DIOCESE OF CHICHESTER
ACADEMY TRUST

SEND and Inclusion POLICY

Date Agreed:	**Sep 2026**
Review Date:	**Autumn 2027**
Type of Policy:	**Statutory Policy**

Revision Number	Date Issued	Prepared by	Approved	Personalised by school	Comments
3	Sep 2024	KC	LGB		

Type of Policy	*Tick* ✓
DCAT Statutory Policy	
DCAT Non-statutory Policy	
DCAT Model Optional Policy	
Academy Policy	✓
Local Authority Policy	

The March CE Primary School

SEND and Inclusion Policy

Review Date: Autumn 2027 (to be reviewed annually)

Relationship to other policies

This policy has links with all other policies, especially the teaching for learning, school behaviour, equal opportunities, designated teacher policy (looked after and previously looked after children), safeguarding policy, disability equality scheme and accessibility plan, assessment, medicine, freedom of information and data protection and the anti-bullying policy.

Section 1

Who can I contact for further information?

School staff can be contacted in the following ways:

Address: March CE Primary School Claypit Lane, Westhampnett, Chichester PO18 0NU
Telephone: 01243 783984
Email: office@march.w-sussex.sch.uk

Head Teacher: Mr Steve Jackson sjackson@themarch.school
Assistant Head/Senco/DSL: Mrs Kirsty Cass kcass@themarch.school

Support and advice for Parents and carers (SENDIAS) is available on the West Sussex **Local Offer** web site https://westsussex.local-offer.org

Address:
St James,
St James Road,
Chichester,
PO19 7AB

Helpline: 0330 222 8555
Email: send.ias@westsussex.gov.uk

Alternatively, contact the West Sussex SEND Information, Advice and Support Service (SENDIAS).

Website: www.westsussexcarers.org.uk
Address:
Children & Young People's Services
Ambassador House
Crane Street
Chichester
West Sussex
PO19 1TP
Helpline: 0845 075 1008
Email: parent.partnership@westsussex.gov.uk

Compliance

This Policy has been written in consultation with staff, governors, pupils and parents and complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25: 2014 sec 69. It has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013
SEND Code of Practice 0 – 25 (2014)
Schools SEN Information Report Regulations (2014)

Introduction

We recognise that every child is an individual with different needs. This policy details how staff at March CE Primary School work to ensure that a pupil's special educational needs or disability (SEND) are effectively met through a four step; assess, plan, do and review cycle. Staff at March School will use their best endeavours to ensure pupils with SEND are able to join in the activities of the school, so far as is reasonably practical and compatible, with the child receiving the learning opportunities their individual needs demand.

Aims

Our SEND policy reflects the learning behaviours of courage, positivity, determination, reflection and collaboration which our school community value and strive to develop. We aim:

- to meet the differing needs of all pupils.
- To ensure that neurodivergent students and those with learning differences are fully integrated into the school's life, accessing a broad, balanced, and relevant education.
- to ensure that the views of the child are sought and taken into account.
- to foster continuing parental involvement to meet the needs of the children.
- to ensure that the views of the parents / carers are sought and taken into account.
- to ensure that each member of staff recognises and accepts professional responsibility for meeting pupils' individual needs.
- to fully integrate the SEND child into mainstream classroom activities without the learning/wellbeing of other children being disadvantaged.
- to follow school and LA procedures for identifying, assessing and providing for pupils with SEND.
- to ensure our best endeavours to ensure progression and continuity both within school and between schools.
- to enlist the co-operation of other appropriate professionals and agencies.
- to ensure that staff who support children with SEND are appropriately trained.
- to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The school will have regard to Section 19 of the Children and Families Act 2014 when carrying out its duties toward all pupils with SEND and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

Partnership with Parents

The school works closely with parents in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents as they hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. Parents have much to contribute to our support for children with special educational needs and are encouraged to play an active and valued role in their children's education.

