

Adopted:	September 2023
Next review:	September 2025
Approved by:	NSAT Trustees
Responsibility of:	Directors of Inclusion and Wellbeing
Trust or School Policy:	Trust

Northern Star Academy Trust Special Educational Needs and Disability (SEND) and Inclusion Policy

Contents:

1. Statement of intent	1
2. Legal framework.....	1
3. Duties and Responsibilities	2
4. Identification of children with SEND	8
5. Deciding to place a child on the SEND Register	9
6. Statutory assessment of SEND.....	10
7. Working together across Education, Health and Care	11
8. Disadvantaged children in receipt of the Pupil Premium.....	12
9. Education for pupils with medical needs	12
10. Involving pupils and parents in decision making	12
11. Safeguarding	12
Appendix A - Document Control Sheet.....	14
Revisions.....	14
Appendix B – Comprehensive Legal Framework	15
Appendix C – Reference to Legal Documents	15
Appendix D – Glossary of Terms.....	16
Appendix E – Disadvantaged Pupils	17
Appendix F – The Graduated Approach.....	17

1. Statement of intent

- 1.1. 'Inclusion is a feeling. It is determined by perception and achieved by understanding. We are committed to and value each and every individual within the NSAT Community and beyond.' This definition underpins our Inclusive intention for all, in all of our Partnership Trust schools.
- 1.2. The Equality and Human Rights Commission (EHRC) states that "avoiding discrimination and promoting equality supports the agenda of improving attainment and progression for all pupils. Good education and skills are crucial for opening up opportunities and increasing the chance of a successful life. In addition, in England, equality and diversity are specified factors that must be taken into account in Ofsted inspections.
- 1.3. Schools also have wider duties to prevent discrimination, to promote equality and to foster good relations for "an equal society [that] protects and promotes equal, real freedom and substantive opportunity to live in the ways people value and would choose, so that everyone can flourish. An equal society recognises people's different needs, situations and goals and removes the barriers that limit what people can do and can be." (EHRC, 2014)
- 1.4. With this in mind, all our Partnership Trust Academies must ensure that a culture of tolerance, which embraces diversity, is promoted across the academy community, so that all children understand, appreciate and respect difference in the world and its people.
- 1.5. We strive to provide an inclusive, caring and supportive environment in which all pupils are valued equally and are given opportunities to develop to their potential. All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.
- 1.6. Educational inclusion, therefore, is about equal opportunities, which lead to success, for all pupils, whatever their age, gender or gender identification, relationship preference, ethnicity, first language, Special Education Need and/or Disability, prior attainment, or socio-economic background.

2. Legal framework

- 2.1. This policy sets out our expectations for all our Partnership Trust academies and staff including volunteers, who regularly work with our pupils, parents, local authorities and social care partners. These expectations will ensure we are compliant with both the requirements and the ethos of SEND practice and serve to improve outcomes for all

children. This Policy is in line with The Special Educational Needs and Disability Code of Practice: 0-25 years (2014).

- 2.2. Inclusion (and our definition of) does not mean that all children necessarily learn in the same way or together, but that practices are adapted to take account of all children's needs and without discrimination against protected characteristics, or other barriers a children may face to accessing education – this is equity in learning.
- 2.3. All our academies must ensure that all children's; including those with protected characteristics, as defined by the Equality Act 2010, are able to flourish and thrive within the academy community.
- 2.4. The protected characteristics in which anyone must not be discriminated against are: age; disability; gender reassignment; race; religion or belief; sex; sexual orientation.
- 2.5. All children, including those identified as having Special Education Need and Disability (SEND), have the same common entitlement to a broad and balanced curriculum, which is accessible to them. The Code of Practice 2014 (CoP) defines this as; 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'
- 2.6. All our Partnership Trust Academies must operate in accordance with the law and in line with other Partnership Trust Policies as set out in the following:
 - Part 3 of the Children and Families Act 2014
 - Equality Act 2010: advice for schools DfE Feb 2013
 - SEND Code of Practice 0 – 25 (September 2014)
 - Schools SEN Information Report Regulations (2014)
 - The National Curriculum in England Key stage 1 and 2 framework document (Sept 2013)
 - Teachers Standards (2012)
 - The Special Educational Needs and Disability regulations 2014
 - The Special Educational Needs (Personal Budgets) regulations 2014
 - The Equality Act 2010
 - Safeguarding and Child Protection Policy
 - Accessibility Plan
 - Admissions Policy
 - Equality and Diversity Policy

