

FERNDOWN MIDDLE SCHOOL



SEN and Disability Policy

Policy to be reviewed by governor committee	Community & Curriculum Committee
Frequency:	Annually

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Responsible Officer	Contact Details
Kelly Lambert Senior Advisor, Physical and Medical Needs (Specialist Teaching and Advice)	Tel: 01305 224063

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Ferndown Middle School

Special Educational Needs and Disability (SEND) Policy

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FERNDOWN MIDDLE SCHOOL

INTRODUCTION

All schools must have a Special Educational Needs and Disability Policy. This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (*Jan 2015*)

A SEN Policy explains how a school will identify and support pupils with special educational needs (SEN) and disabilities.

This is the SEND Policy for Ferndown Middle School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (*Jan 2015*) explains that a pupil has special educational needs (SEN) if:

- they have a learning difficulty or disability which makes it much harder for them to learn than other pupils of the same age; and
- they require special educational provision to be made for them.

There are four main areas of SEN

- communication and interaction needs
- cognition and learning difficulties
- social, emotional and mental health difficulties
- sensory and/or physical needs

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.'

More detail about SEN and disability can be found on

<https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer>

ROLES AND RESPONSIBILITIES

The Board of Governors ensures that the school meets the duties set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years.(Jan 2015)

This will include ensuring that Ferndown Middle School's arrangements supporting disability and medical conditions, equality, school and SEN and disability information pertinent to the SEN and Disability Policy are published.

The Headteacher, Mrs Gill Allen, has overall responsibility for Special Educational Needs and Disability in Ferndown Middle School.

The designated teacher responsible for coordinating SEN and Disability provision for children is: Laura Hitchins, Learning Development Coordinator (this includes the role of the SENCo). This person is a member of the Leadership Team.

The persons co-ordinating the day to day SEN and Disability provision for children at Ferndown Middle School is: Laura Hitchins, Learning Development Coordinator and Karen Jackson, Specialist SEN Teacher.

Parents can contact Mrs Hitchins or Mrs Jackson by telephoning 01202 876556

The person responsible for providing specialist teaching, undertaking assessment and advice for pupils with SpLD is: Karen Jackson, Specialist SEN Teacher. She will also liaise, support planning and monitor the progress of the pupils receiving individual teaching from the designated teaching assistants and the Learning Development Co-ordinator.

The Speech Therapist who will provide support and advice for our school is: Miranda Kidner.

The Educational Psychologist who will provide support and advice for our school is: Sue Vernon-Allen.

The School Support Advisor for our school is: Veronique Giddens.

The Pastoral Support Officer for our school is: Christine Hurst.

The Emotional Learning Support Assistant (ELSA) for our school is: Margaret Smith.

We have 18 members of staff employed by the schools who specialise in SEN provision and support (*excluding support from external agencies*).

The Governor with oversight of the arrangements for SEN and Disability is: Shelley Rossiter

The SEN and Disability Link Governor representing the Governing Body liaises with the school staff. They oversee the SEN and Disability provision and support the school in striving to make sure those children with special educational needs and Disabilities get the help they need to be successful in lessons, in social situations, and to participate fully in the school community. Governors have a duty to report to parents annually on the policy for children with special educational needs and disabilities. The SEN and Disability Link Governor responsibilities are:

- helping raise awareness of SEN and Disabilities issues at Governing Body meetings and giving up-to-date information on SEN and Disability provision within the school;
- assisting in the regular review of provision for children with SEN and Disability ensuring that parents and children have confidence in this provision;
- having familiarity with the statutory elements of this policy and how they are implemented
- understanding changes in law associated with the delivery of SEN and Disability within our school;
- challenging and holding to account those who coordinate SEN and Disability by reviewing SEN achievement data, and seeking to reduce any SEN curriculum performance
- reviewing the effective and efficient use of SEN and Disability funding delegated to our school.

VISION AND AIMS

Ferndown Middle School wants all our pupils to feel welcome, valued and included in the school community. We have high aspirations for our pupils with SEN and disabilities and will provide them with high quality learning opportunities to ensure that they achieve their best.

We also want to help our pupils with SEN and disabilities to develop a positive view of themselves so that they can become confident individuals and go on to live fulfilling lives by

making a successful transition into adulthood, whether into employment, further or higher education or training.