Termly meetings are held with the Senco, parents and teachers to discuss individual targets and progress. Parents/carers co-produce their child's IEP at the termly meeting and are invited to review progress towards the targets. Parents are also given suggestions to carry out at home to support their child's learning. The school will always ask permission of parents/carers before approaching other professionals and outside agencies for information about their child.

We inform the parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Children's views of their own needs are sought termly through a 'Pupil Views' form and they are encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes e.g. through their learning passports (IEPS) and by attending parents evenings, where appropriate. Pupils are also encouraged to share important information about home. All pupils on the SEND register complete a One Page Profile outlining their feelings about their strengths and needs, which are then shared with staff and parents.

West Sussex County Council offer a Parent Partnership service. The West Sussex SEND Information, Advice and Support Service (SENDIAS) provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disabilities. The school informs parents of children with special educational needs of this facility where appropriate (see page 1 of policy for contact details).

The school provides up-to-date SEND information on the West Sussex County Council Local Offer website available at https://westsussex.local-offer.org

Objectives

In order to meet the SEND of the children at March CE Primary School we make every effort to:

- Ensure **early identification** of SEND
- Ensure that provision for neurodivergent students and those with learning differences is integrated across the entire school.
- Ensure that all staff members share responsibility for creating an inclusive environment, with neurodiversity being a standing agenda item in staff meetings, and Leadership Team meetings.
- Work in **collaboration** with the parents/carers of children with SEND so that we can work together to support their child
- Work with the pupils to **establish their views** and respond effectively to them
- Actively seek the views of neurodivergent students and those with other disabilities, ensuring their voices are heard and their input is valued in the decision-making

process. Students are encouraged to participate in their learning journey, developing the strategies and skills necessary for their success.

- Develop **personal learning plans** in collaboration with the pupils and their parents/carers
- Provide a **graduated response** to each individual's SEND, following the Assess, Plan, Do, Review Process (SEND Code of Practice)
- Ensure, where possible, that children and young people with SEND **engage** in the activities of the school alongside all pupils.
- To **personalise** the curriculum and use **a variety of teaching styles**, and cater for different learning styles to allow children with SEND to access the National Curriculum
- Use **quality resources** to effectively support children with SEND
- Ensure that children make the **best possible progress** towards the desired outcomes set for them
- **Review** children's progress regularly.
- **Assess** and keep records of the progress of children with SEND
- Work with **outside agencies** that provide specialist support, resources and interventions for children with SEND
- Provide effective, **targeted support** and training for all staff working with children with SEND

Definitions

The Special Educational Needs and Disability Code of Practice 2014 asserts that a child has special educational needs or disability (SEND):

If they have a learning difficulty or disability which calls for special educational provision to be made for him or her

If they have a significantly greater difficulty in learning than the majority of others of the same age

If they have 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

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

The following are **NOT** considered as SEND but may impact on progress and attainment:

Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)

Attendance and Punctuality Health
and welfare

EAL

Being in receipt of Pupil Premium Grant

Being a Looked After Child
Being a child of Serviceman/woman

Identification of pupil needs

At The March CE Primary School, we identify children with SEND as early as possible, through regular contact with our feeder Early Years settings and through ongoing assessment in the Foundation Stage Year.

Throughout the school we monitor and track the progress of all children through an ongoing process of planning, teaching, assessment and reviewing. Children with SEND may be identified at any stage of this process during their school life.

The identification and assessment of the SEND of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In the Foundation Stage and Key Stage One the assessments used are:

Baseline assessments at the start and end of the Foundation Stage
The Foundation Stage Profiles
Nellie Speech and Language Assessments
Burt reading and *Salford* spelling assessments (Year 1-2)
Half termly Phonics assessment

On-going assessments of progress in Reading, Writing and Maths through KPIs (Key Performance Indicators and Insight tracking system)

Use of the Pre Key Stage indicators and The Engagement Model to monitor progress, for children working outside the national expectations for their age group

In Key Stage 2 the assessments used are:

Use of the Pre Key Stage indicators and The Engagement Model to monitor progress, for children working outside the national expectations for their age group

On-going assessments of progress in Reading, Writing and Maths through KPIs (Key Performance Indicators) Insight tracking system
Burt reading and *Salford* spelling assessments

The Graduated Approach to SEND support
Identified Concerns

If a teacher is concerned about an aspect of a child's progress, behaviour or well-being, they will decide what strategies to take within the normal daily classroom routine and record observations and progress through the school monitoring process. Staff use the West Sussex OAIP (Ordinarily Available Inclusive Practice) as a guide to support their teaching. Staff also use the Adaptive Practice Toolkit Booklet published by DCAT to support pupils.

