Chidham Parochial Primary School

Policy for Special Educational Needs (SEND) in Context of Inclusion & SEND Parent / Carer Involvement

Ratified: May 2026

Review: **May 2028**

Introduction
At Chidham Parochial Primary School we believe that each person is unique and of value and therefore each child is entitled to receive an education in accordance with her/his age, ability and aptitude. We believe that all children should be appreciated and respected. We promote attitudes of caring and understanding in the belief that we are a community in which we are all, to some degree, responsible for each other. We recognise the strengths of every individual as well as areas for development. We want every child to contribute to the social, cultural and spiritual life of our school.

In accordance with the UN Convention on the Rights of the Child (on which our Rights Respecting School work is based) The purpose of education is to develop every child's personality, talents and mental and physical abilities: Article 29

Our work at Chidham Parochial Primary School is guided by the fundamental principles of the SEN Code of Practice effective from 1st September 2014, that:
• A child with special educational needs should have their needs met.
• The views of the child should be sought and taken into account.
• Parents have a vital role in their child's education and we actively seek their partnership.
• Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.
• That as a mainstream school, many children's special educational needs can have their needs met well in our school setting
We use the support materials provided by West Sussex County Council and the DCFS

Responsibility for the coordination of Special Educational Needs and Disability provision
All provision for pupils with Special Educational Needs and Disabilities (SEND) is overseen and managed by the Senior Leadership Team (SLT) and is co-ordinated by the Special Educational Needs Coordinator Mrs Mhairi Sears in conjunction with the headteacher. The SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year.

Our Aims
Chidham Parochial Primary School is committed to ensure that the children will:

- be engaged with their learning, becoming confident and independent learners who strive to achieve their full potential
- value their uniqueness, feel secure and self-confident ready for the fast changing world ahead
- be creative, curious, ask questions, persevere and look for explanations
- take a pride in their work and its presentation as well as the school and its environment
- be happy, enthusiastic, polite, respectful and considerate
- be responsible for their own actions, and be self disciplined
- develop a sense of meaning and purpose in their life through developing moral, spiritual and religious understanding

Inclusion Statement

At Chidham Parochial Primary School we endeavour to achieve inclusion of all children (including vulnerable learners) whilst meeting their individual needs. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others. English as an Additional Language (EAL) is not considered a SEND. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners. We focus on individual progress as the main indicator of success. We strive to make a clear distinction between 'underachievement' and SEND. Some pupils in our school may be underachieving but will not necessarily have a special educational need or disability. It is our responsibility to spot this quickly and ensure that appropriate interventions are in put in place to help these pupils catch up. Other pupils will have special educational needs and this may lead to lower-attainment (though not necessarily to under achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide access to the national curriculum for all children.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To ensure that parents or carers are able to play their part in supporting their child's education and that their views are taken into consideration.
- To ensure that we challenge and extend the children through the work that we set them and encourage children to think and work independently.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure that the special educational needs or disabilities of children are identified, assessed and provided for.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To make clear the expectations of all partners in the process.
- To promote children's self-esteem and emotional well-being and help children to form and maintain worthwhile relationships based on respect for themselves and others.
- To ensure that our children have a voice in this process.

Management of Inclusion within our school

The Head Teacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the Special Educational Needs Coordinator (SENCo).

All staff in school has a responsibility for maximising achievement and opportunity of vulnerable learners- specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The Governing Body
The Governing Body has due regard to the Code of Practice when carrying out its duties toward all children with special educational needs.

The Governing Body does its best to secure the necessary provision for any child identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.

The governing body has identified a governor to have specific oversight of the school's provision for children with special educational needs. The 'responsible person' in this school is Mrs Linda Bowen-Perkins.

Head Teacher
- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through analysis of the whole-school tracking system, pupil progress meetings with individual teachers, regular meetings with the SENCo and discussions with pupils and parents.

