



Stormont School

# **3b LEARNING SUPPORT (SEND) POLICY**

**IDENTIFYING, ASSESSING AND PROVIDING FOR PUPILS WITH  
LEARNING DIFFICULTIES/DISABILITIES &  
SPECIAL EDUCATIONAL NEEDS**

## **EYFS – Year 6**

|                     |                                 |
|---------------------|---------------------------------|
| <b>Reviewed</b>     | <b>May 2022</b>                 |
| <b>Review Date</b>  | <b>May 2023</b>                 |
| <b>Issued by</b>    | <b>Head of Learning Support</b> |
| <b>Review Cycle</b> | <b>Annually</b>                 |

**The policy is published on the school website for current and prospective parents,  
governors, staff and volunteers.  
Hard copies are available from the School Office.**

### **CURRICULUM POLICY FOR LEARNING SUPPORT (SEND): IDENTIFYING, ASSESSING AND PROVIDING FOR PUPILS WITH LEARNING DIFFICULTIES/DISABILITIES & SPECIAL EDUCATIONAL NEEDS**

This policy has been impact assessed by Head of Learning Support in order to ensure that it does not have an adverse effect on race, gender or disability equality.

**The aim of this policy is to ensure that we raise the achievement of all our children, regardless of their needs, ability, social backgrounds or ethnicity.**

#### **Inclusion means:**

- all children have a sense of belonging to their community
- all children are educated within their own communities unless there are compelling reasons to do otherwise
- everything possible is done to minimise barriers to children's learning; at the earliest opportunity personalised provision will be supported to enable all children to achieve their full potential
- parents and carers will be active participants in the decisions affecting their child's education
- children's views are actively sought at all stages of their education

#### **Rationale**

Our aim at Stormont School is to value the individuality of all of our children. We are committed to giving each child at our school every opportunity to achieve the highest of standards, to foster an attitude of caring for learning and enabling the opportunity for every pupil to shine. This policy helps to ensure that this happens for all the children in our school – regardless of race, religion and belief, cultural background, linguistic background, sexual orientation, gender reassignment, pregnancy or maternity, SEND and disability.

We aim to give all children at Stormont School the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving to their potential. We also make ongoing assessment of each child's progress and teachers use this information when planning their lessons. It enables them to take into account the abilities of all children. Teachers are familiar with the relevant equal opportunities' legislation covering race, gender and disability.

Teachers should ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

This policy should be read in conjunction with the Staff Handbook (Staff only) and the following school policies: Equal Opportunities, Accessibility, Behaviour, Anti-Bullying, Children Looked After and Safeguarding (Child Protection). It has been updated to comply with the statutory requirement laid out in the new Special Educational needs and Disability (SEND) Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- General Data Protection Regulations 2016 (GDPR)
- Children and Families Act 2014
- Equality Act 2010: Advice for schools DfE (February 2013)
- The Equality Act in Schools 2014
- Special Educational needs and Disability (SEND) Code of Practice 0-25 years (2015)
- Special Educational Needs and Disability Regulations 2014
- Supporting Pupils at school with Medical Conditions Statutory Guidance (December 2015)
- Schools SEN Information Report Regulations 2014
- The National Curriculum in England Key Stage 1 and 2 framework document (September 2013)
- Teachers Standards 2012

This policy includes our Special Educational Needs and Exceptionally Able policies.

## INTRODUCTION

### Inclusion Aims and Objectives

Inclusion involves creating a sense of belonging for all school staff, parents and pupils. The government's SEN strategy emphasises:

Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school. (DFES: 2004)

This Inclusion Policy reflects the provision for potentially vulnerable groups which include minority ethnic and faith groups, travellers' children, asylum seekers and refugees, pupils with English as an additional language (EAL) including new arrivals, exceptionally able pupils, children who are looked after, children with medical needs, pupils who are disadvantaged; pupils whose attendance is causing concern and pupils with special educational needs and/or disabilities (SEN/D)

## Definitions

### Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This includes: sensory impairments, severe disfigurements, mental health problems, learning difficulties, dyslexia, diabetes and epilepsy.