When a teacher has gathered evidence about a child's learning, progress or attainment they will share their concerns with the SENCo to discuss further strategies or interventions that could be implemented. The teacher and SENCo will invite the parents/carers of the child into school to discuss the concerns. The Senco may undertake specific assessments to identify areas of difficulty. A pupil voice questionnaire will also be completed to discover how the pupil feels about their learning, and how they feel they

could be supported in school.

Intervention and Strategy Plans - Closing the Gap

When it is established that a child is not making expected progress despite additional support and adaptive teaching put into place, the class teacher will create a pencil portrait of the pupil and identify their barriers to learning. This will be shared with the SENCo to discuss the interventions and strategies to target the pupils' barriers. This is additional to that provided as part of the school's usual personalised curriculum. If a pupil shows persistent social, emotional or behavioural difficulties which are not reduced by the behaviour management techniques usually employed in the classroom, then a daily log (ABCC log) will be set up to monitor progress and used to help develop effective strategies to overcome these difficulties. A risk assessment and behaviour plan may also be put in place in order to support the child's behavioural needs. This information will be devised collaboratively with the SENco, class teacher, parents/carers, pupil and then shared with staff. *See behaviour and inclusion policy for further information.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo may contact them if the parents/carers agree. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents/carers will always be consulted and kept informed.

Nature of Intervention

The SENCo and the child's class teacher alongside parents/carers will decide on the action needed to help the child to progress. This may include…

- Adaptions in the classroom such as different learning materials or special equipment
- Group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to outside agencies for advice on strategies or interventions

Managing pupils needs on the SEND register SEND Support

Where progress continues to be less than expected the class teacher, working with the SENCO, should assess the child's needs. Evidence is gathered including the views of the pupil and their parents /carers alongside class assessments and formative and SEND assessments, where appropriate. The pupil's response to such assessment can highlight their particular needs so they are more effectively targeted.

Pupils requiring SEND support are entered on to the school's SEND register and will often benefit from the advice of external agencies who may advise and/or undertake specialist assessments to inform the planning and the measurement of a pupil's progress, and in some cases provide support or equipment for particular needs.

The triggers for *SEND Support* will be that, despite receiving targeted support through class based strategies (OAIP) and interventions, the child:

- Continues to make little or no progress in specific areas over a long period
- Continues to have difficulty in developing literacy and mathematics skills

- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

Our SEND register is regularly updated to reflect the evolving needs of students, ensuring that staff remain informed of each student's current learning profile. The SEND register is informed by the knowledge of specialist professionals, parents, and students themselves. By embracing these aims and objectives, The March CE Primary School ensures that neurodivergent students and those with specific needs are supported to thrive in an environment that values individuality, promotes academic and personal growth, and fosters lifelong learning.

Support from Outside Agencies

When school seeks the help of external agencies, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment.

Outside agencies include;

Educational Psychologist (EP)
Sensory Support Team
Learning Behaviour and Advisory Team (LBAT)
Autism and Social Communication Team (ASCT)
Speech and Language Therapist (SALT)
Community Mental Health Liaison Service (CMHLS)
Early Help Team
Occupational Therapist (OT)
School Nursing Service (SNS)
Special Needs Officer (SNO)

Personal Learning Plans/Individual Education Plan

The resulting personal learning plans for the child will set out fresh strategies for supporting the child's progress. These will be implemented via targeted support in the normal classroom setting and sometimes through specific intervention groups. Details of barriers to learning and the associated strategies employed to remove these barriers that enable the child to progress will be agreed in collaboration with the parents/carers, class teacher, and SENCo. The agreed targets will be recorded within an Individual Educational/Learning Plan which will include information about:

- The child and the areas they have identified as important
- The strengths and skills they have recently achieved
- Concerns about the pupil's barriers to learning and areas of

need.