We will endeavour to fully involve our pupils with SEN and disabilities in all decisions that affect them, so that they can help us to identify what works for them and reflect on what doesn't.

To achieve the above, we will:

- create an atmosphere of encouragement, acceptance, respect of achievements and sensitivity to individual needs, in which all children can thrive.
- celebrate achievements and successes
- identify at an early age, individuals who need extra help and support
- enable each child to take part and contribute fully to school life.
- develop individuals' self-esteem
- provide access to a broad and balanced education and progression within the curriculum
- involve children in planning to address and monitor their special educational needs and or disability
- work in partnership with parents to support children's learning and health needs
- provide quality training for staff that suggests strategies that will help them to support children with special educational needs and disability.

OBJECTIVES

Ferndown Middle will do its best to ensure that the right provision is made for each pupil with special educational needs and disabilities. We are committed to discovering and providing the best learning conditions for each pupil.

In implementing this policy, our goals are to:

- Identify and provide for all pupils who have special educational needs (SEN) and disabilities at an early stage
- Ensure that pupils with SEN and disabilities have their needs met and that they make progress
- Work within the guidance provided in the SEN and Disability Code of Practice: 0-25 years (Jan 2015)
- Provide support and advice to all staff who work with children with special educational needs and disabilities
- Operate a whole school approach to meeting SEN and disabilities, in which all members of the school community have an understanding of their role
- Ensure that pupils with SEN and disabilities join in with all the activities of the school alongside their peers
- Adopt a "person centred approach" to supporting pupils with SEN and disabilities
- Employ a Special Educational Needs Co-ordinator (SENCo) who will work within the bounds of the SEN Inclusion Policy
- Ensure there is effective partnership working with outside agencies when appropriate.

ADMISSION ARRANGEMENTS

Ferndown Middle School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children, including those who are disabled, in a fair and non-discriminatory way, when securing admission to school.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Our teachers are responsible and accountable for the development and progress of the pupils in their class, and we have systems in place to ensure that special educational needs are identified as early as possible. We start by:

- providing teaching that is of a high quality
- regularly assessing our pupil's progress and targeting areas of difficulty
- adjusting work for pupils who need this

Ferndown Middle School staff use a wide range of tools to assess the amount and level of SEN needed support required. These include:

In the Summer term prior to starting in Year 5 pupils are given a GL test in literacy and maths to provide a baseline for the school to plan the interventions that maybe needed. In November all SEND pupils and those who scored below average on the GL literacy test are tested in reading, comprehension and spelling. This enables us to identify any pupils who may have low reading, comprehension and spelling ages who haven't previously been identified. Pupils requiring specific input in these areas are given appropriate interventions in small groups or on a one to one basis.

If a child is identified as having Special Educational Needs our SENCO will work closely with the parent/carer and the teachers at Ferndown Middle School to ensure that the child is making good progress.

If it is decided that a pupil has SEN and requires special educational provision (provision that is additional to and different from that which is available to other pupils at the school) they will be added to the SEN record under the category of SEN Support. Parents will be informed in writing when this happens.

We continually monitor our pupils with SEN by collecting data, talking to Parent/Carers and their teachers and teaching assistants.

Where needed, targeted intervention is put in place. Parent/Carers will always be informed of the specific interventions we are using to help their child, either by letter or a telephone call.

We will also send an Individual Learning Plan home twice a year (in the autumn and summer terms); this will record the intervention and when it happens, plus details of relevant progress.

This provision given at SEN support will be individual to each child, according to their SEN but it could include

- a special learning programme
- extra help from a teacher or a teaching assistant
- working in a small group or help to take part in class activities

All intervention programmes run for a set time and the impact of an intervention will be measured; this is often by a reading and spelling test. These are carried out in November and June. Parent/Carers will be informed if their child has made relevant progress for their ability and age and no longer require SEN provision.

If it is thought sensible to continue or alter the SEN programme then Parent/Carers will be contacted and further interventions will be added to the Individual Learning Plan.

Ferndown Middle will support most pupils with SEN at SEN Support Plans. However, some pupils with more severe, complex and long term SEN may need an Education, Health and Care (EHC) Plan, especially if they have not made progress at SEN Support. If we feel this is the case, we will

discuss this with parents. Parents can also speak to the SENCo if they feel their child might need an EHC Plan.

EHC Plans are issued by the Local Authority following an education, health and care (EHC) needs assessment where it is felt this will be beneficial.