The SENCO
In our school, the SENCO will oversee the day to day operation of this policy in the following ways:
- Maintenance and analysis of whole-school provision map for vulnerable learners.
- Identifying on this provision map a staged register of pupils with special educational needs, those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs Funding and those with Education Health and Care plans.
- Coordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with SEND.
- Liaising with parents of children with SEND, in conjunction with class teachers.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with an Education Health Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request High Needs Funding and/or an Education Health Care Plan when it is suspected, on

strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need or disability which will require significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable leaner's provision map.
- Monitoring the school's system for ensuring that Individual Learning Plans (ILP's), where it is agreed they will be useful for a pupil with SEND, have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEND).
- Meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- Liaising sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress.
- Attending area SENCo network meetings and training as appropriate.
- Liaising closely with a range of outside agencies to support vulnerable learners.

The Class Teacher

Class teachers are involved in liaising with the SENCo to agree:

- Which pupils in the class are vulnerable learners.
- Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map but do not have special educational needs.
- Which pupils (also on the provision map) require additional support because of a special educational need or disability and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore an Individual Learning Plan to address a special educational need (this would include pupils with statements/EHC Plans.

Securing good provision and good outcomes for all groups of vulnerable learners by:

- Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduce linguistic difficulty whilst maintaining cognitive challenge.
- Ensuring there is adequate opportunity for pupils with SEND to work on agreed targets which are genuinely 'additional to' or 'different from' those normally provided as part of the differentiated curriculum offer and strategies. (SEND code of Practice 0-25 years 2014)
- Ensuring effective deployment of resources, including teaching assistant support to maximise outcomes for all groups of vulnerable learners.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.

- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having SEND, involving parents in drawing up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision –making process.
- Making parents and carers aware of the support services.
- Providing all information in an accessible way, including where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

At Chidham Parochial Primary School we recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of self- assessing or peer assessing against success criteria and targets and using green pen to edit and improve their learning. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new targets.
- Monitor their success at achieving the targets on their Individual Education Plan.
- Where possible and appropriate, pupils can attend part of their Annual Review Meetings to have their voice heard.

Admission arrangements

No child will be refused admission to school on the basis of his or her SEND, ethnicity or language need. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with statements of SEND and those without.

All SEND paperwork should be passed to Mrs Mhairi Sears (SENCo) by the previous school or setting/parents/local support services as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and the school's SENCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will

be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Identification, assessment and provision for children with SEND
As children progress through the school, we assess them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets.

- We use a variety of school based assessment approaches: -
- Initial baseline assessments linked to individual profiles
- Early Year Foundation Stage Profile
- Sensory Social Communication checklist
- In house testing e.g Salford Reading test, "Monster" phonics test
- Ongoing Teacher Assessments and using assessments without levels
- Progress towards end of year targets
- End of Year Teacher Assessments
- Year 2 and Year 6 – SATs
- Y1 phonics and Y4 times table check

Children may be identified and assessed in terms of learning disabilities and difficulties, specific learning difficulties, social, emotional and mental health difficulties and/or physical difficulties.

Target setting information is used for identification as well as teacher concerns on rate of progress or areas of difficulty.

Early identification, assessment and appropriate provision for the child's needs ensures that planning for teaching and learning will take account of the interests and experiences of the children and is structured to ensure that work is matched to the children's needs.

Where children are not making adequate progress: -

- Parents are contacted by class teacher or SENCO and are invited to discuss their concerns and ideas. Any issues raised by parents from the meeting are used to support the planning for the child.
- Evidence of needs and progress is gathered.
- Appropriate objectives and outcomes are identified in each class teacher's assessment file and reflected in the teacher's lesson planning.
- Children may work individually or within a small group with teacher or teaching assistant. Careful consideration is given to timetabling arrangement to ensure coverage of National Curriculum work AND so that each child receives quality teacher time as well as support in learning.
- Access to curriculum
- All children have an entitlement to a broad and balanced curriculum, which is organised to enable them to:
- understand the relevance and purpose of learning activities;
- achieve levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and success criteria; structure the learning appropriately, and use assessment to inform the next stage of learning.