- Up to 5 short-term targets which detail specific outcomes to be achieved
- The support to be provided, by whom and when
- The next steps
- A running record detailing how the pupil responds to the support
- Review of progress towards the intended outcomes including parent views
- Targets for parents to access at home

Targeted support is provided by a Teaching Assistant, HLTA, Class Teacher or the SENco to provide the support and intervention necessary for the pupil to access the curriculum fully. These targets and interventions are then reviewed at half termly and termly meetings and next steps considered collaboratively between parents/carers, teachers, SENco, pupil, TA. IEPs are shared on Provision Map with all stakeholders.

Request for Education Health and Care Needs Assessment (EHCP)

Where evidence indicates that, despite appropriate assess, plan, do, review cycles, targeted interventions and support, a child or young person may require provision beyond that which is ordinarily available within the school's resources, the school or parents/carers may request an Education, Health and Care Needs Assessment (EHCNA).

An EHCNA may be requested when a child is not making expected progress, despite well-evidenced and appropriately targeted support, and there is evidence that additional provision may be required to meet their special educational needs. Requests can be made by the school, through the Senior Leadership Team and SENCo, or by parents/carers.

An Education, Health and Care Plan (EHCP) is for children and young people up to the age of 25 whose needs require provision beyond that normally available through SEND Support. EHCPs identify a child or young person's educational, health and social care needs and specify the provision required to meet those needs and support positive outcomes.

Where an EHCNA is agreed, the Local Authority will gather advice and information from the child, parents/carers, school and relevant professionals involved with the child or young person. Following consideration of this evidence, the Local Authority will decide whether an EHCP is necessary to meet the identified needs or whether those needs can continue to be met through SEND Support.

An EHCP

An EHCP is a legally binding document which sets out the provision the child must receive to meet his/her SEND. Each year the school must hold an Annual Review meeting with the parents/carers and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews. The Annual Review paperwork is then submitted to the Local Authority within statutory deadlines (2 weeks).

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHCP when they start in the Foundation Stage class. The same procedures of making provision, target setting and reviewing are put into place as soon as the child starts school. Children with physical or medical needs also require a care plan and, if appropriate a moving and handling plan, drawn up by the school and specialist

health professionals.

Criteria for exiting the SEND register / record

The progress of all pupils is recorded and monitored each half term. Pupils requiring SEND support will have a personal learning plan that is reviewed and updated each term. If this monitoring and planning update indicates that the pupil has made rapid progress and their attainment is no longer significantly below that of their peers, removal from the SEND register will be considered. This review will be completed in collaboration with the pupil, parents, teaching and support staff and the school SENCo. If the pupil no longer requires SEND support, alternative intervention will be made available as required and staff will continue to monitor progress and attainment.

Arrangements for monitoring and evaluation

Pupil progress is assessed and monitored by class teachers, the senior leadership team and the SENCo. Information is collected using various tools including assessing early learning goals, assessing pupil progress through KPIs (Key Performance Indicators) and standard attainment tests, Individual Educational/Learning Plans are reviewed and new targets set each term. The quality of provision is monitored through a programme of lesson observations, intervention observations and work scrutiny.

The progress and attainment of all pupils in the school is recorded and analysed each half term through pupil progress meetings with the SLT, SENco and Class Teachers.

Training and resources

Each staff member undergoes a program of continual professional development. This includes in-service training days, performance management reviews, lesson observation, work scrutiny and staff meetings. In addition, training to meet specific responsibilities and individual needs is offered as appropriate. This includes, safeguarding, Speech and Language therapy, Dyslexia Awareness, Team Teach – positive handling training to manage and deescalate challenging behaviour, Makaton signing, Autism Awareness, Occupational Therapy, attachment training, National SEND training: The National Award for Special Educational Needs Coordination.