### Special Educational Needs

'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. Children and young people who have SEND may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.' (Code of Practice)

A child of compulsory school age or a young person has a learning difficulty or disability if 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

Early identification of pupils' needs is the key to unlocking the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age-appropriate knowledge and skills, or who fall behind their peers, are identified as early as possible. In attempts to understand the learning needs of pupils, we apply the four broad categories of need as set out in the SEN and Disability Code of Practice:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and/or physical needs

## Children with SEN/D

- Identification of SEN/D may have occurred prior to a pupil's enrolment at school. If this is the case, then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at Stormont. The first response to existing SEN or possible SEN is High Quality teaching in subject lessons, using differentiated teaching strategies to target specific difficulties.
- When a concern is evident the teacher will liaise in the first instance with the Head of Learning Support and subsequently with parents/carers and where appropriate the child, to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent despite having had access to differentiated learning opportunities, the pupil will be deemed as having Special Education Needs.
- The Head of Learning Support will take the lead in gathering all appropriate information about the child and undertaking any further assessment of the pupil. Individual assessment of the child's particular strengths and weaknesses may be supplemented by standardised tests and/or diagnostic tests and in

## Stormont School - 3b Learning Support (SEND) Policy

some cases referral to an outside agency. Assessment will also include a review of the learning environment, tasks set, teaching styles and strategies used.

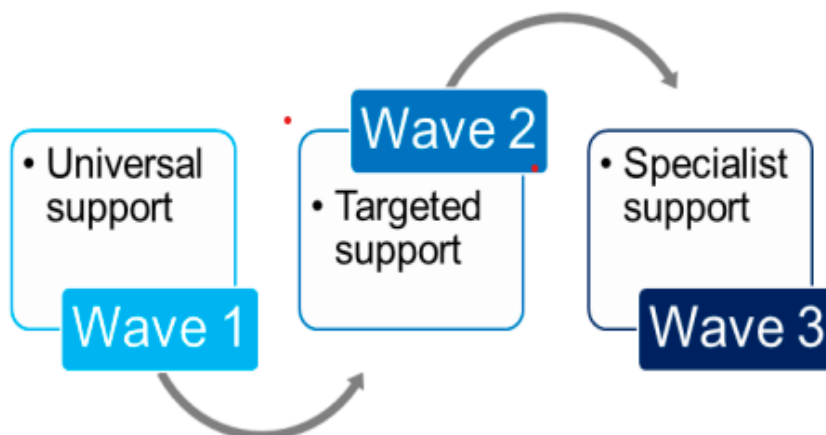
Teachers use data that has been collected by the School and any available information regarding existing SEN to gain a full understanding of progress and individual needs. Sources of information might include:

- Standardised tests (e.g. PUMA, GAPS, PiRA)
- Educational Psychologist (EP) or Specialist Teacher reports and recommendations
- Information from previous schools for new pupils
- Discussions with teachers/tutors
- Discussions with parents/guardians
- Observations in lessons
- In-class assessments
- Discussions with the Head of Learning Support.

There are four broad areas that give an overview of the difficulties a pupil may have. However, it is important to note that a pupil's needs may cross one or more of the following:

| Communication and interaction needs                                       | Cognition and learning needs  | Social, emotional and mental health needs  | Sensory and/or physical needs  |
|---|---|--|--|
| Pupils who experience difficulty with speech, language and communication. | Pupils who learn at a slower pace than their peers, or who have difficulties acquiring skills in a specific area such as literacy. This includes pupils with moderate learning difficulties and severe learning difficulties, requiring support in all areas of the curriculum and participation in school life in general. | Pupil's needs may be manifested in different ways, such as becoming withdrawn or displaying challenging behaviour. These may include being disruptive or self-harming. Pupils who have difficulty paying attention, or forming attachments with adults also fall into this category. | Children who require special educational provision because they have a disability that prevents them from accessing the educational facilities that are generally available. |