Further details about the assessment process and EHC Plans can be found on <https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer>

Parents/carers will be fully involved in the assessment process. The school and any external agencies involved, carefully monitors the progress of the child. If our SENCO and external specialists consider that the information gathered about the child is insufficient, and that more detailed advice must be obtained from other outside professionals, then we will ask for the parent/carer's consent. If multi-agency intervention is required then we will complete a Common Assessment Form (CAF) with parent/carer's and a Team Around the Child meeting will take place. Where we consider it necessary to seek an Education Health Care Plan following Team Around the Child meetings, parents will be fully involved.

At Ferndown Middle School we regularly update our information on children with SEN and we keep all our staff informed via SIMS and Share Point so that all staff are fully aware and up-to-date with SEN information.

Sometimes other factors can affect a pupil's progress but are not considered to be a special educational need, for example: attendance and punctuality, ill health, English as an additional language, looked after children, service children, behaviour (where there is no underlying SEN) and bereavement. These needs will be addressed appropriately using other processes or strategies.

SUPPORTING PUPILS WITH SEN AND DISABILITIES

Where a child is identified as having SEN and or a disability, Ferndown Middle School adopts a process of "Assess, Plan, Do, Review" approach to support pupils with SEN and disabilities. This is also known as the graduated response. It helps us to learn more about the pupil and what helps them to make progress. The four parts of this approach are as follows:

1. Assess- as already outlined above, we assess pupil's needs; listening to the views of the pupil and their parents, and other professionals as we do so.
2. Plan- the teacher and our SENCo will plan the support needed, involving the pupil and their parents. A review date will be agreed.
3. Do- our SENCo will help the class teacher to support the pupil. They will think about the pupil's strengths and weaknesses and how best to help them. The teacher will also work with any teaching assistants or specialist staff involved.
4. Review- everyone, including the pupil and their parents will decide how effectively the support has been. We will then adapt the support in light of the pupil's progress.

If needed, during the process, we may ask for advice from specialist support service, such as Educational Psychology, Speech and Language Therapy, Specialist Teaching and Advice, Behaviour Support and Children's Therapy. Parental permission will always be sought prior to this.

This method is detailed in the SEND Code of Practice: 0 to 25 (*Jan 2015*). The principle is firmly embedded in working closely with parents / carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

It is our aim to ensure that all resources and SEN provision is being used effectively and efficiently within the school to support the curriculum and enable children to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any children including sharing progress reports, medical reports and teacher feedback;
- providing training and learning opportunities for staff on SEN teaching, methods and techniques.
- making use of all class facilities and space;
- using support effectively in the classroom to ensure that teaching material is adapted to individual needs;
- making sure that individual or group tuition is available where it is felt that children would benefit from such support;
- the Learning Development Coordinator's or Specialist SEN Teacher's advice is sought in any decision to provide long term group teaching away from the main classroom involving children with special educational needs;
- Parents / carers will be made aware of any circumstances in which changes have been made;
- setting appropriate individual targets that motivate children to do their best, and celebrating achievements and success;
- encouraging children to share their targets with their families.

Our pupils with SEN are regularly discussed at Year Meetings, Staff Meetings and weekly Year Leader Meetings so that everyone is kept up to date on a pupil's progress and new plans and targets can be implemented immediately. At any stage parents/carers can contact the school to discuss their child's progress.

Additionally, pupils with EHC Plans have an Annual Review held at the school, each year. The pupil, their parents and any relevant professionals are invited to this. Annual Reviews at Ferndown Middle are person centred and focus on the pupil's progress. They also:

- consider whether the outcomes of the EHC Plan are still appropriate
- review the special educational provision in place
- review any health or social care provision currently in place
- consider whether the EHC plan is still needed.

A report of the meeting is sent to the Local Authority.

Further detail about Annual Reviews can be found on
<https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer>

EXTERNAL SUPPORT SERVICES

The school nurtures strong working relationships with external support services in order to support children fully. **Please see SEN Information Report for further information.**

COMING OFF THE SEND RECORD

At Ferndown Middle School we regularly update our information on children with SEND and we keep all our staff informed via SIMS and Share Point so that all staff are fully aware and up-to-date with SEN information.

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan.

However a child's progress will continue to be monitored by using the school's tracking systems.

