



Mission Statement

Attenborough School is dedicated to ensuring inclusion for all pupils, enabling all children to have full access to the school's curriculum. We set high standards for our children, providing every opportunity and support for each child to reach their goals regardless of their age, gender, ethnicity, attainment or background.

Aim of SEND policy

The main aim is to ensure that Attenborough School provides children with the opportunity to access a broad, balanced and relevant curriculum, which is differentiated and supported to meet individual needs. This is carried out through:

- Providing clear systems of planning, identification, assessment, intervention and review
- Closely tracking progress through formative and summative assessments
- Managing resources efficiently and effectively
- Working in close partnership with pupils, parents, stakeholders and outside agencies
- Adapting and improving SEND provision in line with each child's requirements

The key objective running alongside this aim is to ensure all children and parents feel confident and positive that Attenborough School supports them during what can be a difficult period of a child's school career.

Roles and responsibilities

School Governance Committee

"Governing bodies of mainstream schools have the following legal duties under the Education Act 1996.

They must:

- *use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any pupil who has SEN;*
- *ensure that parents are notified by the school when special educational provision is being made for their child, because it is considered that he or she has SEN;*
- *make sure that the responsible person makes all staff who are likely to teach the pupil aware of the pupil's SEN;*
- *make sure that the teachers in the school are aware of the importance of identifying pupils who have SEN and of providing appropriate teaching;*
- *designate a member of staff at the school (to be known as the 'special educational needs co-ordinator) as having responsibility for co-ordinating the provision for pupils with SEN;*
- *consult the LA and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area;*

- *ensure that pupils with SEN join in the everyday activities of the school together with children without SEN, as far as is compatible with: them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;*
- *publish information on the school's SEN policy on its website, and reflect any changes to the policy as soon as is practicable and complete an annual update;*
- *take account of the 'SEN Code of Practice' when carrying out their duties towards all pupils with SEN;*
(DfE Governors' Handbook: For governors in maintained schools, academies or free schools January 2014 page 40)

A SEND sub-committee has responsibility for reporting back to the School Governance Committee about aspects surrounding SEND at Attenborough School.

Special Educational Needs Co-ordinator (SENCO)

The SENCO for Attenborough School which covers Dempsey FS1 and Normandy FS1, is Mrs. Michelle Hill. The SENCO is responsible for the day-to-day operation of the SEND policy and provision under the guidance of the Head teacher and SGC. The SENCO's duties include:

- ✘ Planning and co-ordinating the School's SEND arrangements and strategies for identifying pupils with special educational needs and monitoring their progress
- ✘ Providing support and advice to staff through formal and informal communications, including staff meetings and arranging appropriate training
- ✘ Ensuring quality school home partnerships are made with parents of children with SEND through the development of effective means of communication
- ✘ Ensuring parents of children with SEND are kept up-to-date on their child's progress
- ✘ Providing information to parents about outside agencies to support their child in school, at home and through transitions
- ✘ Advise on the graduated approach using SCE's guidance
- ✘ Support staff on the writing of, and implementation of, RIASEs and SCANs
- ✘ Ensure effective deployment of SEN LSAs and LSAs to support SEN interventions
- ✘ Monitor the progress of interventions and evidence collection
- ✘ Monitor planning to ensure effective differentiation for children identified with SEN
- ✘ Keep the School's SEN register up to date and track provision for children with SEN
- ✘ Liaise with outside agencies including Pupil and Family Services, Health, CAMHS and CEAS
- ✘ Liaise with SGC by organising sub-committee meetings and reporting back to the full committee
- ✘ Organise and lead multi-agency meetings, annual review meetings for statements / Education, Health and Care plans and Early Help when required
- ✘ Liaise with the Finance Manager over the SEND budget, ordering and monitoring resources
- ✘ Co-ordinate with outside agencies in supporting children with medical conditions (see separate Medicines Policy)

What is SEND (Special Educational Needs and/or disabilities)?

SEND is defined in the Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities (DfE and DfH Jan 2015) 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.

xiv. 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 or hinders 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*

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014). (CoP 2015, Introduction, Special Educational Needs, xiii, xiv, xv, xvi)

Admission and transition arrangements

Attenborough School is part of Service Children’s Education and fully recognises its responsibility towards children with SEND. Service Children’s Education is committed to inclusion and aims to ensure the identified needs of children with special educational needs and / or disabilities (SEND) are met with the Foundation Stage 1 settings and mainstream schools overseas. Depending on the needs of the child there may be a requirement to carry out a MASO (MoD Assessment of Supportability Overseas). Please contact the Head teacher or SENCO for more information.