Individual Learning Plans, which employ a small-steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Through inclusion our aim is that children with SEND receive their education in a mainstream school and join fully with peers in the curriculum and life of the school. The placement of children with an Education Health Care Plans will be achieved in consultation with school, parents and external specialist agencies.

Where a children needs are not being met within the mainstream setting school will work closely with external agencies and parents to seek a more appropriate placement.

For children with severe social, emotional and mental health difficulties, dual registration with attendance needed elsewhere e.g. at the pupil referral unit may be arranged.

Reviews
All children with SEND will be placed on the SEND register.

Children's needs must be reviewed on three occasions throughout the year. The reviews will focus on:-

- The progress made by the child
- The effectiveness of any special help
- Future action to be taken
- Targets will be set for the child

For children with a higher level of provision the SENDCo, teacher and any other outside agency involved will meet to review progress. The SENDCo or teacher will endeavour to meet the parents to discuss their children's needs.

When an Education Health Care Plan is written, the Local Authority and school must review the children's progress against the outcomes stated in the statement or plan annually but has the power to review an Education Health Care Plan at any time before or after securing agreement with the children, parents and the school.

Our Graduated Response and Actions to Meet SEND – Our SEND support
We have adopted and use the West Sussex County Council Ordinarily Available Inclusive Practice (OAIP) and the West Sussex Inclusion Framework documents to support our SEND provision in school which advocates for "Quality First Teaching" in the first instance in supporting ALL children with SEND.
Documents can be found via this link:
https://schools.local-offer.org/inclusion/ordinarily-available-inclusive-practice/

Stage One- Quality First Teaching
Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties. The child's class teacher will take steps to provide learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class. It will then be determined which level of provision the child will need to move forward with their learning. Pupil progress meetings are used to monitor and assess the progress being made by the child.

If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the SEND register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.

Stage Two- School Support
A child is at SCHOOL SUPPORT when they are identified as needing provision additional to or different from that provided in class. Initially under School Support the school puts provision in place without resource to regular external advice or additional resources provided by the local authority.

The triggers for intervention will be:

- Concern, backed by evidence, about a child who despite receiving good quality learning opportunities makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Child shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment.
- Child presents persistent social, emotional or mental health difficulties which are not ameliorated by the behaviour management techniques employed by the school.
- Child has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Child has communication and interaction difficulties and continues to make little or no progress despite the provision of a personalised curriculum.

The teacher will inform the SENDCo. Once the SENDCo has been notified he or she will make their own assessment through reviewing the evidence of identification supplied by the teacher and assessing the pupil in class. With this knowledge the SENDCo can help with planning for future in-school support through an Individual Learning Plan (ILP) or IBP (Individual Behaviour Plan) being written. The class teacher remains responsible for working with the child and planning and implementing the ILP. Action that has been taken is then reviewed and altered in line with the new

findings. The plans and findings are recorded in the pupil's school profile and parents are informed and consulted at every stage.

A Provision Map is also drawn up, detailing provision and how it will be coordinated and the impact is measured according to teacher assessment data.

Should the above interventions not support the child to make significant progress then the decision is taken to involve an external support agency provided by the LA and/or other agencies.

The triggers for this could be, that despite receiving support and interventions, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected for children of a similar age.
- Continues to have difficulty developing literacy and mathematics skills.
- Has social, 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 processing differences or physical needs and required additional specialist equipment or regular advice or visits by a specialist service.
- Has a communication and/or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

These agencies will provide advice on setting appropriate ILPs and the use of new or specialist strategies or materials. They may undertake more specialist assessments that can inform the planning and measurement of the child's progress. In some cases they will provide support for particular activities.

The school will make every effort to ensure that advice from the external agencies is put into practice as swiftly as possible and will keep in regular contact with support services and parents regarding progress and targets met. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of interventions.