Funding support for children with special educational needs and disabilities

Since October 2017 Dorset County Council have adopted a new way of funding Dorset schools to help children and young people with special educational needs and disabilities (SEND). They have introduced a new 'banding' system for some of the funding schools receive for pupils with SEND.

Schools receive a set budget to support pupils who have SEND. If pupils have extra needs that are not met by this budget, schools can apply to Dorset County Council for 'top-up' funding to pay for additional support.

Previously, if a child in Dorset has either an Education, Health and Care Plan (EHCP) or a SEN statement, the support they receive in school is usually set out as a number of hours that a child has access to a teaching assistant (TA). However with a banding system, instead of TA hours the amount of funding is based on different 'bands' depending on the level of need. This revised system of funding will give schools more flexibility to work with parents, to try a range of different approaches. These approaches could include training, specialist support, group activities and/or one-to-one support.

TRANSITION ARRANGEMENTS

Ferndown Middle School is committed to ensuring that parents / carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents / carers and agree the information that should be passed to the next phase of education.

For children entering the school, The Learning Development Coordinator will contact the SENCo from the receiving school for an update on the child's needs and current strategies and provision that has been put in place. If appropriate, discussion will take place with the SEN Caseworker at County. Once the child has transferred to Ferndown Middle School then we are able to request the child's records.

The majority of children with Special Educational Needs will have been identified by teachers in the First School. We work closely with our First school colleagues to ensure that a child's needs are shared with relevant teachers on transfer. Opportunities during the year, for teachers and

teaching assistants to visit, observe and get to know Year 4 children in their First School, occur prior to transfer. Additionally, extra visits for children with SEN in Year 4 to visit Ferndown Middle School are arranged in order for them to start to find their way around and feel positive about their new school.

For children transferring to another school, the Learning Development Coordinator will try to contact the SENCo to pass on relevant information. Their records will all be passed on to their new school once the child has arrived.

Preparing young people for the next stage in their life is of primary importance. At Ferndown Middle School we offer opportunities both in our curriculum and in our extra-curricular activities and trips to prepare all our children for this next stage.

Helping children to become increasingly independent is of utmost importance and we aim to provide opportunities for children to develop their independence skills throughout their time with us. Achieving a balance of support, guidance and pupils working independently is something we strive for with your child.

Continuity in education is important to us and we have close links with our feeder schools and with local Upper schools particularly Ferndown. We work hard to make sure that there is a planned progression of work throughout the 3 tiers of schooling.

We know that transition to the Upper School can be a concern for children and parents/carers if the child has Special Educational Needs; this is why we pay such close attention to it and go out of our way to arrange meetings and visits to make this transition smooth. During Year 8 all children will have arranged visits to the Upper School, but children with SEN will have additional visits based on their needs. Meetings to discuss children and plan successful transition are arranged with our Upper School colleagues early in Year 8 so that everyone is prepared and comfortable with the arrangements. The SENCO from our school will meet with the SENCo from the Upper School so that individual information can be shared, ways of working agreed and action plans put in place. Meetings often include parents and all Annual Reviews will have representatives from the Upper School attending. Progress and children's development is monitored closely during the year so that children, parents/carers and staff all feel happy with the transition plans.

Prior to transfer all documentation is transferred to the Upper School. This enables staff, soon to be working with the child, to have had time to read through the relevant documentation and make plans to accommodate them in their lessons.

For children with a current Statement of Special Educational Need, the local authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - May 2015*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

TRAINING AND RESOURCES

Training needs are identified through a process of analysis of need of both staff and children as and when required. We aim to keep all school staff up to date with relevant and appropriate training in relation to the needs of children with special educational needs. The Governors will report each year to parents / carers on the policy for children with special educational needs.

The Learning Development Coordinator in liaison with the staff Continuing Professional Development Co-ordinator will recommend or arrange appropriate SEN training for staff where needed. The SENCO will provide information on specific needs for new staff. Schools need to

indicate where the SENCO will network for personal training. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals. The link Governor for SEND will attend the appropriate training courses available for Governors.

Risk assessments are completed for all off site activities. These will identify training needs if appropriate.

Please see the **SEN Information report** for a detailed list of training that took place over the last year.

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to Data Protection law.

All paper records will be held in line with the school's policy/protocol on security of information.