3. Duties and Responsibilities

- 3.1. At the heart of educational inclusion is provision which meets the needs of all children. All our Partnership Trust academies are committed to providing:

- Quality First Teaching (QFT) which meets the needs of all children and which is appropriately differentiated

- Effective systems for tracking and monitoring progress, so that early intervention can address gaps in learning; this includes, but is not exclusive to, monitoring and evaluation through learning walks and work scrutiny, across all children groups
- Opportunities to extend and challenge all children, so that they can achieve their potential
- Effective lines of communication between home and school, so that through collaboration, a shared understanding of 'what success looks like' is achieved for each learner and their family

3.2. All our Partnership Trust academies have the following:

- An annual School Specific SEND Information Report published on the academy website • SEND nominated link local governor
- SENDCo

3.3. Northern Star Academy Trust will be responsible for:

- Making sure that Inclusion is at the centre of the academy ethos as stated in the Inclusion definition.
- Making sure that the school adheres to the SEND Policy, Information Report and other statutory requirements.
- To ensure the expectations of all our Partnership Trust academies are upheld, undertake a variety of Quality Assurance (QA) activities on a minimum of an annual basis, from which strengths and areas of development are identified to inform best practice and priorities for improvement.
- Partnership Trust reports are shared with Trust Board members / Local Governing Body, as appropriate, for further discussion and challenge. The Partnership Trustee SEND trustee receives regular updates from the Directors of Inclusion and well-being, and each Academy / Local Governing Body (LGB) receives a comprehensive annual report from the Special Educational Needs and Disabilities Coordinator (SENDCo) of the academy in addition to termly updates.
- Where an academy is identified to have significant weaknesses or areas for development, supplementary support is provided by the Directors of Inclusion and well-being for the Partnership Trust to ensure accelerated improvements are made, leading to effective and consistently good practice to meet the needs of all children.
- To monitor the impact and effectiveness of this policy, the Directors of Inclusion and wellbeing will review each academy annual information report compiled by the academy SENDCo and accompanying reports from LGBs and nominated link governors for SEND.
- The Directors of Inclusion and well-being will work with the SENDCO and SEND link governor to determine the strategic development of SEND provision in their academy.

3.4. The local governing board and SEND Link Governor will be responsible for:

- Communicating with pupils with SEND and their parents when reviewing policies that affect them.
- Ensuring that effective provision is in place for all pupils with SEND, whether or not they have an Education, Health, Care Plan (EHCP).
- Designating an appropriate member of staff to be the SENDCO
- Appointing a designated teacher for Looked After Children (LAC), where appropriate.
- Challenging the leadership of the academy (including the SENDCO) through informed questioning to ensure the SEND Policy and Information Report is embedded and routine practice within the academy.
- Taking necessary steps to ensure that pupils with protected factors are not discriminated against, harassed or victimised, in line with our relevant Partnership Trust Policies. • Regularly monitoring the academy's policies and procedures, to review their impact on pupils with SEND, including on their mental health and well-being.
- Preparing the Accessibility Plan, showing how the school intends to progressively improve access over time.
- Publishing an annual SEND Information Report on the academy website.
- Review academy data on complaints and associated procedures which, along with details about appealing to the SEND tribunal, will be made known to parents and pupils.
- Cooperating with the LA in drawing up and reviewing the Local Offer in conjunction with the academy annual SEND Information Report.
- Appointing an individual link governor to oversee the school's arrangements for SEND and champion those with or potential SEND
- Ensuring there is a Safeguarding link Governor working closely with the SEND link governor.
- Ensuring that the school's Child Protection and Safeguarding Policy addresses additional safeguarding challenges that children with SEND may face.
- Monitoring data with respect to vulnerable groups and SEND
- Undertaking visits to the academy with a focus on Inclusion and SEND
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND and Inclusion.
- Holding the school to account for its use of SEND funding

3.5.The Head Teacher will be responsible for:

- Ensuring that all those who are teaching or working with pupils with SEND are aware of their needs.