Many resources needed to support pupils with SEND are already available in school. If a pupil requires a specific resource or piece of equipment that is not currently available this can be acquired by the SENCo using the SEN budget. If a Health or Education professional assesses that a specific resource or facility is needed for a pupil with an EHCP or statement, the county SEND Panel will consider funding the resource, in accordance with the assessment report to specify what is required and why.

Entitlements and responsibilities

Pupils have an entitlement to:

High quality learning experiences which address their specific needs to ensure they have the opportunity to reach their potential.

Resources designed to enable access to the curriculum

Appropriate intervention to narrow gaps in their skills and understanding

A positive and consistent approach

Regular opportunity to express their views and participate in the decisions being made about

them

Pupils have a responsibility to:

Join in with school activities and expectations as often as they are able to
Work to achieve their best
Support and encourage each other

The Governing Body has an entitlement to:

Receive any current and relevant information required to make decisions in relation to SEND

The Governing Body has a responsibility to:

Monitor the impact of SEND provision in raising standards within the school, ensuring that with the Head Teacher, they determine the school's general school policy and approach to provision for children with SEND, establishing the appropriate staffing and funding arrangements and maintaining a general overview of the school's work they appoint a SEND Governor to ensure that proper provision is made for pupils with SEND and that they are up-to-date and knowledgeable;

Monitor the necessary special arrangements are made for pupils with SEND; Ensure the school has a co-ordinator for SEND

Monitor pupils with SEND are fully integrated into the normal activities of the school so far as is reasonably possible take account of the Code of Practice and Equality Act when carrying out its duties toward all pupils with SEND

Ensure provision for SEND is an integral part of the school improvement plan; be part of the development and monitoring of the SEND policy

The Headteacher has an entitlement to:

Receive any current and relevant information required to make decisions in relation to SEND

Regular reports and updates from the SENCo
Support from outside agencies

The Headteacher has a responsibility to:

Ensure that the school meets statutory requirements in relation to SEND provision

Evaluate the impact of SEND provision on raising standards within the school. Ensure data is received at the time a pupil transfers to the school and is passed to the class teacher.

The SEN Coordinator has an entitlement to:

Non-teaching time sufficient to fulfil the responsibilities required of them.

Receive from class teachers any current and relevant information about pupils with identified concerns or on the SEND register required to provide appropriate guidance and support

The SEN Coordinator has a responsibility to:

Provide guidance for teachers and TAs as they write, monitor and review personal learning plans each term

Maintain a register of children requiring SEND support and ensure that the records on children with SEND are up-to-date

Ensure the statutory requirements of each Education, Heath, Care Plan are fully met and reviewed in line with the SEND Code of Practice: 0 to 25 years (January 2015)

Oversee the day-to-day operation of the school's SEND policy

Coordinate provision for children with special educational needs, including keeping the school's provision map up to date

Liaise with and advise fellow teachers and TAs

Provide guidance and advice to assist the development and consistent implementation of strategies to effectively manage challenging behaviour

Oversee the records of all children with special educational needs Liaise with parents of children with special educational needs

Contribute to the in-service training of staff

Make referrals and liaise with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

Inform parents of proposed referrals and intervention groups involving their child

Monitor and evaluate the effectiveness of SEND provision through lesson observation, talking with pupils, work scrutiny and looking at teacher's plans

Provide and analyse SEND data to inform school evaluation

The Class Teacher has an entitlement to:

Support, guidance and resources required to provide appropriate learning opportunities for pupils with SEND

Guidance when completing and evaluating IEPs

Guidance when working with parents

***The Class Teacher has a responsibility to*:**

Ensure intervention support for identified SEND pupils is consistently carried out as detailed in the provision map.