We use a simple categorisation of pupils which helps provide a consistent and understood language:



| Wave 1<br>Universal Support   | Wave 2<br>Targeted Support   | Wave 3<br>Specialist support  |
|---|--|---|
| <p>It is our firm belief that pupils' needs are best met in the classroom and that, therefore, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. At this universal level, we train teachers to deliver high quality teaching, differentiated for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible.</p> | <p>We provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to a pupil's learning, or to help them catch up when termly data analysis shows they have fallen behind their peers. Such specific, targeted one to one or small group interventions may be run outside the classroom, and limited to a number of weeks to minimise disruption to the regular curriculum. Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.</p> <p>Interventions where progress is monitored by the Deputy Head, Head of Learning Support, teachers and the TA. If a pupil has not made the required progress, then the appropriate referral will be made to outside professional support.</p> | <p>We provide specialist support when we consider it necessary to seek specialist advice and/or regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for those pupils who fail to make progress in spite of high-quality teaching and targeted intervention. This may include assessment and/or support from: A Health Care professional; an Educational Psychologist, a Speech and Language Therapist, Specialist Dyslexia Teacher, Specialist Sensory Advisory Teachers (for students with hearing or visual impairments); an Occupational Therapist; a Physiotherapist; an Arts Psychotherapist; a Psychotherapist or a Counsellor. Privately, parents may decide to seek assessment support and advice from a range of specialist services.</p> <p>This is not an exhaustive list.</p> <p>Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into individual targets for the pupil.</p> |

The school's approach to identifying and supporting SEN is informed by the SEN Code of Practice 2015, which recommends a graduated response to pupils who may be underachieving, based on a continuous process of assessment, planning and review. The school will make reasonable adjustments to remove barriers to learning or to increase access to all aspects of school life, including academic and extra-curricular activities.

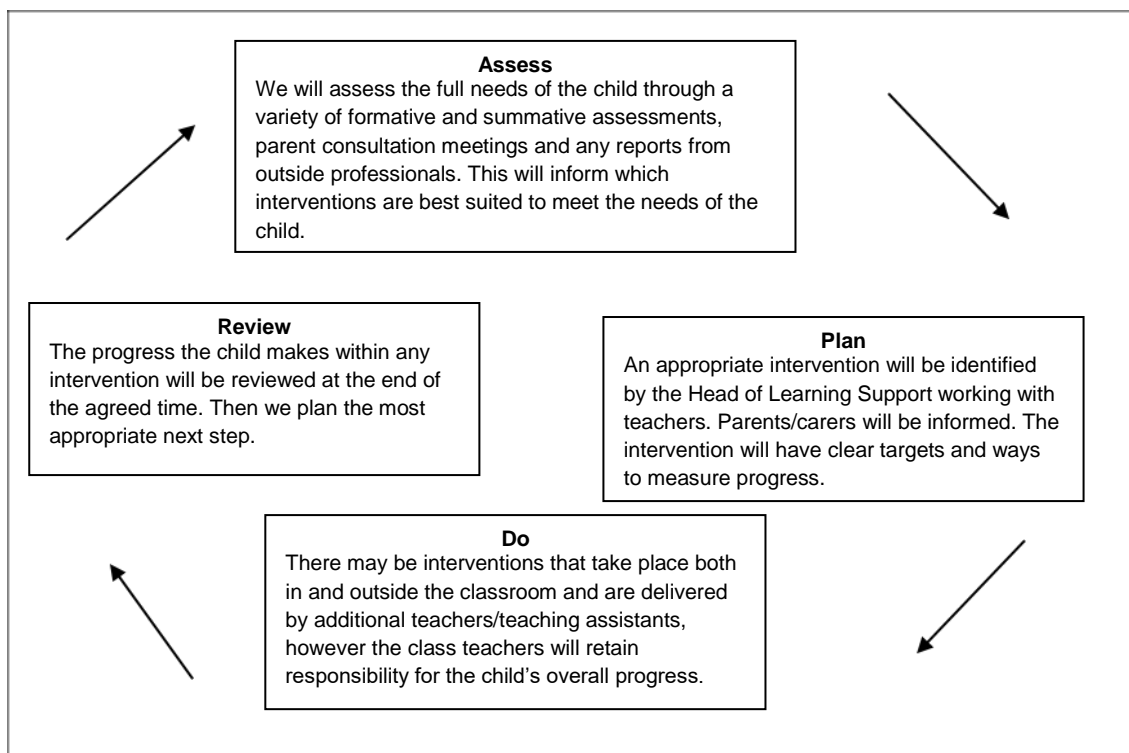
In order to help pupils identified as having special educational needs, the school adopts a **Graduated Response** which matches the level and type of provision to the nature of the needs. The SEN Code of Practice (2015) describes a 'graduated response' as identifying and removing barriers to learning in order to put effective special education provision in place (see below).

