-time child counsellor to help support children with pastoral issues or concerns.

1.14 Working with other agencies

We work closely with CAMHS; Early Help; Children's Disability Team; Educational Psychologists; GP/Paediatrician; Health Visitors; LA Attendance Service (WAS); Child Mentors; MASH; Flexible Learning Team; Social Care/Services.

1.11 Complaints about SEND provision

Please refer to the school's Complaints Policy (on website)

1.16 Contact details of support services for parents of children with SEND

Family Information Service 01926 742274 (FIS will be able to tell parents best contact options)

Family Support Line 01926 412412

Warwickshire SENDIAS 024 7636 6014

GPs

MASH 01926 414144

1.17 Contact details for raising concerns

Quinton Primary School – 01789 720317

David Skelcher – Head, Inclusion Manager and DSL (Designated Safeguarding Lead)

Sarah Miller – SENDCO and DSL

Nicki Herdman – Learning Support Lead and DSL

Charlotte Hopkins – Associate Head and DSL

1.18 The local authority local offer

Warwickshire's SEND local offer brings together information about the local services and support available across education, health and social care for families with children and young people aged 0 to 25, who have special educational needs and/or disabilities.