Record and analyse pupil progress

Report to parents – pupil progress, attainment, next steps

Liaise with the SENCo to ensure effective identification and provision for the changing needs of pupils with SEND

Keep up to date with the school's SEND Policy and SEND Information Report

Follow a graduated approach (Assess, Plan, Do, Review) to ensure actions are reviewed and refined as understanding of a pupil's needs and the support required to help them increases.

Add and maintain accurate data on Insight when a pupil transfers to the school

Ensure accurate and relevant pupil information is available for the next class teacher or school

Plan, deliver and monitor effective adaptive learning activities for all pupils

Contribute toward the development and consistent implementation of strategies to effectively manage challenging behaviour

Storing and managing information

Information in school is managed in accordance with the freedom of information and data protection policy. The school will ensure records are retained in line with guidance from West Sussex County Council and are up to date and easily accessible.

All staff will be aware that third parties may have a right to access the information we hold and create records with an eye to other people seeing them. They will also be aware that it is a criminal offence to alter, deface, block, erase, destroy or conceal information to prevent disclosure. (Information may be masked out, but comments must be made in the margin as to why it has been removed, e.g. to protect the identity of a child)

Reviewing the policy

The impact of the policy will be reviewed by the Governing body annually with due regard to relevant statutory requirements and current guidelines.

Accessibility and inclusive practice in the school

The March CE Primary School is committed to equal opportunities under the Equality Act 2010. We value individuality of all our children. We are committed to giving all of our children every opportunity to achieve the highest standards, participating fully into the life of the school. Our learning community is a place where different needs, cultures and beliefs are respected, supported and celebrated and where reasonable adjustments may be made for some pupils and staff.

Our school is committed to promoting equal treatment of all its pupils, employees, and any others involved in the school community irrespective of ethnicity, attainment, age, gender, disability or background.

This will be achieved by;

Providing quality first teaching and learning experiences that build upon the individual strengths of each pupil while addressing or taking into account any identified learning need

Providing effective learning opportunities and resources in an environment that will enable each pupil to fulfil his/her potential Supporting pupils facing barriers to their learning (Closing the Gap)

Encouraging pupils to develop a sense of self responsibility and responsibility to the school and outside community

Giving all pupils an awareness of their own worth, a sense of achievement and enjoyment in their own development

Providing a caring atmosphere in the school in which stable relationships can be formed

Encouraging the pupils to develop a sense of tolerance, justice and respect for others and a respect for the environment in which we live

Equipping pupils with the skills, knowledge and attitudes necessary to succeed as individuals and as responsible and valued members of society

Developing a close partnership with the whole school community, particularly parents

Providing a personalised curriculum that meets the needs of all pupils, individuals and groups by setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment

We secure inclusive education for our pupils by regularly and consistently evaluating agreed practice and by measuring how effective each element of that practice is. Facilities and resources are also reviewed to ensure all pupils can access all learning opportunities available at the school.

All policies within the school support inclusion and are reflected in the school development planning. These include admissions, behaviour and attendance, child

protection, equal opportunity, racial equality and the gifted and talented.

Admission Arrangements

Admissions arrangements comply with the School Admissions Code and Equality Act 2010. Pupils with SEND are admitted in line with the school's admissions procedures and statutory duties. In line with the current Local Authority admissions policy, a place at The March CE Primary School is available to a child with SEND provided that:

A space is available for the child
The parents wish the child to attend the school
The child's special educational needs can be met by the school
Other pupils will not be disadvantaged
Resources will be used efficiently

Age Phase Transfer

If a pupil with SEND finds it difficult to move from one phase of education to another or when they transfer to a new school we develop a transition plan to specify the support to be provided. This support plan can include a timetable of visits, social stories, a photographic record and social skills group work. The specific content of each plan will be different according to the individual needs of the pupil.

Dealing with complaints

If parents believe that their child has a learning difficulty or behavioural issue at school which has not yet been identified, or if they are unhappy with the provision the school is making for their child with SEND, they should talk first to the child's teacher. If the parents think that the child should be given more support they should raise their concerns with the SENCo and the Head teacher. Most concerns will be resolved in this way. If parents still feel dissatisfied they may raise their concerns with the school's governor responsible for SEND.