The SEND Code of Practice makes explicit that, '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'. All subject staff are required to be aware of a pupil's specific needs and be prepared to differentiate work appropriately with particular regard to the advice included in the IEP. The Head of Learning Support works closely with pupils and parents when reviewing targets and assessing effectiveness of strategies/interventions. In cases where there is a complex need (including pupils who have an Education Health and Care Plan), reviews may need to include outside agencies/specialists.

Termly Pupil Progress Meetings are held with class teachers, Subject Leads, Head of Pre-Prep/Deputy Head, and Head of Learning Support to discuss and review the progress of (and provisions for) some pupils, including those on the SEND register and recent referrals.

Cause for Concern meetings are held termly. Key members of staff overseeing pupils' development meet to review the support individual pupils receive. At these meetings, next steps are agreed and appropriate, targeted provision is made. Additionally, the meeting ensures a closer working relationship between key members of staff and promotes awareness and continuity of care for the pupils.

Parents receive Regular reports (at least termly, but more often if required) regarding pupil progress and evaluate support.



### Education, Health and Care (EHC) Plans

The majority of children and young people with SEN or disabilities will have their needs met at school through SEN Support. In a small minority of cases, some children may require an EHC needs assessment (Refer to the New Code of Practice June 2014) in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan. An EHC plan is a statutory document which outlines the provision required to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The school or parents are entitled to request the Local Authority to conduct an Education, Health and Care (EHC) needs assessment. If it is felt that this is necessary, the LA will follow the statutory guidelines and produce an EHC Plan. If a child has an EHC plan, the school will make provision according to the requirements of the plan.

Where a pupil has an Education Health and Care Plan (EHCP) it will be reviewed annually, working with the local authority as appropriate. Particulars of educational and welfare provision for pupils with EHC plans are made available to parents, parents of prospective pupils and, on request, to the Chief Inspector, Secretary of State or independent inspectorate.

### Children Who Have EAL or are Bilingual

Children who have EAL already know more than one other language and are adding English to that repertoire. Their first language is not English. Bilingual refers to those children who have access to more than one language at home and at school. It does not necessarily imply full fluency in both or all of their languages. Advanced learner of EAL describes children who have had considerable exposure to English and appear to be fluent in everyday conversational contexts but require continued support in order to develop the cognitive and academic language necessary for educational success. See EAL Policy for additional information,

- Assessment opportunities for children learning EAL should take account of cultural, ethnic and linguistic factors.
- The school will assess the English language competence of bilingual beginners and newly arrived learners of EAL. This information is kept up-to-date by the Form Teacher in conjunction with the Head of Learning Support.

### **Exceptionally Able Children**

Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

**Exceptionally Able** at Stormont describes learners who have the ability to excel in any discipline. Able refers to those girls who consistently achieve higher than the average in many areas of the school curriculum.

**Gifted** describes learners who have the ability to excel academically in one or more subjects in the statutory curriculum other than art and design, music and PE.

**Talented** at Stormont describes learners who have the ability to excel in practical skills such as sport, Music, Drama, leadership, artistic performance, or in an area of vocational skill.

In all cases, the achievement is in relation to the rest of the class and identified children may well change over time. Some girls have the potential to be high achievers but, for some reason, may not at present be at that level.

