



## Developing an Inclusion Strategy and Narrative in Tarka Schools *'The School SEND Strategy & Guidance document'*

### Rationale

Over the past few years Tarka schools have spent a great deal of time developing robust systems and processes in order to ensure rigour in meeting the needs of those children and young people with additional needs. Schools have now reached the point where there is a developing vision with regards to the schools strategic approach to meeting additional needs including Special Educational Needs and Disability (SEND).

The purpose of this document is to support schools to develop a coherent and explicit narrative around the school's strategic approach.

This narrative will be set within the framework of the Trust Inclusion Policy but will be made explicit through the School SEND Strategy & Guidance document.

It is important that whilst Trust schools develop practice and processes within the wider framework of the Trust that they also own a narrative that suits the needs of their community and school. The School SEND Strategy & Guidance document will aim to do this.

### 1. Inclusion: beliefs and values

- All children are part of our school community at North Molton Primary School. Adults and children work together to form positive relationships so that all children feel a sense of belonging to North Molton Primary School.
  - Children will be provided with opportunities to access the curriculum in a way that suits their individual learning needs. Through our school values and PSHE teaching, all children should be taught and modelled an understanding towards others and their learning needs.
- The staff of North Molton Primary School work to ensure that all pupils including those with SEND reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.
- All of our pupils are able to access the same opportunities for learning and social development, achieving maximum progress, fulfilling their potential and promoting their well-being.
  - The child's voice is explored through the development of Individual Learning Plans.
  - We share expertise and good practice across the school and local learning community.

### 2. Roles and responsibilities in school

- All stakeholders have a responsibility for ensuring the quality of provision for children with SEND.
  - a. SENDCo (Mrs Julie Hawkins) and Nursery SENDCo (Miss Emily Archer)
  - b. Class Teachers -
    - Early years - Miss Emily Archer
    - KS1 - Mrs Bridget Marchant & Mrs Natasha Anderson

- Year 3/ 4 - Mrs Sharon Turney
- Year 5 / 6 - Mrs Julie Hawkins
- c. Headteacher - Mrs Angela Fernyhough
- d. Children
- e. Parents and Carers
- f. School Community Board

### **3. Meeting needs through strong teaching**

- SENDCo meets regularly with the Trust Director of Inclusion and attends half-termly Trust meetings. SENDCo meets regularly with headteacher and Nursery SENDCo. ● SENDCo meets termly with each class teacher to review SEND list, implement and review Individual Learning Plans for children on the SEND list. Teachers are aware of the plan-do-review process.
- We believe that all teachers are teachers of Special Educational Needs & Disabilities. ● We aim to develop a culture of inclusion valuing quality first teaching , with teachers using a range of effective Tier 1 (adaptive teaching methods deployed within the classroom), Tier 2 (1:1 and small group in-house interventions) and Tier 3 (external support) interventions. ● Staff Inclusion training part of the annual CPD calendar targets specific areas identified by HT and SENDCo.
- If there is a concern about a child, both teacher and SENDCo/Nursery SENDCo meet with parents in the first instance to discuss concern and to identify possible next steps.

### **4. Early identification and assessment**

At North Molton Primary School we aim to ensure early identification of need: ● All Early Years staff are proactive in identifying and sharing areas of need, concern or key observations with EY Lead Teacher (Nursery SENDCo).

- Nursery SENDCo after early discussions with parents/carers, contacts outside agencies to make referrals or receive support when needed, within the first two terms of a child starting Nursery.
- SENDCO/Class Teacher will ensure that children with speech and language difficulties are identified early and instruct trained staff to assess speech and language difficulties to provide internal support.
- A chronology for every child will be completed and kept up to date to ensure that a timeline is recorded and monitored regularly. This will enable staff to track need and identify when intervention, outside agencies or additional funding are required.
- Referrals will be monitored to ensure that children's needs are met by outside agencies in a timely manner.
- Children who enter the school within the school year are assessed early in the core areas of Phonics, Reading, Writing and Maths. This includes completing a single word reading test in KS1 & KS2.
  - NFER, SATs and Practise SATs tests are used to track progress in KS1 and KS2 in every term. ● Children 'falling behind' are identified quickly and different types of intervention are considered e.g. Reading Recovery, 1:1 or small group Reading/Maths support, Lego Therapy, Yoga, Fun Fit.