If they do not think the issues or concerns have been dealt with fairly or efficiently and wish to complain, they can write to the Head Teacher of the school to see if they are able to resolve the matter, but a complaint may also be made in person or by telephone. It is preferable if this is attempted informally at first. If after communication with the Head Teacher, they are still not happy with the way their complaint has been dealt with, they would need to contact the Governing Body which has responsibility to address the complaint. The school will be able to provide the contact details of the person they would need to write to about their concerns (usually the Chair c/o the school). Again, if they felt they needed help in putting this letter together, the West Sussex SEND Information, Advice and Support Service (SENDIAS). would be able to help with this.

Parents may ask the Local Authority to conduct an Education Health Care Needs assessment of their child at any time. The Authority must comply with the request, unless they have made an assessment within the previous six months, or unless they conclude, upon examining all the available evidence, that a statutory assessment is not necessary. The Local Authority will then inform the parents. If the parents disagree with the decision they have the right to appeal to the First-tier Tribunal (Special Educational Needs and Disability) within two months of the decision being made.

If the Local Authority carries out an assessment, but decides at the end of that process not to draw up an EHCP for the child, the parents again have the right to appeal to the First-tier Tribunal (Special Educational Needs and Disability)

Bullying

At March CE Primary School we believe that all pupils, whatever their specific needs will be treated equally. 'Respect for all' is part of our school and we challenge any behaviour that falls short of this expectation. We aim to create a stable, happy and caring environment within which everyone can develop self-confidence, self-esteem, tolerance and respect for others. We pride ourselves on being a place where we all have the right to be included without being hindered by the behaviour of any other person or group. We define bullying as deliberate repeated acts taken by one or more children with the clear intention of hurting another child, either physically or emotionally. It can be judged against the STOP criteria; Several times on purpose.

The Anti- Bullying Alliance has defined bullying as "*The intentional, repetitive or persistent hurting of one person by another, where the relationship involves an imbalance of power*".

Bullying is also repeated over time. Bullying can be done face to face, through third parties, or through sending messages or images by e-mail, text or over the Internet.

At March CE Primary School, bullying is unacceptable and everyone has a responsibility to enforce this. We do this by ensuring there is always someone to tell; encouraging staff and pupils to talk about bullying issues and not keep them secret.

See other attached documents

a. The March CE Primary School Anti-Bullying Policy (on school website)
b. List of SEND Acronyms
c. Description of intervention strategies
d. March CE Primary School Disability Equality Scheme and Accessibility Plan (on school website)
e. Local Offer and SEND Information Report (on school website)

b) Commonly used SEND Acronyms

ASC

Autistic Spectrum Condition (often known as ASD Autistic Spectrum Disorder) Pupils who have a diagnosed social communication need and find it difficult to understand and use non-verbal and verbal communication

SEMH

Social and Emotional Mental Health. Pupils whose behaviour or social needs present a barrier to learning

CAMHS

Child & Adolescent Mental Health Service

CF

Cystic Fibrosis

DCD

Development Co-ordination Difficulty. Also termed Dyspraxia

Dyscalculia
Pupils having difficulty in acquiring mathematical skills
Dyslexia
Pupils having a marked and persistent difficulty in learning to read, write and spell, despite progress in other areas
Dyspraxia
Pupils with impairment of gross and fine motor skills
EAL
English as an additional Language
EHCP
Education, Health and Care Plan.
EMTAS
Ethnic Minority and Traveller Achievement Service
EPS
Educational Psychology Service
EWO
Educational Welfare Officer
GDD
Global Developmental Delay
HI
Hearing Impaired
HLTA
Higher Level Teaching Assistant
IEP
Individual Education Plan
Inclusion
School provides flexible curriculum and increased capacity to meet needs of all pupils
Integration
Where a child fits into existing school provision and curriculum
LA
Local Authority
MLD
Moderate Learning Difficulties. Pupils whose attainments are significantly below expected levels in most areas of the curriculum
NASEN
National Association for Special Educational Needs
PD
Physical Disability
PLP
Personal Learning Passport. The details of a pupils individual needs, achievements and targets for the coming term and beyond. Developed in collaboration with parents, teachers and SENCo
Portage
Home-based pre-school education for children with development delay, disabilities or any other special educational needs
SALT
Speech and Language Therapist