The school uses a wide range of information sources to identify exceptionally able pupils including both qualitative and quantitative information. Quantitative data will include available test data and results of teacher assessment. Qualitative information might come from day to day assessment, examination of pupils' work and nominations by parents, peers and children themselves. In identifying exceptionally able learners, the school looks for:

- Learners who are in the top 5-10% of their cohort and are working at a level significantly higher than others in the class
- A range of abilities including talent in the Arts and Sport
- Ability and potential rather than achievement, so that underachievers are amongst those identified. This may include pupils with specific abilities and talents who have special educational needs
- Pupils who have very strong personal and social skills, e.g., leadership and communication

Teachers need to plan a range of opportunities which allow learners to demonstrate ability or potential ability. When a task is challenging and interesting, learners may demonstrate a number of characteristics or behaviours of exceptionally able children including: real concentration and intense focus on the task; insightful and challenging questions; seeing beyond the obvious; thriving on complexity; making abstract connections and offering creative and original solutions.

### **Objectives**

The school will:

- Plan and deliver lessons that personalise learning and meet the needs of all pupils
- Value and build on prior learning
- Plan ahead to identify potential barriers to learning and make reasonable adjustments to ensure that all pupils are achieving and participating fully in every aspect of school life
- Where appropriate use the Common Assessment Process (CAF) to support early intervention for children and their families
- Ensure that exceptionally able pupils receive appropriate recognition, support and challenge;
- Use a variety of teaching and learning approaches and access strategies to enable all pupils learn effectively
- Constantly monitor and evaluate pupil progress
- Monitor and eliminate all forms of discrimination, harassment and bullying
- Value and respect the linguistic, cultural and religious diversity which exists in our school and in our wider community
- Use systematic encouragement and specific praise
- Listen to pupils' views and encourage independence and self-assessment
- Promote the social and emotional skills of all learners
- Accelerate and expand learning wherever possible
- Exploit the potential of ICT and other learning resources
- Offer opportunities beyond the school into wider learning communities
- Use staff development to embed good inclusive provision across the school and in every classroom

- Work in partnership with parents and ensure effective communication and access to good information and advice in supporting their child's education

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve as much as they can?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony in preparing pupils to live in a diverse society?
- do we provide every opportunity for all our pupils to have a participatory role in every aspect of school life?

Teachers respond to children's needs by: -

- providing support for children who need help with communication, language, literacy and other curriculum areas
- develop children's understanding through the use of visual, kinaesthetic and auditory methods as well as varied other experiences
- planning for children's full participation in learning, including physical and practical activities
- helping children to manage their behaviour through stepped strategies and to take part in learning effectively and safely
- helping children to manage their emotions, particularly trauma or stress so that they can take part in all aspects of learning
- helping children who are from a vulnerable group by providing the relevant support, this could be one to one tuition.

### **Roles and Responsibilities**

Inclusion is a team effort. The Head of Learning Support has a strategic role in co-ordinating inclusive provision for identified groups of pupils and in implementing and monitoring this inclusion policy. The following staff have key responsibilities:

Head of Learning Support – Miss Clare Stephens  
Designated Safeguarding Lead – Miss Alexis Sobell, Deputy Head  
Deputy Designated Safeguarding Lead – Miss Clare Stephens  
Designated Teacher for Children Looked After – Miss Clare Stephens

The Head of Learning Support is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND and those children who fall into the vulnerable groups
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND and those who fall into the vulnerable groups
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND and vulnerable children register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND and those who fall into the vulnerable groups through the use of school assessment information, e.g., class-based assessments/records, end of year assessments
- contributing to the in-service training of staff
- manage the deployment of support staff
- liaising with the Head of Learning Support in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- manages the day-to-day operation of this policy
- liaising with colleagues and planning interventions for those at risk of underachievement
- supporting and advising colleagues



