



The John Moore Primary School  
&  
Little Foxes Playgroup

# ***Special Educational Needs and/or Disabilities***

*(Inc. The John Moore Primary School's Local Offer)*

## Statutory Policy

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## **1 Introduction**

This policy relates to The John Moore Primary School and Little Foxes Playgroup. In 2019, The John Moore Primary School began accepting an increased number of 45 Reception children. This is the number of Reception children that will be accommodated each subsequent year, meaning that the school will eventually have 45 children in each year group.

## **2 SEND Definition**

Code of Practice (2014)

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *has a significantly greater difficulty in learning than the majority of others 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 or mainstream post-16 institutions.*

## **3 Policy Principles**

We aim to develop each child's individual potential in a caring environment. We are committed to ensuring that all our children, including those with special educational needs, receive a curriculum relevant to their needs and ability and still fulfil the requirements of the national curriculum.

We aim to do this through:

- promoting equal opportunities for all children
- early identification of SEND
- establishing and maintaining an efficient and consistent approach to identify needs
- providing an appropriate learning environment for all children
- early consultation with teachers and where necessary actively involving them in implementing My Plans
- enabling parents to take a supportive role in their child's learning
- establishing a SEND register and a record keeping system
- providing a differentiated curriculum where necessary
- providing training for the Inclusion Manager, class teachers and teaching assistants, and opportunities for dissemination of information related to SEND.
- having regard to the Code of Practice

## **4 Objectives**

At The John Moore Primary School and Little Foxes Playgroup we:

1. Ensure, wherever possible, that all our pupils are taught within their own class group and that withdrawal is kept to a minimum.
2. Provide programmes of work for children with SEND which enable them to access the Curriculum irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning difficulties.
3. Allocate our resources flexibly to support all children's needs.
4. Plan our work allowing for differentiation in keeping with the child's needs and abilities.
5. Operate a system of closely monitoring our pupils' work.
6. Maintain effective channels of communication with everyone involved with our children with SEND.
7. Inform, consult and support the parents of our children with SEND.
8. Liaise closely with the appropriate services working with our children.

## **5 Health and Safety**

Health and Safety is of paramount importance when considering pupils with SEND. Individual needs are considered when organising our school environment to ensure that teaching and learning takes place in a safe and secure environment. Our First Aid in Schools policy outlines the guidelines for administering medicines within for our school/playgroup systems.

## **6 Identification, assessment and provision for pupils with SEND**

### **6.1 Identification**

Pupils may have needs in one or more of the following areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Physical and medical

### **6.2 How does our school/playgroup know if children need extra support?**

We know when pupils need support if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous setting.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected progress. This is discussed at Pupil Progress Meetings.
- Observation of the pupil indicates that they have additional needs.
- A pupil asks for help.

### **6.3 How will the school/playgroup support a child with SEND?**

All pupils will be provided with quality first teaching that is differentiated to meet the diverse needs of all learners.

Pupils with SEND will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in school/playgroup and to increase their access to the curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:

1. classroom observation by the senior leadership team, the Inclusion Manager, LF Senco, external verifiers
2. ongoing assessment of progress made by pupils with SEND,
3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. teacher meetings with the Inclusion Manager/LF Senco to provide advice and guidance on meeting the needs of pupils with SEND,
5. pupil and parent feedback on the quality and effectiveness of interventions provided,
6. attendance and behaviour records.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these during Parents Evenings.

Pupils' attainments are tracked and those failing to make expected progress are identified very quickly. These pupils are then discussed in progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team.

Additional action to increase the rate of progress will be then identified and recorded; that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

Action relating to SEND support will follow the assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school/playgroup will be collated by the class teacher/key worker in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher/key worker with advice from the Inclusion Manager/LF Senco.

3. **Do:** SEND support will be recorded on a plan (see Appendix- My Profile/My Plan-school example) that will identify a clear set of SMART targets and expected outcomes, and a review date will be made.
4. **Review:** Progress towards these outcomes will be tracked and reviewed regularly with the parents and the pupil.