Allocation of additional resources
The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health Care Plans.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENDCo meet regularly

Stage three - Statutory Assessment of Special Educational Needs

In a very few cases, if a child continues to demonstrate significant cause for concern despite interventions a request may be made to the Local Authority for Statutory Assessment towards an Education Health Care Plan. This will decide the nature of the provision necessary to meet the child's SEND. If this cannot reasonably be met by the school, then the LA may provide extra resources.

The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

Parents have the right to appeal against a decision either for or against an Education Health Care Plan of SEND for their child.

If after a statutory assessment the LA deems the needs of a child to be severe and complex, they may issue an Education Health Care Plan. If a child does not have an Education Health Care Plan, it does not mean that they will fail to receive the necessary support.

Once the Education Health Care Plan is completed it will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

SEND Parent / Carer Involvement

As a Rights Respecting School, we at Chidham Parochial Primary School foster a positive caring environment, where we provide an education in which all children achieve their full potential. This is in accordance with the UN Convention on the Rights of the Child (on which our Rights Respecting School work is based). All children have the right to an education: Article 28.

At Chidham Parochial Primary School we are committed to providing all children with exciting learning opportunities. "Parent programs and interventions work best when the strategies respect the needs of families.

When school staff engage in caring and trusting relationships with parents that recognize parents as partners in the educational development of children, these relationships enhance parents' desire to be involved and influence how they participate in their children's educational development." Henderson & Mapp, 2002.

Why we value your involvement
Here at Chidham Parochial Primary School we value parent involvement and strive for mutual support between our staff and the parent carers of all of our children, including those with Special Educational Needs and/or Disabilities (SEND)*. We aim to provide parents and carers with a wide range of opportunities to have a genuine say and play an active part in the planning of supportive provision for their child/young person.

Parent carers and families are the most important influence on children and young people's lives. We recognise that by actively listening to parent carers, school staff can learn valuable information from their expertise and knowledge including the strengths and interests of these children and young people; strategies that work for them; how they prefer to communicate and what/who are important to them.

This involvement element of this policy has been developed with parent carers to support their engagement in the education journey for their children with SEND. Perhaps most importantly, it is to ensure that our SEND children and young people feel emotionally and socially confident to share their strengths and to seek help if they feel they need it.

Recognising all parent carers have different preferences for getting involved with school
We recognise that parent carers are as individual as their children and that their needs, hopes and priorities may vary. This may mean that their level of involvement with school may also vary over the time their child attends this school. Equally, parent carers will have preferred ways of getting involved with, and communicating with, our school. We will be guided by our parent carers for their preferred means of communicating (e.g. emails, phone calls, letters, virtual meetings or in person meetings).

How you can be involved?
Parent carers of pupils with SEND in West Sussex have shared their experiences of involvement with schools and this policy is intended to reflect their feedback and nurture mutual positive relationships.

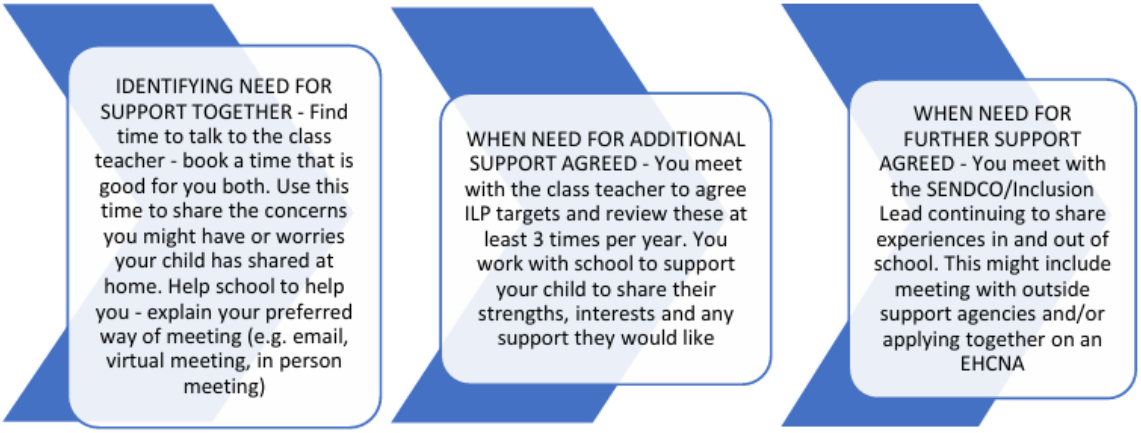
Chidham Parochial Primary School's parent carers of pupils with SEND will be welcomed at all events open to all parent carers and in addition will be offered the opportunity to attend:

- Planning for Individual Learning Plans (ILPs)
- Completing checklists to help home and school gain a better understanding of individuals (e.g. sensory checklists, social communication checklists, ADHD checklists)
- Annual reviews for Education and Health Care Plans (EHCPs)
- Meeting with our SENDCO, head, class teacher to share any specific concerns you may have and/or to hear about specific emotional wellbeing or academic support planned and reviewed for your child

- Meeting with outside support services for schools (e.g. ASCT, LBAT, Educational Psychologists) to share experiences and feedback on any proposed support strategies
- Inclusion in the school SEND parent carer forum which allows parent carers of SEND children/young people to share their experiences, host outside speakers who can share information or support which is relevant for SEND children/young people and to feedback to school any ideas for building parent carer relationships.

Who can help and how?
There are also people who work for our school who can help you. We can offer help with form filling, accessing and downloading the school apps (e.g. MCAS, and parentpay) Simply email the office office@chidham.w-sussex.sch.uk or come in and speak to them or ring . Please explain (if emailing) in your email what you would like help with, and a member of staff will contact you within 48 hours.

Developing positive relationships with our parent carers of children and young people with SEND
A graduated approach to involving parent carers of SEND children and young people:



Helpful Contacts
West Sussex Parent Carer Forum - WSPCF is an independent charity for the parent carers of children and young people aged 0-25 with special educational needs and/or disabilities (SEND). The charity supports parent carers by providing information, signposting, and training that equips them in their lifelong caring role and empowers them to participate in shaping services for their children and young people https://www.wspcf.org.uk/

Mini parent carer forums and Local support groups are shared on our website and as information comes through of specific meetings they are shared on the weekly newsletter home referred to as The Friday Flyer, if not sent home via Parentmail earlier in the week

Complaints Procedures

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the class teacher or SENCo in the first instance

Refer to the School's Complaints Procedures Policy. The complaints procedures are the same as for all children.

Who Can I contact for support?

- Parents and Carers are signposted regularly via our "Friday Flyer" to the West Sussex Parent Carer Forums: https://www.wspcf.org.uk/
- DfE SEND Guide for Parents and Carers: https://www.gov.uk/government/publications/send-guide-for-parents-and-carers
- Parents of any pupil may contact West Sussex SEND Information, Advice and Support Service (SENDIAS) for impartial advice, information and guidance on any SEN issue: https://westsussex.local-offer.org/
- ASPENS who support families with children living with autism to live life to its full potential https://www.aspens.org.uk/contact-us

Continuing Professional Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. The SENDCo will analyse the training needs of staff through meetings, discussion and monitoring practice. The SENDCo, with the senior leadership team, ensures that training opportunities are also matched to school development priorities and those identified through evaluating the success of the provision.

In-service training may be provided by external agencies with specific reference to particular children e.g. support from consultants; Speech and Language Therapy Service.

Evaluating the success of provision

The SENDCo monitors the movement of children within the SEND system in school. It is vital that there is excellent assessment for all SEND children in order to ensure early identification and assessment of needs, and to monitor the children' progress over time.

Assessment includes the following:

- Analysis of data in respect of children with SEND.
- Copies of ILPs and IBPs are held by the SENDCO and the Class Teacher. Children's progress will be measured and recorded against the targets set out in their ILPs.
- ILPs and IBPs are working documents and teachers and support staff are encouraged to annotate them as work progresses. This enables termly reviews to be effective and efficient whilst at the same time supports the monitoring process.