- overseeing the records of all children with SEND
- acting as a link with parents
- acting as a link with external agencies and other support services
- managing a range of resources, both adults and material resources, to enable appropriate provision to be made
- evaluating the effectiveness of the provisions (and will advise on adapt or change strategies if they are not working)
- supporting and advise colleagues
- writing the Annual EHCP Reviews for children with an EHCP
- Writing IEPs alongside teachers
- reporting to the Head and Governing Body ensuring that they are aware of effective practice within this field and regularly seeking to improve own knowledge through published and web-based sources
- exemplifying effective inclusive practice and advising staff on inclusive teaching and learning approaches and access strategies
- in consultation with the Head, initiating the Families First Assessment (FFA) where it would be beneficial for a child and their family
- supporting smooth transfer and transition between year groups
- collaboratively planning and/or leading staff development meetings and updating staff on new initiatives
- Progress and analysis of progress of pupils on SEND register
- Ensuring planning is appropriately challenging and allows pupils on SEND to access the curriculum

The Deputy Head is responsible for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the Board of Governors informed about SEND issues at regular Board of Governors and Education Committee meetings
- the Head meets regularly with the Head of Learning Support to ensure that the provision for the children is in place
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of Inclusion Policies on the school as a whole are monitored and reported to governors
- ensuring that the statutory SEND information is displayed on the school website
- initiate and oversee the development and regular review of the Inclusion Policy
- establish a whole school strategy for inclusive education which includes the views of all groups of learners
- check the quality of teaching and learning in partnership with Deputy Head teacher and Head of Learning Support
- keep the Board of Governors fully informed about inclusion
- establish effective systems for safeguarding pupils

The Governing Body will check that:

- SEND provision is an integral part of the School Development Plan
- the Head ensures necessary provision is made for any pupil with SEND and those who fall into vulnerable groups
- the Head ensures that all staff are made aware of the need to identify and provide for pupils with SEND
- arrangements are made for pupils with SEND to join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the SEN Code of Practice (2015) and any future legislation and guidelines issued by the Government
- they are fully informed about SEND issues, so that they can play a part in school self-review
- the quality of SEND provision is regularly monitored
- the Head ensures that all governors are aware of the school's SEND provision
- this policy and the Equal Opportunity and Accessibility Policies are regularly reviewed
- where appropriate the school is supporting the parents of different pupil groups

Class Teachers are responsible for:

- including pupils with SEND and those who fall into vulnerable groups in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the Head of Learning Support for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND and those who fall into the vulnerable groups

- involving and giving feedback to parents of pupils with SEND and those who fall into the vulnerable groups
- Sharing their planning and pupils' targets with support staff
- Utilising a range of teaching strategies to match pupils' preferred learning styles
- Using appropriate assessment to measure and monitor the progress of all pupils

Teaching Assistants and Learning Support Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND and those who fall into vulnerable groups
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

All teachers are teachers of children with SEND and vulnerable groups and do their best to adapt the curriculum to meet their needs. All staff are involved in the development of the school's Inclusion Policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND

### **Special Educational Needs and Disability (SEND)**

This school believes that each pupil has individual and unique needs. However, some pupils require more support than others to achieve their full potential. We acknowledge that a significant proportion of pupils will have special educational needs (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the Curriculum.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area '.

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs.

At Stormont School we aim to identify these needs as early as possible to provide teaching and learning contexts which enable every child to achieve to the fullest of their potential.

### **Assessment, Identification and Provision**

The school understands the importance of early identification and that early effective provision will have long term benefits affecting the outcome of the child.

- The school uses a range of performance measures including teacher assessment and test results to monitor and review the progress of all children. It also tracks pupil's progress against national comparators. This information is used to establish pupil needs, identify underachievement and to ensure the effective targeting of resources to support these groups. The data is also used to review the impact of interventions and targeted support.
- Work samples, questioning, dialogue and observation provide further evidence to inform planning and teaching.
- Pupils are given effective feedback orally and in writing against learning objectives and success criteria and are involved in peer and self-assessment to help them to know what can be improved and how that improvement could be made.
- All children should have individual SMART targets in writing and maths which are carefully tailored to their needs which are regularly reviewed and updated.
- All pupils are screened in Year 3 using a digital, child friendly assessment to identify cognitive strengths and weaknesses, and dyslexia.