- Ensuring that the SENDCo has sufficient time and resources to carry out their functions and responsibilities.
- Assisting the LGB in appointing a designated teacher for LAC, who will work closely with the SENDCO to ensure that the needs of the pupils are fully understood by relevant school staff.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Establishing and maintaining a culture of high expectations and including pupils with SEND in all opportunities available to other pupils.
- Ensuring that the SENDCo is supported and provided with training, with an emphasis on mental health on an annual basis.

3.5. The SENDCO will be responsible for:

- Be appropriately qualified and have the skills required to meet statutory duties, this is currently the Masters level NASENCO award to be completed within 3 years of being in post.
- Coordinating all the support and provision for pupils with or potential SEND including those with EHCP's and monitor the education and progress of these pupils.
- Keep the academy website and external documentation for parents / carers up to date and accessible with regards to SEND and Inclusion.
- Maintain a register of pupils who have been identified with SEND, ensuring that the academy keeps the records of all pupils with SEND up-to-date, in line with the school's Data Protection Policy.
- Liaising with external agencies regarding the assessment / monitoring of pupils with or potential SEND e.g. Speech and Language Therapy, Educational Psychology and Looked After Children (LAC) Designated Teacher.
- To provide specialist support and training for teachers and support staff in the school, including identifying appropriate strategies and interventions to so they can appropriately meet the needs of SEND pupils. This includes training which reflects the needs of the current school community as indicated by academy SEND data.
- Report, collaborate and be accountable to the LGB and Head Teacher, to determine the strategic development of the SEND policy and provision in the school and uphold Inclusion practice.
- Consult and advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively with the Senior Leadership Team.
- In collaboration with the Head Teacher and Directors of Inclusion and well-being, identify and review any patterns in the identification of SEND within the school and comparing these with national data.

-
- Be an active participant in training opportunities to keep abreast of national research and development including that of mental health and well-being.

Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition is planned, personalised and supports individual needs.

- Liaising with the parents of pupils with/potential SEND ensuring that parents/carers are up to date and informed and collaborated with at every stage of the Graduated Approach.
- Being a key point of contact for the Local Authority (LA) and LA support services regarding pupils with or potential SEND.
- The day-to-day operation and implementation of this policy.

3.6. The DSL will be responsible for:

- Liaising with the headteacher to inform them of any issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations regarding pupils with SEND.
- Liaising with the relevant staff on matters of safety, safeguarding and welfare, including online and digital safety regarding pupils with SEND.
- Liaising with the SENDCO where appropriate regarding safeguarding concerns for a pupil with SEND.
- Promoting supportive engagement with parents and/or carers in safeguarding and promote the welfare of pupils with SEND, including where families may be facing challenging circumstances.
- Working with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that pupils with SEND are experiencing or have experienced, and identifying the impact that these issues might be having on pupil's attendance, engagement and achievements.
- Recognising the additional risks that pupils with SEND face online, e.g., from online bullying, grooming and radicalisation, and ensuring they have the capability to support pupils with SEND to stay safe online.

3.7. Teachers will be responsible for:

- Ensuring that all children have access to Quality First Teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation) with or without SEND.
- Be accountable for the progress and development of all pupils in the class and identifying, planning and delivering any additional support your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO as necessary.

-
- Reviewing support for pupils with/potential SEND on a graduated basis, in collaboration with parents, the SENDCO and, the pupils themselves.

Understanding of the individual needs and/or conditions, outcomes sought, and support and specific adjustments / strategies that are provided to any pupils with SEND they are working with who are on the SEND Register and ensuring that all members of staff working with your child in school are aware.

- Keeping the key people (leadership, parents, multi-agencies) up-to-date with any changes in behaviour, academic developments and causes of concern.