If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include:

- Hearing Impairment team
- Visual Impairment team
- Educational Psychology Service
- Physical and Disability Support Service
- Health and Social Services
- School Nurse
- Children and Young Person Services
- Advisory Teaching Service
- Speech and Language
- Occupational Therapy
- Alderman Knight Outreach Provision

In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

Please refer to the School's Local Offer attached to this policy for information on:

- what parents should do if they think their child may have special educational needs.
- how Pupils will be supported in school/playgroup and Parents' involvement

#### **6.4 The Graduated Pathway**

Please see the Appendices for diagrams on the Graduated Pathway.

### **7 The SEND Register**

The school/playgroup SEND Register is monitored and updated regularly. Pupils can be added or removed based on individual needs.

### **8 Pupils with medical needs (Statutory duty under the Children and Families Act)**

Pupils with medical needs will be provided with a Healthcare Plan.

Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the relevant professional as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school's First Aid Policy (including Administration of Medicines/Supporting pupils with Medical Conditions).

## **9 Curriculum**

At The John Moore Primary School/Playgroup we aim to offer all our children access to the Foundation stage curriculum &/or areas of the National Curriculum recommended for their age. We provide this through a cross-curricular approach, providing our children with individual, small group and whole class tasks.

## **10 Integration**

The Governing body at The John Moore Primary School/Little Foxes Playgroup expect the full integration of all pupils with SEND into the daily routine of the school/playgroup. Any withdrawal sessions are coordinated by the Inclusion Manager/Class teacher/LF Senco and the work covered is supported within the classroom whenever possible.

## **11 Equal Opportunities**

At The John Moore Primary School and Little Foxes Playgroup we aim to provide equal opportunities for all pupils as well as develop and maintain a sense of value. All pupils have equal access to the full range of educational resources necessary to ensure that they reach their full potential. All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social Background
- Ability/Disability
- Belief

## **12 SEND Funding**

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.

3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services.
4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

## **13 Staff policies and partnership with bodies beyond the school/playgroup:**

### **13.1 Partnership with Parents**

At The John Moore Primary School and Little Foxes Playgroup we have always tried to maintain good working relations with our parents. Specifically, in relation to parents of pupils with SEND, we have set down a clear procedure for action. No decisions about referrals, provision, My Plans, movement between stages or in relation to statutory assessment, will be made without parental consultation and consent. Within the review process, as recommended in the Code of Practice, parents will be consulted and invited to join any review meeting.

### **13.2 SEND Training**

Staff shall attend all relevant courses appropriate to their position and responsibilities within this policy.

### **13.3 Outside Support Services**

All members of staff are requested to keep the Inclusion Manager/LF Senco informed of any contact they have with outside agencies. Similarly, the Inclusion Manager/LF Senco will keep the staff informed of any reports and assessments carried out by any outside agency. (see identification for full list)

### **13.4 Links with Other Schools**

As The John Moore Primary School takes children from a variety of pre-school placements, we realise the importance of close liaison with all our feeder establishments. Similarly, if asked to take a child from a specialist centre, we would wish to become involved at an early stage and to attend the case conference.

Our Reception teachers will visit or telephone pre-schools to build relations with reception children prior to them starting school. The children will visit the reception classes. The pre-school will pass on relevant information on the child's physical, intellectual, emotional and social development to the reception class teachers. The assessment profile will also be started in Pre-School and passed on with the children.

In order to ease the transfer of our children to Secondary school, or to any other establishment we will continue to keep detailed records of referrals, My Plans, review meetings, assessments and reports completed by outside agencies, and liaise with the



SENCO at the new school in the term before transfer. This will be the responsibility of the Inclusion Manager and the class teacher.

### **13.5 Role of the Inclusion Manager/Little Foxes Senco**

The Inclusion Manager is Mrs Heather Philcox who is responsible for co-ordinating the SEND provision within the school. The Inclusion Manager has BA(QTS) Hons. and NASENCO qualifications and is part of the Senior Leadership Team.

The Little Foxes Senco (Special Educational Needs Co-ordinator) is Mrs Bron Williams. Mrs Williams is also the Little Foxes Playgroup Manager.