- Teaching assistants are involved in the assessment and writing of ILPS. Teaching assistants monitor targets and feed back to the class teacher to inform planning.
- Class Teachers show evaluation of learning provided within short term planning.
- Samples of work will be monitored regularly to evidence achievement and rates of progress.
- Visits and discussions with staff at off-site provision to ensure that children are happy, safe and achieving.

Provision mapping is used on a half termly basis to evaluate the success of provision within our school. It involves the monitoring, review and evaluation of interventions used to support pupils. Information from provision mapping is used to identify how effective interventions are in enabling pupils to make accelerated progress and achieve academic outcomes.

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCo and Head teacher or SEND Governor and information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parent's evenings, feedback forms or school forums. Evidence collected will help inform school development and improvement planning.

The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings.

GLOSSARY OF TERMS AND ABBREVIATIONS

*SEND – Special Education Needs and Disabilities. A child or young person with SEND is likely to need extra help that is additional to or different to their peers. The extra or different help is known as special educational provision. The SEND Code of Practice 2015 gives a legal definition of Special Educational Needs. You can learn more about the guidance in the SEND Code of Practice at https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

ILP/IEP – Individual Learning Plan/Individual Education Plan. These plans identify targets for identified areas requiring specific additional support for individual children/young people and are monitored/reviewed as part of the 'Assess, Plan, Do, Review' process guiding support in West Sussex schools. https://schools.local offer.org/send-toolkit/send/assess-plan-do-review/assess-plan-do-review-overview/

SENCO/SENDCO – Special Educational Needs Co-ordinator/Special Educational Needs and Disabilities Co-ordinator. This is a qualified teacher who has had extra training about SEND. They support teachers to arrange extra support for children and young people with SEND and are responsible for the day-to-day operation of the school's SEN policy (available on school website).

ELSA – Emotional Literacy Support Assistant - https://www.elsa-support.co.uk/. ELSA's are teaching assistants who have had special training from educational psychologists to support the emotional development of children and young people.

ASCT – Autism and Social Communication Team (advisory teachers and learning support assistants). The ASCT supports maintained and mainstream schools and academies

promoting the educational, social and emotional development of autistic children and young people and children and young people with Social Communication Differences (SCD) through individualised advice, support and consultation.

LBAT – Learning and Behaviour Advisory Team (advisory teachers and specialist practitioners) also support maintained and mainstream schools and academies offering support for learning and/or behaviour difficulties affecting a children and young people's progress in school.

Ed Psych or EPS – Educational Psychologists or Educational Psychology Service. This team support assessments of CYP's SEN and disability including EHCP assessments, advice to schools and pre-school planning and reviewing.
SENDIAS – Special Educational Needs and Disabilities Information Advice and Support Service. West Sussex SENDIAS provides impartial and confidential information, advice and support to children and young people who have SEND. They also offer this service to their parent carers.

EMTAS – Ethnic Minority Traveller Achievement Service supports full access to education and aims to raise the attainment pupils from minority ethnic backgrounds, particularly those with English as an Additional Language (EAL) and those from Gypsy, Roma & Traveller backgrounds (GRT). The team offers advice and guidance to schools and families, supports parental and community engagement and delivers a range of training.

EHCNA (Education, Health and Care Needs Assessment) - If a child or young person has been receiving SEN support for a while and is not making expected progress, the educational setting, parent carer or young person, if they are over 16, may consider requesting an assessment to see whether an Education, Health and Care Plan is needed.

EHCP (Education Health and Care Plan) – This is a legally-binding document which sets out the education, healthcare and social care needs of a child or young person for whom extra support is needed in school, beyond that which the school can provide through its Ordinarily Available Inclusive Practice (For WSCC OAIP see - https://schools.local offer.org/send-toolkit/ordinarily-available-inclusive-practice/).

SENAT – Special Educational Needs Assessment Team is responsible for children with Special Educational Needs who have an Education Health and Care Plan (EHCP), are requesting one, or who are going through the process of an Education Health and Care Needs Assessment. We also process the monitoring and review functions of EHCPs (the Annual Review process).