### An Inclusive Learning Culture

In managing their classrooms, teachers consider the needs of all children and ensure that the classroom environment celebrates the inclusion of all pupils and helps everyone to learn. They ensure opportunities for demonstrating, developing and celebrating high levels of aptitude and ability. High quality teaching should be differentiated and personalised to meet the needs of the majority of children. Some children may require provision that is additional to or different from this and the school will endeavour to ensure that such provision is made for those who need it. All pupils are encouraged to participate fully, regardless of disabilities or medical needs.

All reasonable steps will be taken to ensure the inclusion of and to appropriately provide for pupils with disabilities. The school Equality and Accessibility Policies outline our strategy for improving access to the physical environment; for increasing curriculum access and participation and for improving access to written information using alternative formats.

Teachers will:

- A culture of Growth Mindset is embedded in the school
- Impose no 'artificial ceilings'
- Ensure learning objectives and success criteria are differentiated and understood by all
- Create a secure atmosphere in which everyone feels safe to explore, take risks, make mistakes and ask questions
- Create displays and areas that highlight a 'can do' attitude and encourage expertise and deep interest in different areas of the curriculum
- Model appropriate language when talking about diversity, difference, SEN or disability
- Use curriculum materials and learning resources that reflect a range of social and cultural backgrounds and provide positive images of race, gender and disability
- Ensure that signs and displays reflect the whole community and that displays include work done by all pupils
- Use additional or specialised equipment for pupils with SEN or disabilities in a sensitive way
- Display visual prompts and use resources and personal aids to support all children in working independently
- Help pupils to view positively difference in others, whether arising from race, gender, ability or disability
- Consider the implications of personal or medical needs for teaching and learning, e.g., medication, toileting, pain
- Use positive behaviour management and ensure that class rules and routines and the school reward and sanction system are clear to all and differentiated according to need
- Provide clear and unambiguous feedback to all pupils to aid further learning
- Ensure all pupils are involved in assessing how well they are doing and setting their own next steps

### An Inclusive Curriculum

In order to ensure that inclusive strategies are used to secure curriculum access and to offer a broad and balanced curriculum to all pupils, the school has regard for the **National Curriculum Inclusion Statement 2013**. The inclusion statement sets out three key principles for planning and teaching the National Curriculum, upon which Stormont's curriculum is founded.

- Setting suitable challenges
- Responding to pupils' needs
- Overcoming potential barriers for individuals and groups of pupils

We aim to ensure that teachers and teaching assistants know how individuals learn best and wherever possible adopt a range of multi-sensory teaching and learning approaches across the curriculum to secure interest and motivation. Through assessment, teachers will know the learning styles of their pupils and incorporate this information into their planning. Teachers may consider:

- Visual, auditory and kinaesthetic approaches to learning.
- The mixture of individual, pair, group and whole class work.
- Activities which reflect the range of interests and different learning styles.
- The mixture of teacher and teaching assistant directed work.
- Use of questioning and alternatives to questions, modelling, explanation and demonstration.
- Whether tasks should be long or short, open-ended or closed.
- Use of ICT and multi-media technology.
- Giving breaks between tasks

- Opportunities for pupils to ask and answer questions and to be actively involved in reviewing their learning.

### **SEND Complaints Procedures**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the Head of Learning Support.

In the event of a formal complaint, parents should follow the procedure in the school's complaints policy.

### **Special Facilities**

Stormont School is a single site school, with Reception, Key Stage 1 and Key Stage 2 departments using many of the same buildings. The Key Stage 2 part of the school is built on two levels with stairs from ground floor to first floor. Most of the school is wheelchair accessible; there are disabled toilets on the ground floor.

### **Children with Disabilities**

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the Equality Act 2010 [this replaced most of the Disability Discrimination Act].

The school is committed to providing an environment, within its resources, that allows disabled children full access to all areas of learning. Most classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We would arrange to use specialist furniture and equipment as and when necessary for pupils with specific physical needs.

Teachers will modify learning and teaching expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers will ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers will ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities.