SEND Code of Practice
Practical guidance to LEAs and the governing bodies of all maintained schools
SEND
Special Educational Needs and Disability
SENCo
Special Educational Needs Co-ordinator

SEN Support
The single category used to categorise pupils who have special educational needs and require a curriculum and support that is different from their mainstream peers

SLCN
Speech, Language and Communication Needs. Pupils may have difficulty in understanding and / or making others understand information conveyed through spoken language

SpLD
Specific Learning Difficulties. A descriptor covering Dyslexia, Dyscalculia and Dyspraxia
Statement of Special Educational Needs
Legally enforceable document that describes the special educational needs of the child and how these needs will be met

Statutory Assessment
Multi-disciplinary assessment by the LA of a child's educational need

TA/LSA
Teaching Assistant/Learning Support Assistant. Interchangeable terms for support staff

VI
Visually Impaired

c) Description of interventions
Here are some examples of the sort of interventions we carry out in school to provide support which is additional to or different from the high quality, carefully differentiated and inclusive teaching.

Speech and Language:
Cued articulation – supporting children to develop their speech sounds.
School Start –Early Years small group activities to develop oral language, speech sounds and social interaction skills.
Time To Talk-KS1 small group activities to develop oral language, speech sounds and social interaction skills.
Narrative Therapy – small group activities to improve vocabulary, sentence structure and listening skills.

Phonics and Spelling:
Read Write Inc. Phonics groups – small group work to reinforce phonics using a variety of different teaching methods.
Wesford- small group work focusing on the developmental progression through awareness of

syllabic rhythm in spoken language, to rhyme and alliteration, towards the central skills of phoneme blending and segmentation.
Nessy-computer based programme focusing reinforcing skills in phonics, spelling, reading and maths
Spelling Shed-Computer based program developing spelling strategies and skills

Reading:
Paired Reading – using the approach of Paired Reading with individuals who need more support, encouragement and/or modelling when reading aloud.
Regular Readers-1:1 daily reading input to boost word recognition, reading fluency and comprehension.
Nessy-computer based programme focusing reinforcing skills in phonics, spelling, reading and maths

Writing:
Get Writing-Read Write Inc.-small group work helps children move from writing simple sentences to extended texts such as invitations, letters, descriptive texts and non-fiction texts.
Write from the Start- this programme offers an approach to handwriting which develops the muscles of the hand.
Nessy-computer based programme focusing reinforcing skills in phonics, spelling, reading and maths

Fine Motor Skills:
All children in Year R follow a 'finger gym' programme to develop fine motor skills, following this some children need additional support to develop good posture, hand/arm muscles for handwriting and good pencil control.
Clever Hands-this is a programme of activities and exercises developed by Occupational Therapists and Physiotherapists to develop and improve fine motor control.
Dance Mat Typing-an online programme to teach children touch typing and key board skills.

Gross Motor skills and Sensory needs:
ABC and Clever Bodies - small group intervention, developed by Occupational Therapists and Physiotherapists, which develops children's gross motor skills e.g. balance, ball skills and motor planning/coordination through regular practice of key skills.
Jump Ahead-developing fine and gross motor skills through fun physical activities in small group sessions.

Emotional and social:
FLO (Family Liaison Officer) Individual or small group sessions with Miss Horn (FLO) to provide emotional support, develop independence, teach friendship skills etc. Support for families can also be provided by Miss Horn to discuss behaviour difficulties, bedwetting, eating issues etc.
Social Communication groups – to develop children's understanding of social interaction and/or play e.g. turn taking and conversation.
Thrive Approach-all staff are trained in using the Thrive Approach. All pupils are assessed using Thrive and Action Plans are created and carried out by support staff where appropriate.