4. Identification of children with SEND

- 4.1. There is a clear distinction between ‘underachievement’, often caused by a poor early experience of learning, and ‘special educational needs’. Some children may be underachieving but will not necessarily have a special educational need; it is our responsibility to identify this quickly and ensure that appropriate support is put in place to help these pupils ‘catch up’. This may be through the Graduated Approach to further identify potential SEND.
- 4.2. “A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: ‘Has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’ (children and Families Act 2014)
- 4.3. The Code of Practice (2014, updated May 2015) makes clear the four broad areas of Special Education Need, these are:
 - Communication and Interaction
 - Cognition and Learning
 - Social, emotional and mental health
 - Sensory and/or physical needs
- 4.4. In line with the Code of Practice, all academies follow the graduated approach to a children’s special educational needs or potential need. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people. (Code of Practice, 2014) Further explanation of the Graduated Approach (Assess, Plan, Do and review) can be found in Appendix E.



- 4.5. Identification and registration – Pupils who are on the SEND register are either K (for School Support) or E (for EHCP) for an Identified SEND. Those pupils who do not appear on the SEND Register but who are subject to the Graduated Approach to support early identification are Monitored Pupils (MP). The Directors of Inclusion and well-being support SENDCo’s to ensure that those pupils on the SEND Register is well evidenced, (through the graduated approach) appropriate and early identification of children’s needs including upon transition into NSAT Schools is clear; The Academy SEND register is accurate and regularly updated ‘live document’ in collaboration with the Directors of Inclusion and wellbeing if necessary.
- 4.6. The responsibility and leadership of SEND is well evidenced when there is a clear strategic approach to SEND provision across the academy, with key personnel identified and recognised (primarily the SENDCo in each Trust Partnership Academy), and where continuing professional development (CPD) and performance management are successful in improving outcomes for all children with SEND.
- 4.7. The Directors of Inclusion and well-being have a clear strategic plan to underpin vision and direction for all our Partnership Trust Academies and publish this on the Partnership Trust website
- 4.8. The aspiration, progress and development of children with SEND is well evidenced through robust tracking and monitoring processes (including those which seek the views of SEND children and their parents/carers) which ensure levels of achievement and attainment are substantial and sustained, based on individual starting points, and where all children are well prepared for the next stages of their educational journey. This evidence and data is scrutinised by the central Partnership Trust team and reported to the Board of Trustees.

5. Deciding to place a child on the SEND Register

- 5.1. Northern Star Academy Trust strives for early identification of need, underpinned by evidence, about a child who despite receiving differentiated learning opportunities through QFT:
 - Makes **little or no progress** even when teaching approaches are targeted particularly in a child’s identified area of weakness.

- Shows signs of difficulty in developing **English or mathematical skills**, which result in poor attainment in some curriculum areas.
- Presents persistent **emotional** or **behavioural difficulties**, which are not met by the behavioural management strategies usually employed in the school, indicating Social, Emotional or Mental Health needs.
- Has **sensory** or **physical difficulties**, and continues to make little or no progress despite the provision of specialist resources.
- Has **communication and / or interaction difficulties**, and continues to make little or no progress despite the provision of a differentiated curriculum.

5.2. The graduated approach is followed to support early identification as well as evidencing School Support (SS) for those on the SEND register. When a class teacher or the SENDCo identifies a child as having or potentially having a SEND, the class teacher will provide interventions that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum. These will be recorded on an Individual Education Plan (IEP) and be reviewed at least termly (3 times a year) as per the graduated approach. These plans may be reviewed more regularly if felt appropriate by the SENDCO in order to track and monitor progress more closely in the initial identification stages. This does not necessarily mean the pupil is formally placed on the SEND Register.

6. Statutory assessment of SEND

6.1. If the academy is unable to meet the SEND of a pupil with all the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan. This will always be in discussion and consent with parents/carers.

The school will provide the LA evidence about the child's progress over time, documentation in relation to the child's SEND Support and any action taken to meet their SEND, including any resources or special arrangements in place.

- This information may include:
 - the child's IEP's
 - records of reviews with pupils and parents, and their outcomes
 - medical information where relevant
 - National Curriculum attainment, and wider learning profile
 - educational and other assessments, e.g. Educational Psychologist
 - views of the parent and the child
 - involvement of outside agencies

6.2. If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher a broad area of need or for the visually impaired or hearing impaired, if appropriate

6.3. From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). More information about this statutory process can be found in the SEND Information Report.