### **Allocation of Resources**

The Head of Learning Support is responsible for the management of the resourcing for special needs provision. The allocation of resources within the school is based on an annual audit of need carried out in the first half of the spring term.

The Head teacher is responsible for the delegation of the special needs budget to the Head of Learning Support. The Head of Learning Support is responsible for the deployment of SEN Support Assistants funded by parents and the school.

### **Arrangements for Partnership with Parents**

The school will always discuss with parents when their child is receiving support for SEN.

We have full and open consultation with parents. Partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. We involve parents in all areas of SEND provision e.g. planning, implementation of strategies and targets.

The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in child's pupil's education.

All IEPs and reviews will be copied and sent to parents after meetings. Ideas and materials for supporting learning at home will be discussed with parents and distributed on request. Home/School books, IEP meetings and parent evenings provide regular opportunities to discuss concerns and progress. Parents are able to make other appointments on request.

If parents have concerns, they should first talk to the teacher and then, if necessary, contact the Head of Learning Support. Parents are invited to attend and contribute their views to all review meetings.

Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice. This service can be accessed through the GP or LA.

### **Pupil Participation**

Pupils with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Individual Education Plans (See Appendix 1 for a template however IEPs will be sent home via Engage) discussions about choice of schools and transition processes. They will be enabled to do this through a combination of pupil interviews, questionnaires, surveys, and self-evaluation (pictures, written answers). We recognise the importance of children developing social, emotional, personal well-being and communication skills as well as educational skills.

### **Language Needs**

Specific support may be needed for children where English is not the home language and external support maybe required from the parents. A differentiated programme of work may need to be implemented.

All staff are responsible for identifying pupils with special educational needs. The Head of Learning Support will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken.

### **Links with Other Schools/Transfer Arrangements**

The Head will invite information from parents prior to pupils starting Stormont School. SEND concerns will be brought to the attention of the Head of Learning Support. Where necessary, the Head of Learning Support will arrange a further meeting.

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The Head of Learning Support will make arrangements with the Heads of Learning Support in all 11+ destination schools to ensure that effective arrangements are in place to support pupils at the time of transfer e.g., Examination arrangements, SEN reports, transferring records, supporting visits, verbal liaison, inviting staff to reviews.

Staff at Stormont School are committed to sharing good practice with other schools/settings.

### **Arrangements for Training and Development of all Staff Including Support Assistants**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the delegated budget each year, which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff. Special needs will be regularly included within the school programme of in-service training. In addition, staff may be able to attend training organised by the LA and other agencies.

### **Arrangements for Monitoring and Evaluation**

The success of the school's inclusion policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the Head of Learning Support and subject coordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEN register
- review of the SEN policy
- the school's annual SEND review, which evaluates the success of the policy and sets new targets for development
- the school development plan, which is used for planning and monitoring provision in the school

- visits from ISI
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.
- SEND being a standing agenda item at all education sub-committee meetings and will be reported at the full Governing Body meetings through sub-committee reports, which are then discussed as necessary

### **Remote Education**

Most pupils returned to school full time on 8 March 2021. Despite this, there is still a risk of localised outbreaks of coronavirus (COVID-19) or of small numbers of individual pupils being unable to attend school.

Where a class, group or small number of pupils need to self-isolate, or there are local or national restrictions requiring pupils to remain at home, Stormont School has the capacity to offer immediate remote education. Live lessons enable important interaction between teachers and pupils through, for example, questioning, eliciting and reflective discussion. These complex teaching skills in the classroom are not always easy to recreate in a remote environment, but where remote education recreates at least some aspects of this interactivity and intentional dialogue, teaching is likely to be more effective, support pupil motivation and lead to better progress.

SEND pupils have a wide range of specific needs. Their teachers know these needs best, and how they can be most effectively met to ensure pupils continue to make progress wherever possible if they are not able to be in school.

It is likely that more individualised planning may need to happen in many cases, and that the support of adults in the home will be a significant advantage where that is possible.

Wherever possible interventions will continue with Online learning and pupils will continue to be offered small group and 1:1 support.