In order to ensure educational continuity and progression for a child with identified SEND all parents are requested to register with and seek advice from Children’s Education Advisory Service (CEAS) on notification of and before accepting an overseas assignment.

If your child has a special educational need and/or disability, and it is felt that movement during your child’s academic year is not advisable, please ensure a JSP 770 has been completed to support a request to remain until the end of the academic year.

When a child is due to leave Attenborough School and we know the school s/he is leaving for, the SENCO will contact the new SENCO in order to support transitions. Parents should already have documents in relation to the child’s SEND requirements. These will also be sent to the child’s new school.

The identification and processes of SEND at Attenborough School

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff” (CoP 2015, page 99 6.36)

Attenborough School uses robust assessment and tracking systems. Children are assessed against the Learning Ladders system which is relevant to the school’s curriculum. All staff ensure summative assessments are made, through annotating planning, focused marking and strong communications with the children. Children are encouraged to know where they are at in their learning by using their own Learning Ladders booklet. Due to the high nature of transitions of children in SCE schools, assessments are made on children within the first two weeks on arrival. Close links are made with previous and future schools which enable children to quickly and confidently move forward with their academic progress.

Teachers set high expectations and plan a differentiated curriculum which is designed to support the needs of the children in their class. Because of the systems in place and teachers’ professionalism, experience and support of one another, early identification is made when a child is struggling to make progress. At this point the teacher will identify where the specific need is and will plan accordingly.

Parents are advised at this early stage by being invited to a RIAISEN 1 meeting (RIAISEN stands for Record of Identification, Assessment and Intervention of SEN). During this meeting the concerns are shared and a plan is put in place to show how the support will be provided. A review meeting date will be set and take place at an appropriate time to the child’s learning, but no longer than 3 months after the initial meeting.

Usually the needs of children with SEND are met within the normal class setting through high quality teaching. However, there are times when extra interventions are required. At this stage the SENCO arranges a meeting with the class teacher and parents. This process is part of the graduated approach and involves completing a RIAISEN 2. The plan is reviewed at an appropriate time to the child’s learning, but no longer than 3 months from the previous meeting. If it is felt outside agencies involvement is required then the SENCO will get parental permission for referral and a meeting will be arranged between the appropriate agency, parents, class teacher and SENCO. During the meeting, or as a result of the outside agency appointment, a RIAISEN 3 will be completed.

Very occasionally a Service Children’s Assessment of Need (SCAN) is required. This is an integrated assessment of a child who has long term/complex special educational needs and is likely to require a high level of support or special educational provision.

For each approach the plan, do and review system is used with parents and pupils are fully involved throughout.

All processes follow the guidance from the document – Special Educational Needs and Disability 0-25 years Code of Practice (2014) Service Children’s Education Guidance for Schools.

Allocation of resources

It is important that all interventions, carried out outside of the classroom learning, are adhered to in order for the interventions to be successful. Therefore, all class LSAs carry out interventions in the afternoon for all children requiring SEN interventions. The LSA will record the session in the SEND book, in order for the class teacher to know what is currently taking place in the intervention. It is key that each LSA communicates the progress and/or difficulties, not what took place in the session. All class teachers

should comment in the SEND book at least once a week to show how the intervention / actions on the RIAISENs are progressing within the classroom.

Attenborough School follows the guidance from the Code of Practice that states :

“The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge” (page 101 6.50)

Regular training sessions and meetings are organised for carrying out interventions and ensuring consistency.

A varied use of interventions is used in order to support the specific needs of children. The interventions that Attenborough School use are listed below. This is not an exhaustive list and is subject to change. The SENCO will continually search for appropriate interventions for specific needs.

- ELSA (Emotional Literacy Support Assistant)
- Plus 1
- Power of 2
- Dynamo Maths
- Addacus
- Meemo
- Read, Write Inc.
- ELKLAN
- Precision Teaching

Other methods are used in class to support children with SEND.

The SENCO will organise screening tests including dyslexia and memory assessment. However, these will provide an indication as to whether to ask for further advice, and not a diagnosis.

Outside agencies

Attenborough School works closely with the following agencies to support children with SEND:

- Speech and Language Therapist
- Educational Psychologist
- Educational Social Worker
- British Forces Social Work Services (BFSWS)
- Health
- Child and Adult Mental Health Services (CAMHS)

Complaints procedure

Attenborough School has an open door policy. We encourage parents to share all concerns. Please call to make an appointment with the SENCO or use the school dojo system to contact your child's teacher. The Head teacher and Deputy Head teachers operate an open door policy. If an immediate meeting is not possible, or more time is required, please call for an appointment. It is our policy to deal with concerns as quickly as possible.

Written by M. Hill (SENCO)

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