6.4. The SENDCO will take the lead role in managing the administrative process by liaising with the LA. Other routes to Statutory Assessment are possible e.g. Request by parents under section 328 or 329 of the Education Act 1996. For pupils transferring to secondary phase education, reviews will be held in term 3 of year 5. Where a pupil with an EHCP is newly admitted to our school, an interim review will be held as soon as possible.

7. Working together across Education, Health and Care

7.1. Our Partnership Trust is committed to joint working arrangements with education, health and care bodies and professionals to secure effective outcomes for all children in our schools. Each Partnership Trust academy will cooperate and collaborate with the relevant Local Authority in developing and reviewing it's Local Offer.

7.2. Northern Star Academy Trust as a whole and each Partnership Trust academy works with local and national providers to secure the services needed to improve outcomes for children and young people with SEND. These services could include speech and language therapy, physiotherapy, occupational therapy, education psychology, mental health services, other health and social care professionals.

7.3. If after suitable provision has been made and reviewed, adequate progress is not observed the Class Teacher and SENDCO would consider a referral to outside agencies. It may be appropriate at this stage to seek advice and support from external agencies such as the LA Specialist SEND Teams, Educational Psychologist, CAHMS, etc. The role of these agencies is to help to assess difficulties and to advise on new targets and strategies for IEPs. Such agencies can become involved earlier if it is deemed appropriate.

8. Disadvantaged children in receipt of the Pupil Premium

- 8.1. 8.1 Statistics indicate pupils who are disadvantaged are more vulnerable to SEND. As a Partnership Trust the approach for disadvantaged pupils is underpinned by our ethos, vision and core values and informed by evidence from research and best practice, and as recommended through the '7 Building Blocks' for Pupil Premium Pupils. These can be found in Appendix E. For more information about Northern Star Academy Trusts support in each academy for disadvantaged children in receipt of pupil premium please see the Pupil Premium Strategy that can be found on each Academy website.

9. Education for pupils with medical needs

- 9.1. If a child is to be absent for medical reasons for longer than one-week consecutively, provision will be made to supply appropriate curriculum materials to meet their needs. If hospitalised, school will liaise with the teaching team at the hospital and/or the medical teacher within the Local Authority.

10. Involving pupils and parents in decision making

- 10.1. Parents and carers of pupils with or potential SEND are actively encouraged to share their knowledge of their child; the headteacher and SENCO will support family members to ensure their views and contributions are valued and will be acted upon.
- 10.2. Parents/carers will always be formally notified when the academy places their child on the SEND Register and/or additional or different provisions are made for their child with SEND Support. They will be kept up to date with any reviews/changes at least 3 times annually. This will usually be by the class teacher but may also be the SENDCo/Head Teacher.
- 10.3. Decisions on whether the academy will seek formal assessment and/or commission added provisions will be discussed thoroughly with the LA, parents and, when appropriate, the pupil involved. This includes Specialist Support and Alternative Provision. The decision to involve outside agencies from the academy, will always be with consent of the Parent/Carer.

11. Safeguarding

- 11.1. The NSAT Safeguarding and Child Protection Policy makes provision for the effective identification and action required to protect and safeguard all children, including those with SEND, in accordance with the provisions of Keeping Children Safe in Education 2023. In particular, NSAT staff are trained to take action to prevent the risks relating to children with SEND identified by KCSiE 2023 with respect to sexual violence, harassment and online safety.

This policy links to:

- Accessibility Plan
- Positive Behaviour Policy
- Anti Bullying and Harassment Policy

- Equalities Objectives
- Supporting Children with Medical Conditions
- Safeguarding and Child Protection Policy

Appendix A - Document Control Sheet

Dissemination	How will the policy be disseminated? Who should read the document? Please detail – is this all staff, pupils/students, certain individuals/ specific roles
Implementation	How will the policy be implemented?
Training	What formal training is required and who requires training?
Monitoring & Audit	How and where compliance with the policy will be monitored and audited and by whom?
Statutory Requirement	Is the policy a.... (please tick).
Website Publication	

Revisions

Version	Description of Change	Date
2023-2025	No changes	September 2023

Appendix B – Comprehensive Legal Framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)
- KCSIE 2023

Appendix C – Reference to Legal Documents

All schools in England must have regard to the Special Educational Needs Code of Practice [SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#) as it provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations. Schools must fulfil their statutory duties towards children and young people with SEN or disabilities in light of the guidance set out.