### **5. SEND work in differing years and key stages**

- Language Led curriculum in Early Years supports the needs of all children, including those with SEND.

- Adaptive teaching methods used to reduce cognitive overload for those children with identified cognition and learning difficulties.
- Visual timetables used to support children to see the school day in manageable chunks as well as now and next boards, individual lesson targets and where appropriate sensory breaks.

Interventions available:

Early Years:

Talk Boost

Ignite Reading

Early Language intervention

Speech & Language Intervention

Phonics intervention- 1:1 or small group

PSED Nurture time

Funfit

Write Dance

KS1:

Phonics intervention

Reading Recovery / additional reading support

Counting to Calculating

ELSA Lapbooks

Toe by Toe

KS2

Fun Fit

Toe by Toe

Lego Therapy

Reading Recovery / additional reading support

Yoga

Mindfulness Sessions

ELSA Lapbooks

Maths

**6. Transition**

- 'Moving Up' morning in the second half of Summer term.
- Nursery Home Visits before each child starts in setting & Reception Home Visits (until 2024). All Nursery children provided with settling sessions with parents/carers arranged to suit the pace and needs of each individual child.
  - EY transition is seamless with children accessing a mixed Nursery and Reception class. This enables children to start statutory school in Reception settled and familiar with the EY team.
  - Transition day to secondary education organised by local secondary schools. School requests additional transition visits and a meeting with the Secondary school SENDCo to discuss the needs of those pupils with SEND. Transition booklet made together with those pupils who demonstrate high levels of anxiety about transition to a new class or new setting.
  - KS1 & KS2 class teachers organise a parent meeting in the Autumn term for each Year group.
  - Class teachers have access to every child's previous ILPs and meet with the previous class teacher to discuss the needs of pupils with SEND.

- Class teachers to do a thorough review of the Summer term ILPs with clear next steps to aid the teacher in the Autumn term.
  - Parents/carers can readily contact the class teacher, Nursery SENDCo, SENDCo and Headteacher face to face or by email, telephone or at the end of the school day.
  - Pupils with EHCPs in Y5 & Y6, prospective secondary schools are invited to attend the annual review to be aware of a child's needs.

## **7. Planning and review**

- Where a pupil is identified as having SEND, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND 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. This is known as the graduated approach – assess, plan, do, review.
- Individual Learning Plans are written and reviewed termly by both the class teacher and SENDCo together. They are shared with parents during the Autumn and Spring term parent meetings.
- Teachers maintain case studies for all pupils in their class which will follow children through the school in order to be able to track intervention, referrals and contact with outside agencies.
  - SENDCo maintains termly record of intervention.
- Nursery SENDCo & SENDCo seek referrals to external agencies. If there continue to be concerns, the Trust Educational Psychologist observes the pupil in class / carries out tests with the pupil and prepares a report, meeting together with either of the SENDCos and parents/carers where appropriate.

## **8. Formal assessment and EHCPs**

- Children who are displaying a significant level of need will be considered for an EHCP application.
- EHCPs are submitted in response to the needs of individuals and are submitted in a timely manner.
- EHCPs applications are considered by the class teacher, SENDCo and Headteacher and are submitted in partnership and close consultation with parents/carers.
  - SENDCos alongside Class Teachers will ensure that there is a clear and continuous plan-do-review cycle alongside the child's ILP to provide evidence towards a child's EHCP.
  - A series of TAF meetings are held with parents to discuss a child's needs and to consider the need for an EHCP. The pathway and timeline for submission of an EHCP are shared with parents/carers and the school will support parents/carers (if needed) to complete their sections of the EHCP. The school also signposts parent/carers to DiAS (Devon information Advice and Support) as well for independent support, guidance and advice.
  - The school monitors the number of EHCPs on a termly basis and submits this data to the Tarka Learning Partnership. The SENDCo and Headteacher compare the number of EHCPs against Devon and National data.
  - EHCPs are written by the SENDCo with information provided by the class teacher.