The Inclusion Manager/LF Senco is responsible for:

- Liaising with staff
- The management of the provision for pupils with SEND support and EHCPs.
- Overseeing the records of all pupils with SEND
- Liaising with external agencies and parents
- Contributing to in-service training of staff
- Keeping the Headteacher updated
- Communicating with the SEND support staff
- Contributing to the writing, delivering and reviewing of My Plans (Appendix 2)
- Contributing to the writing, delivering and reviewing of My Plan + (Appendix 2)
- Oversee the day to day operation of the school/playgroup's SEND policy
- Keeping the governing body fully informed of SEND issues

The school's Inclusion Manager is part time and works three days a week. In the absence of the Inclusion Manager the point of contact is the Headteacher. The Headteacher retains ultimate responsibility and deploys the SEN budget and reports on how it is spent.

Our Senco at Little Foxes is part-time. In the absence of the Senco the point of contact will be the Little Foxes Playgroup Deputy Managers.

### **13.6 Role of SEND Governor**

The SEND Governor is Mrs Pip Woods.

The SEND Governor is responsible for:

- Whole school/Little Foxes SEND development, meeting regularly with the Inclusion Manager
- Monitoring and developing policy
- Helping to keep the governing body fully informed on SEND issues

### **13.7 Role of Class Teachers**

Class teachers are responsible for:

- Initial identification

- Communicating with the Inclusion Manager and SEND support staff
- Differentiating work to enable access
- Being responsible for meeting the Special Educational Needs for all children in their class
- Contributing to the writing, delivering and reviewing of My Plan
- Contributing to the writing, delivering and reviewing of My Plan +

## **14 Complaints**

Through consultation with all involved with our pupils with SEND, including parents, we would hope that reasons for complaint would seldom occur. However, should anyone have cause for complaint it is important that this is brought to the attention of the Inclusion Manager/LF Senco and Headteacher as soon as possible. Once a complaint has been made it will be given immediate attention and parents can expect a response as quickly as possible. If the complaint is of a serious nature, and help has to be sought from outside agencies, the matter will be given urgent attention and the parents will be consulted at every step of the proceedings.

## **15 Safeguarding**

The John Moore Primary School and Little Foxes Playgroup has a Safeguarding (Child Protection) Policy which aims to protect every child in its care by ensuring that everyone in the school/playgroup, teachers, non-teaching staff and volunteers have clear guidance on the detection and management of situations where the child's safety and/or emotional welfare is suspected or is seen to be at risk.

## **16 Monitoring and Review**

The policy is reviewed by the Inclusion Manager, working in consultation with staff and governors.

The policy will be reviewed annually. Subject Coordinators will monitor provision of adaptations for children on the SEND register when monitoring their subject. The Inclusion Manager will support by suggesting suitable adaptations.

Its implementation is seen as the responsibility of all the staff. Its use and effectiveness will be supported and monitored by the Inclusion Manager working closely with the Headteacher.

## **17 Other linked policies**

- Child Protection and Safeguarding Policy
- School Exclusion Policy
- Behaviour Policy
- Attendance Policy
- First Aid Policy
- Complaints Policy

# My Profile

My name is

My birthday is

This is me...

This is what is important to me:

This is what people like and admire about me:

How best to support me:

This is what I find difficult:



## Appendix 2 – My Plan/My Plan + (school)

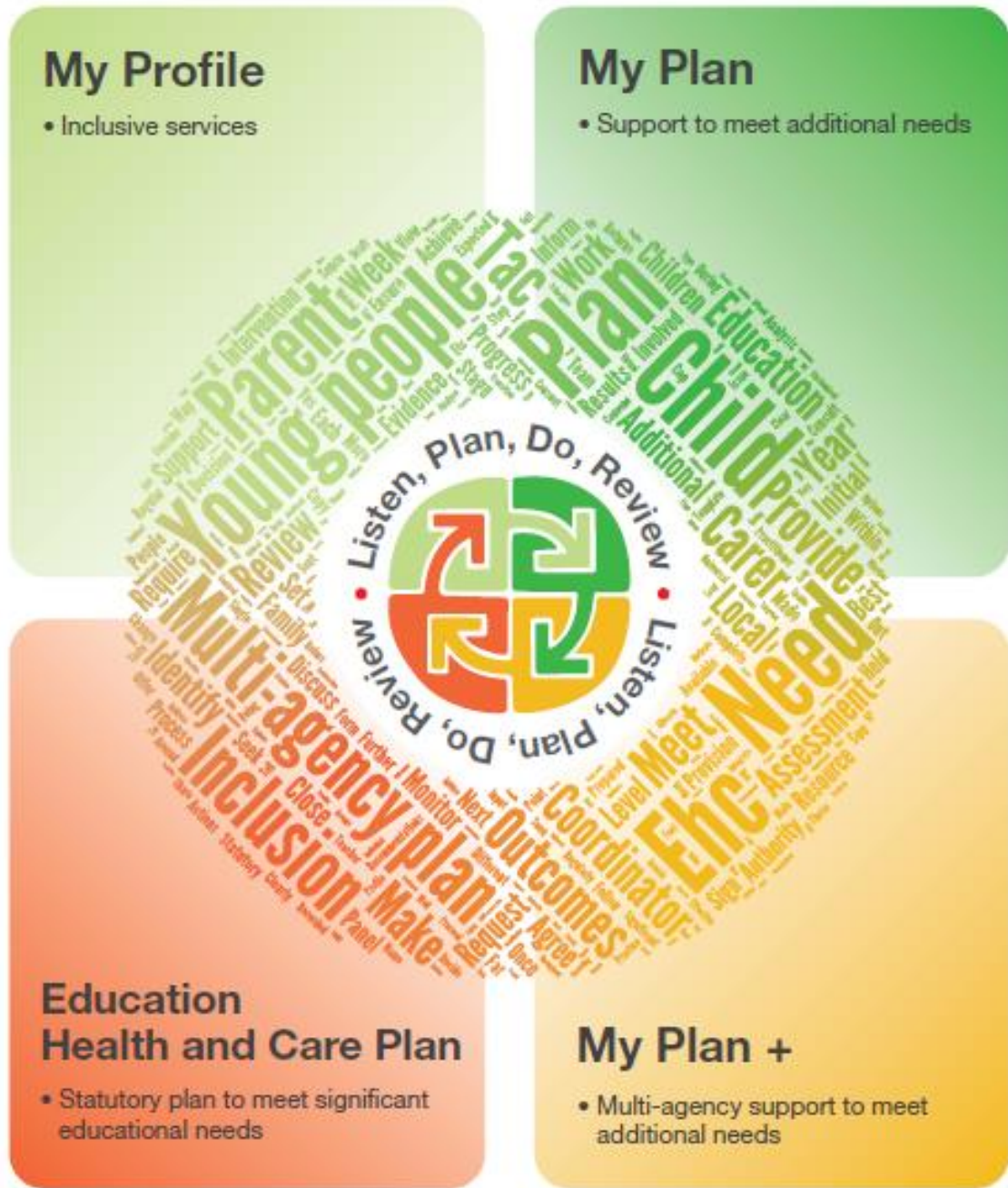
My Plan/My Plan +

The John Moore Primary School

<b>Name of Pupil:</b>		<b>Year Group:</b>	<b>Date of Review:</b>	<b>SEN Support EHCP</b>	<b>Plan Number:</b>
<b>D.O.B.</b>		<b>Present at Meeting:</b>			
<b>Purpose of Review:</b> To work collaboratively, to provide updates on pupil progress and attainment, to discuss any social or emotional barriers to pupil's learning, to raise aspirations by working together and to plan the next steps to ensure progress.					
<b>Area of my life:</b>	<b>My Outcome:</b>	<b>What we want to achieve soon:</b>	<b>How will we do this:</b>	<b>How will we know when we have been successful:</b>	<b>Who will do what, when and how often:</b>
<b>Parental Views:</b> Parent/Carer consent to attach electronic copy of this plan to child/young person's details held by Gloucestershire County Council YES/NO Parent/Carer/Young person consent to share this My Plan/My Plan+ YES/NO			<b>Pupil's Views:</b>		
<b>Completed by:</b>	<b>Other Agencies involved: School Nurse EP S+L ATS HI ATS Cog+L/SEMH ATS CI OT</b>		<b>Other Information:</b>		

