



The Offer for Children with Special Educational Needs or Disabilities (SEND) - Upton Snodsbury C E First School

We are a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their full potential. It may not list every skill, resource and technique we employ in order to achieve this as these are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

Children are identified as having SEN when their progress has slowed or stopped and the interventions, resources etc. put in place do not enable improvement. Once this occurs, we have specific needs-based plans and pupil provision maps which help support their development and accelerate progress. Children at St Barnabas make good progress and achieve in line with other schools nationally with SEN. Other useful documents such as our SEN and Inclusion policy are available on the school website. If you would like any further information about what we offer here at Upton Snodsbury C E First School then please do not hesitate to contact us directly.

| 1. School entitlement offer to pupils with additional needs | | |
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| Communication and Interaction Needs: | Autistic Spectrum Disorders | <input type="checkbox"/> Use of 'child friendly' pupil provision maps and needs-based plans – pupils, parents and staff are all involved in the formulation, review and implementation of these documents. These are shared with all adults who work with the child. |
| | Speech, Language and Communication Needs | <input type="checkbox"/> Whole school policies evaluated annually to ensure inclusion and progress for SEND pupils. <input type="checkbox"/> Staff and Governors undertake continued professional development (CPD) in relation to SEND and are able to offer support and guidance to ensure school improvement. <input type="checkbox"/> The school has an effective assessment process which identifies barriers to learning upon entry and provides appropriate action to reduce any negative impact upon pupil success. |
| Cognition and Learning Needs: | Moderate Learning Needs | <input type="checkbox"/> Support and advice is sought and implemented from external agencies to ensure any barriers to success are fully identified and responded to. <input type="checkbox"/> All staff have completed CPD in relation to meeting pupils' needs within the classroom and there is an on-going programme to update these skills. |
| | Severe Learning Difficulties | <input type="checkbox"/> All support staff are effectively deployed to ensure pupil progress, independence and value for money. <input type="checkbox"/> The SENCo has undertaken national accreditation in this role and provides advice and guidance to staff. <input type="checkbox"/> Access to teaching and learning for SEND pupils is monitored through the school's self-evaluation processes. <input type="checkbox"/> Behaviour and anti-bullying policies are evaluated regularly with a focus on the impact upon SEND pupils. <input type="checkbox"/> All school-related activities are evaluated in terms of their positive impact upon the learning, success and inclusion of SEND pupils. |

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| | | <ul style="list-style-type: none"> <input type="checkbox"/> Communication with parents is of paramount importance and is judged to be highly effective. <input type="checkbox"/> Teaching resources are routinely evaluated to ensure they are accessible to all pupils. <input type="checkbox"/> Small group targeted intervention programmes are delivered to pupils to improve skills in a variety of areas. <input type="checkbox"/> ICT is used to reduce barriers to learning where possible. <input type="checkbox"/> The engagement of parents/carers in formulating plans to support their children is central to the work of the school. |
| Behavioural, Emotional and Social Development Needs: | Behavioural Needs Emotional Health and Well-being Social Need | <ul style="list-style-type: none"> <input type="checkbox"/> The school ethos values all pupils and their diverse abilities are equally celebrated. <input type="checkbox"/> The school's behaviour systems are predominantly based on a positive approach. <input type="checkbox"/> The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimised. <input type="checkbox"/> Risk assessments effectively ensure that action is taken to increase the safety and inclusion of all pupils in all activities. <input type="checkbox"/> Support is offered and signposted to families in order to reduce the impact of any disadvantage. <input type="checkbox"/> Behaviour management systems in school are based upon encouraging pupils to make positive decisions about behavioural choices. <input type="checkbox"/> The school provides effective pastoral care for all its pupils and is judged to be supportive of their needs by the pupils themselves. <input type="checkbox"/> Access to information and support is provided within school for behavioural, emotional and social needs. <input type="checkbox"/> External support is sought and any advice implemented to support individual pupils' needs. <input type="checkbox"/> Pupil voice mechanisms lead to changes in school practices and procedures and encourage a greater level of involvement. <input type="checkbox"/> Social, Moral, Spiritual and Cultural (SMSC) development is central to all teaching and learning within school. <input type="checkbox"/> The school uses systems to try their best to ensure that peer friendships are maintained and no pupil feels isolated. <input type="checkbox"/> Small group targeted programmes are delivered to pupils to improve social skills and emotional resilience. <input type="checkbox"/> Outdoor learning offers a different approach to the curriculum, which supports children with social, emotional and behavioural needs. |
| Sensory and Physical Needs: | Hearing Impairment Multi-Sensory Impairment Physical and Medical Needs | <ul style="list-style-type: none"> <input type="checkbox"/> Advice and guidance is sought and implemented from the LA Inclusion team to ensure that barriers to success are reduced or removed. <input type="checkbox"/> ICT is used to increase access to the curriculum where appropriate. <input type="checkbox"/> Additional adults are deployed to increase pupil success and independence. <input type="checkbox"/> Advice and guidance is sought and implemented to respond to pupils who have significant medical needs e.g. asthma, diabetes. <input type="checkbox"/> Staff receive training to ensure understanding of the impact of a sensory need upon teaching and learning e.g. deaf awareness. <input type="checkbox"/> Staff understand our medical needs policy and implement the medicine administration policy. |

- The SENCo completes any necessary training in order to ensure their effectiveness in offering advice and guidance to staff regarding the needs of pupils.
- The school works hard to ensure that parents/carers are able to work in partnership with them to support their children.

2. School offer to pupils who require support that is “additional to and different from” that received by other pupils

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| Pupils with English as an additional language (EAL) | As for 1 plus involvement of EAL team |
| Children in care | As for 1 plus involvement of social work team/EDULAC team |
| Traveller pupils | As for 1 plus involvement of GRT service |
| Refugee and asylum seekers | As for 1 plus involvement of EDULAC |
| Minority ethnic and faith groups | As for 1 plus involvement of EAL team |
| Pupils with medical needs | As for 1 plus involvement of Health services |
| Young carers | As for 1 plus involvement of Young Carers Team/CAMHS |
| Pupils at risk of exclusion | As for 1 plus involvement of ESD team. Educational Psychologists, Education Welfare Team. |
| Pupils from alternative gender groups | As for 1 |
| Pupils from families under stress | As for 1 plus involvement of CAMHS |

Glossary:

- EDULAC Education for Looked After Children
- GRT Gypsy, Roma and Traveller
- EAL English as an additional language
- SENCo Special Educational Needs Co-ordinator
- CAMHS Child and Adolescent Mental Health Service.