Under the Equality Act (2010) all schools have duties towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services required by disabled children and young people to prevent them being put at a substantial disadvantage.

The Teachers' Standards (2012) makes clear the expectation for all teachers to "adapt teaching to respond to the strengths and needs of all pupils". Teachers must "have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them." (Standard 5)

Appendix D – Glossary of Terms

SEND – Special Educational Needs and Disabilities

SENDCO – Special Educational Needs and Disability Coordinator

IEP – Individual Education Plan

SMART – Specific, Measurable, Achievable, Realistic, Time (driven Targets)

EP – Educational Psychologist

TA – Teaching Assistant

MSA – Midday Supervising Assistant

Graduation Approach – Cycle of assessment, planning, doing and reviewing of SEND

EHCP – Education Health Care Plan

EHCAR - Education Health Care Assessment Request

CoP – Code of Practice (2014 updated 2015)

C+L – Cognition and Learning

C+I – Communication and Interaction

SEMH – Social, Emotional, Mental Health

SP – Sensory and/or Physical

ASC – Autism Spectrum Condition

EAL – English as an additional Language

MEG -Minority Ethnic Group

PP – Pupil Premium

QFT – Quality First Teaching

EHRC - Equality and Human Rights Commission

QA – Quality Assurance

LGB – Local Governing Body

LAC – Looked After Children

LA – Local Authority

CPD – Continuing Professional Development

FSM – Free School Meals - For those children who have been in receipt of free school meals (FSM) at any point in the last six years, are children of Service personnel who have served at any point in the last six years, or are children who have been looked after for 1 day or more, adopted from care, or who have left care under a special guardianship order, a residence order, or a child arrangements order, the Pupil Premium is additional funding provided to schools with the sole aim of improving educational and wider outcomes.

Appendix E – Disadvantaged Pupils

The seven building blocks for Pupil Premium pupils;

1. Whole-school ethos of attainment for all.
2. Addressing behaviour and attendance.
3. High-quality teaching for all.
4. Meeting individual learning needs.
5. Deploying staff effectively.
6. Data-driven and responding to evidence.
7. Clear, responsive leadership

Appendix F – The Graduated Approach

Identify Children’s needs early (Assess)

- Routine teacher assessments reported to SENDCo where by the teacher has concerns in progress
- Early years staff and SENCO to liaise with outside agencies, key workers etc. about difficulties with pre-school entry
- Use of ‘Cause for Concern’ forms for staff to detail strengths and weaknesses to consult with the SENDCo in addition to routine teacher assessment.
- Use of Nursery profile, Baseline Assessments to highlight areas of weakness at an early stage
- Regular communication with parents/carers to ensure any concerns are noted/discussed and addressed
- Referrals made to appropriate agencies early e.g. paediatrician, Local Authority Specialist Teachers including EAL

Plan effective interventions (Plan)

- All IEP targets to be SMART targets
- All planned interventions to be known to all staff working with the child i.e. IEP’s will be copied for Parents/Carers and Teaching Assistants
- Parents /Carers to be seen as partners working alongside teachers to create an effective learning intervention
- Good communication with parents/carers, outside agencies and SENCO

- Where appropriate children to discuss their future targets and celebrate in their own achievements

Implement Provisions, Interventions and Strategies (DO)

- The class or subject teacher will remain responsible for working with the child on a daily basis.
- They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Evaluate and revise interventions regularly (Review)

- Good communication between Teacher, Teaching Assistants, and Pupil Support Assistants etc. to ensure information about targets/children's progress is monitored.
- Interventions need to be reviewed and evaluated regularly. Future planning to be based on this information
- Progress to be regularly shared and discussed with parents/carers
- Children to be involved where appropriate in discussing and evaluating their progress