Appendix 3 – A Graduated Approach

# A graduated approach that enables the right level of intervention and support when needed



# The pathway for the graduated and integrated approach





## Appendix 4 – The Local Offer

# The John Moore Primary School

### Local Offer for Children with Special Educational Needs/Disabilities

All Gloucestershire maintained schools have a similar approach and follow the Code of Practice in meeting the needs of pupils with Special Educational Needs/Disabilities. They are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need(s) and/or disabilities being met in a mainstream setting wherever possible, where families want this to happen. This Local Offer was written in consultation with staff, Governors and a working party of parents.



<p>How does our school identify that children have special educational needs and disability (SEND)?</p>	<p>When children have already been identified with Special Educational Needs and/or Disabilities (SEND) before they start here, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting and how we can best support the child.</p> <p>If you tell us you think your child has a Special Educational Need and/or Disability we will discuss this with you and look into it. We will share what we discover with you and agree with you what we will do next and what you can do to help your child.</p> <p>If our staff think that your child has a Special Educational Need and/or Disability this may be because they are not making the expected progress; for example they may not be able to follow instructions or answer specific questions related to their learning. We will observe them, assess their understanding of what we are doing in school to find out what is causing the difficulty. Should we require further help we will contact specialist external services, such as The Advisory Teaching Service or Educational Psychology Service.</p>
<p>What are the first steps our school will take if special educational needs are identified?</p>	<p>When you, as a parent, or a teacher have raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the Inclusion Manager.</p> <p>Our school also has meetings every term between each class teacher and a member of the Senior Leadership Team (Pupil Progress Meetings) to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as they could be. From here, our identification process will begin and through close monitoring, the specific needs of your child will be established.</p> <p>Targeted teaching or interventions may be used, whereby your child may receive additional support either in or outside of the classroom. These are often run by skilled Teaching Assistants/Inclusion Manager under the direction of the class teacher or Inclusion Manager and usually include small groups of children working towards the same/similar targets. The following is a sample of the interventions that take place at The John Moore Primary School:</p> <ul style="list-style-type: none"> <li>• Dancing Bears</li> <li>• Talk Boost</li> <li>• Rapid Reading</li> <li>• Language for Thinking</li> <li>• Power of 2</li> <li>• Toe by Toe</li> </ul> <p>You can find out more information about these interventions on our school website. (<a href="http://www.thejohnmooreprimary.org">www.thejohnmooreprimary.org</a>)</p> <p>If your child is then identified as not making progress, the school will set up a meeting to discuss this with you in more detail:</p> <ul style="list-style-type: none"> <li>• To listen to any concerns you may have too</li> <li>• To plan any additional support your child may receive</li> <li>• To discuss with you any referrals to outside professionals to support your child's learning</li> <li>• To discuss placing your child on the SEND register</li> </ul>



<p>What should parents/carers do if they think that their child has SEND? How can they raise concerns?</p>	<p>If you have concerns about your child’s progress, you should speak to your child’s class teacher initially.</p> <p>If you have further concerns that your child is still not making progress, you should speak to the Inclusion Manager or Headteacher.</p> <p>If you wish, you can speak to the school’s SEND Governor.</p>
<p>How will our school include parents and pupils in planning support?</p>	<p>As their parent, you know your child best and as such, you are one of school’s greatest resources in addressing their special educational needs. We aim to involve parents and, where appropriate, pupils at every level of support.</p> <p>We would like you to talk to your child’s class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places.</p> <p>The Inclusion Manager is available to meet with you to discuss your child’s progress or any concerns/worries you may have.</p> <p>All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report. The Inclusion Manager will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.</p> <p>My Plans will be reviewed with you and your child’s involvement each term, setting new outcomes and evaluating previous outcomes that have been set.</p> <p>A home/school contact book, e-mails or telephone conversations may be used to support communication with you, when this has been agreed to be useful for you and your child. E-mail addresses can be obtained from the School Office.</p> <p>In addition: If your child is undergoing statutory assessment you will also be supported by SENDIASS. They will ensure that you fully understand the process.</p>
<p>How will our school teach and support children with SEND?</p>	<p><b>Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching.</b></p> <ul style="list-style-type: none"> <li>• Ensuring that the teacher has the highest possible expectations for your child and all pupils in their class.</li> <li>• Ensuring that all teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.</li> <li>• Putting in place specific strategies (which may be suggested by the Inclusion Manager) to support your child to learn.</li> </ul> <p><b>Specific group work with a smaller group of children. This group may be run in or outside the classroom by a teacher/Inclusion Manager or most often a Teaching Assistant, who has had training.</b></p>

- Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- He/ She will plan group sessions for your child with targets to help your child to make more progress.
- A Teaching Assistant/teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher’s plans, or a recommended programme.

These are often called ‘Intervention’ groups by schools.



**Specialist groups run by outside agencies e.g. Speech and Language therapy OR Occupational therapy groups**

**AND/OR Individual support**

- If your child has been identified as needing more specialist input instead of or in addition to excellent classroom teaching and intervention groups, a My Assessment will be completed so that referrals can be made to outside agencies to advise and support the school in enabling your child to make progress. Parental input in completing a My Assessment will be sought and you will be involved in the completion of this document.
- Before a My Assessment and referrals are made, you will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school.
- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - Support to set better targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g. a social skills group or sensory circuit
  - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

**Specified Individual support - *an Education, Health and Care Plan (EHCP).***

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child’s needs. This is a legal process.
- After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs.

	<ul style="list-style-type: none"> <li>• After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need significant support in school to make good progress. If this is the case they will write an EHCP. If this is not the case, they will ask the school to continue with the existing support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</li> <li>• The EHCP will outline the additional funding your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.</li> <li>• The additional funding may be used to support your child with whole class learning, run individual programmes or run small groups including your child.</li> </ul> <p>Click on link to access funding information- SENDIASS Gloucestershire</p>  <p><a href="https://sendiassglos.org.uk/">https://sendiassglos.org.uk/</a></p> <p>Click on link to access Gloucestershire County Council</p>  <p><a href="http://www.gloucestershire.gov.uk/sen">http://www.gloucestershire.gov.uk/sen</a></p>
<p>How have we made this school accessible to children with SEND?</p>	<p>The school is accessible to children with physical disability as it is a low level building and has wide access doors.</p> <p>We ensure that equipment used is accessible to all children regardless of their needs.</p> <p>The school has an access toilet.</p> <p>Enrichment activities are extended to all pupils irrelevant of their needs.</p> <p>All extra-curricular clubs are fully inclusive and if necessary, school will make additional arrangements. We have close links with an externally run before and after school club which is located on site.</p> <p>As part of our inclusive curriculum, all school trips (including the residential trip) are available to all pupils, with any extra SEND provision being made where applicable.</p>
<p>Who will be working with your child?</p>	<p>Within our school your child will have a class teacher and teaching assistant(s). They may work with the Inclusion Manager who will be overseeing their SEND provision.</p> <p>Other people or external agencies that may be involved include:</p> <ul style="list-style-type: none"> <li>• Parent support worker</li> <li>• CIC (Children In Care) lead</li> <li>• Attendance officer/ Inclusion Service</li> <li>• Advisory teaching service</li> <li>• Educational psychologist</li> <li>• School nurse</li> <li>• Occupational Therapy</li> <li>• Physiotherapy</li> <li>• Speech and language service</li> <li>• Children and young people's service (CYPs)</li> </ul>