## **9. Monitoring, setting targets and measuring progress**

- ILPs are informed by outcomes from intervention and reports from external agencies, including visit notes from the Trust educational psychologist.
  - Targets set are SMART and are reviewed termly by the SENDCo and class teacher together.
  - Staff are continually reflective when considering the progress and needs of pupils with SEND

A plan-do-review plan will be kept for individual children whose needs are significant and require curriculum adaptation on a one to one basis.

#### **10. How does the school monitor the voice of the child, parents and carers?**

- Pupil and parent voices gathered during termly ILPs and parents/carers met with.
- Parents/carers of all children encouraged to communicate any concerns with staff

#### **11. Neurodiversity (See 1. Inclusion)**

- All pupils are included in all lessons at North Molton Primary School. Staff make ongoing formative assessments and reflect regularly on the needs of pupils and adapt provision on a continual / daily basis.
- Staff training is provided when a child requires identified or specific support dependant on need e.g. Autism, SALT, Genetic conditions etc.
- Parent/carer training or workshops to be identified and signposted by SENDCos/Headteacher/Early Help Lead e.g. Communication and Interaction team, EYCN workshops etc.
- Assemblies carried out are considered by staff to ensure that neurodiversity is well represented.

#### **12. Medical needs and EAL (see 1. inclusion)**

- Specialist equipment to be advised by NHS and integrated into every day practice
- EAL - ensure fair access for parent / child

#### **13. Alternative learning pathways (see 7. Planning and Review)**

- Learning and assessment pathway for those children working significantly below their peers e.g. Pre- Key Stage pathway to be further established. e.g. assessment against previous year group objectives or pre-key stage assessment documents.
- SENDCo to monitor EHCP targets and alongside 0-25 team and outside agencies, explore alternative setting providers when appropriate and hold a TAF meeting to discuss options for their child with parents/carers.

#### **14. Working with parents and families and other services**

- SENDCo / Nursery SENDCo / Head / Early Help lead are aware of external agencies available for pupils and with parental/carer consent make timely referrals where appropriate. ● TAF meetings are held to fully inform parents/carers and to gain consent before referrals are made.
- The Nursery SENDCo responds to early identification to involve agencies for Nursery children including Health Visitors, Nursery Plus, EY Complex Needs Team, Early Years Consultant, Under 5's, SALT.
  - Referrals are recorded on CPOMS and a child's chronology for tracking purposes ● The school's Early Help lead supports referral to agencies through the Early Help process to support families more widely or when families request further advice.
  - SENDCo meets with the Trust termly to discuss good practise and helpful referrals/agencies.

**15. Provision (see 3,4,5,7,9,10)**

- SENDCo is a fully qualified teacher
- Nursery SENDCo is a fully qualified teacher
- Both SENDCos have non-teaching time to plan provision/intervention/early identification/support and advise teachers/contact outside agencies (referrals) ●
- Headteacher is actively involved in SEND
- Clear systems and processes embedded in teacher's practice
- TAF meetings recorded

**16. Staff support and training (see 11)**

- SENDCo attends regular Trust Inclusion meetings
- Staff training needs identified by SENDCo / Nursery SENDCo (EY Lead) during staff appraisals

**17. Records**

- Every child has a chronology saved in the SEND file on the schools Google Drive
- TAF meeting records saved in individual children's files and record made on CPOMS/chronology
- Referrals/TAF meetings/Key discussions with Parents/Carers or Outside Agencies to be recorded on CPOMS/chronology.