<p>How are the teachers in school helped to work with SEND children and what training do they have?</p>	<ul style="list-style-type: none"> <li>• The Inclusion Manager’s job is to support the class teacher in planning for children with SEND.</li> <li>• The school has a duty to provide continual professional development opportunities for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues.</li> <li>• Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for children with SEND.</li> <li>• Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ATS (Advisory Teaching Service) or EPS (Educational Psychology Service).</li> </ul>
<p>How does our school provide support to improve the emotional and social developments of our SEND pupils?</p>	<p>Our school provides pastoral care in the form of 1:1 support or small groups, as needed.</p> <p>There is both a pupil attendance officer and safeguarding officer.</p> <p>Many staff are first aid trained, including midday supervisors however we are unable to administer medication unless prior arrangements have been made with school staff.</p> <p>Our school has a policy of zero tolerance on bullying and high expectations for behaviour. All relevant policies are available on the school’s website.</p> <p><a href="http://www.thejohnmooreprimary.org">www.thejohnmooreprimary.org</a></p>
<p>How do we assess and evaluate the provision that has been arranged for your child and the progress that they are making?</p>	<ul style="list-style-type: none"> <li>• Intervention evaluations are completed by the Inclusion Manager.</li> <li>• Pre-Key Stage Assessments are used to measure progress for some SEND pupils.</li> <li>• National curriculum expectations are used to measure progress made by some SEND pupils.</li> <li>• Termly pupil progress meetings are held with the class teachers, headteacher, teaching assistants and Inclusion Manager.</li> <li>• School Insight Tracker system used to record, monitor and analyse assessment data for all core subjects.</li> <li>• My Plan/My Plan + reviews, Annual Review Meetings and AfA (Achievement For All) meetings are held for some SEND pupils. Information is shared with parents at parent consultation evenings and through their child’s annual report.</li> </ul>
<p>How do we arrange and support SEND pupils transfer to another school/educational establishment?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> <li>• If your child is moving to another school: <ul style="list-style-type: none"> <li>○ We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.</li> <li>○ We will make sure that all records about your child are passed on as soon as possible.</li> </ul> </li> <li>• When moving classes in school: <ul style="list-style-type: none"> <li>○ Information will be passed on to the new class teacher IN ADVANCE and, in most cases, a planning meeting will take place with the new teacher. All My Plans will be shared with the new teacher.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ If your child would be helped by a book to support them to understand moving on, then it will be made available for them.</li> <li>● In Year 6 <ul style="list-style-type: none"> <li>○ The Inclusion Manager will liaise with the SENDCO of their secondary school to ensure that the specific needs of your child are met.</li> <li>○ Your child may be invited to additional visits at their new Secondary school, designed for pupils with SEND.</li> </ul> </li> </ul> <p>Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.</p>
<p>Where can you find our SEND policy and what is the role of the governors?</p>	<p>All state maintained primary, secondary and special schools, are accountable to their governing bodies, which in turn are accountable to parents and the community. Parent and staff representatives are elected to the governing body and the local authority appoints governors to the governing body. In addition, the governing body can appoint its own community governors.</p> <p>The governing body is responsible for the conduct of its school, and must promote high standards of educational achievement at the school.</p> <p>The SEND governor must do their best to ensure that the school makes the necessary provision for every pupil with SEND. He/she provides the link between the governing body and the school in relation to pupils with SEND. It is their role to help raise awareness of SEND issues at governing body meetings and give up-to-date information on SEN provision.</p> <p>Governors also monitor the provision for Children In Care and Gifted and Talented children.</p> <p>Our school has a strong ethos of inclusion for all.</p>
<p>What to do if you are not happy?</p> <p>Who can you contact for more information?</p>	<p>You first point of contact is always the person responsible –the class teacher, the Inclusion Manager and the Headteacher.</p> <p>If you still do not feel that your issues have been resolved please refer to our Complaints Policy. <a href="http://www.thejohnmooreprimary.org">www.thejohnmooreprimary.org</a></p> <p>SENDIASS Gloucestershire <a href="mailto:www.sendiass@carersgloucestershire.org.uk">www.sendiass@carersgloucestershire.org.uk</a> provides free, independent advice, regarding all areas of special educational need.</p>

<b>GLOSSARY OF TERMS</b>	
SEND	Special Educational Needs and/or Disabilities
SEND Code of Practice	The legal document that sets out the requirements for SEND
EHCP	Education, Health and Care Plan
SEN	Special Educational Needs
SALT	Speech and Language Therapist
EP	Educational Psychologist
SENDCO	Special Educational Needs and/ or Disabilities Co-ordinator
ATS	Advisory Teaching Service
LA	Local Authority
CIC	Children In Care
AfA	Achievement For All