LINKS TO OTHER INFORMATION

ACCESSIBILITY PLAN

Ferndown Middle School publishes its Accessibility Plan on the school website; this information can be found at www.fernmid.dorset.sch.uk. Further information about our school's accessibility can be found on the local authority's *Local Offer* website; this can be found www.dorsetforyou.com/local-offer

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

In line with the Children's and Families Act 2014 and the associated guidance, Supporting pupils at school with medical conditions (Dec 2015), Ferndown Middle makes suitable arrangements to support all pupils with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education.

Our 'Supporting pupils with medical conditions' policy can be found on our Website.

SEN INFORMATION AND LOCAL OFFER

This policy, along with our annual SEN Information Report (a summary of how this policy has been implemented over the previous year), forms our 'local offer' of support for pupils with SEN and disabilities at Ferndown Middle. You can find all the information on our school website. www.fernmid.dorset.sch.uk

Information about our school can also be found on our record on the <https://familyinformationdirectory.dorsetforyou.gov.uk>, part of Dorset County Council's website.

Further information about the support available to all children and young people in Dorset with SEN and disabilities, and their families can be found on <https://www.dorsetforyou.gov.uk/childrens/sen-disability/local-offer>

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

MONITORING AND EVALUATION OF SPECIAL EDUCATIONAL NEEDS & DISABILITY

The Leadership Team which includes the Learning Development Coordinator oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. All SEN and Disability provision should be mindful of the statutory requirements to promote equality and to eliminate unlawful discrimination.

In order to make consistent continuous progress in relation to special educational needs provision, the school encourages feedback from staff, parents / carers and children throughout the year. The school strives to narrow the achievement gap between children with special educational needs and those who do not.

There is an annual formal evaluation of the effectiveness of the school SEN and Disability provision and policy. The evaluation is carried out by the Learning Development Coordinator, Headteacher, SEN Specialist teacher and Parent Support Advisor and information is gathered from different sources.

We will evaluate the success of our policy through:

- our Self Evaluation Form (SEF)
- feedback from our pupils, parents and professionals working within the school
- analysis of lesson planning to take account of differentiation
- progress data, including use of the school's tracking system and comparative national data to monitor the level and rate of progress for pupils with SEN and disabilities
- success towards outcomes included on SEN Support and EHC Plans

The results of all evaluations are used to find more effective ways of supporting children who have special educational needs.

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENCO.

Ferndown Middle School publishes its Complaints Policy on the school website; this information can be found at www.fernmid.dorset.sch.uk .

REVIEWING THE SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

This policy will be reviewed and updated annually. There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the Learning Development Coordinator, Headteacher, SEN Specialist teacher and School Support Advisor and information is gathered from different sources.

At Ferndown Middle School we aim to provide effective opportunities for all children, including those with Special Educational Needs, in all areas of the curriculum.

We have a stepped approach to special needs, increasing the amount of support we give to pupils depending on their special needs.

The majority of student needs are met through high quality teaching in the classroom.

If a student requires specific interventions a student may be on the SEN Register at SEN Support.

If a lot of help is needed with learning, teachers and parents may seek an Educational Health Care Plan. This means that any help provided is protected and checked carefully each year at a meeting. Children will be invited to attend this meeting. If children with an Educational Health Care Plan move to another school, the plan ensures that similar help and support is made available in that school.

When it is time for any child to move to another school, the teachers will talk to the teachers of the next school and make sure that they are aware of the progress being made and any special help needed.

Ferndown Middle School



SEN Policy

What is the SEN policy?

All schools must have clear plans and strategies for how they help children who find learning hard / difficult.

SEN stands for – Special Educational Needs; needs could be to do with reading and writing, emotions, behaviour or about medical things that make learning more difficult for some people.

This booklet tells how this school helps all children with special education needs or medical needs.

Mrs Hitchins is the Learning Development Coordinator and she will make sure that all children with special educational or medical needs get the help they need.

Sometimes Teaching Assistants help one person or maybe a small group of children with their learning.

These are some examples of the special things that some children might need to help them with their progress in school:

- laptop or special software
- quiet spaces or friendship groups
- pencil grips or a writing slope
- medical support.

Students can always talk to their parents or class teacher about any difficulties with learning or getting on with other children.

Ferndown Middle School promises to:

- help all children who have difficulty with their learning for whatever reason
- include all children in activities as far as possible so that no one feels left out
- ensure that all children are treated equally and are listened to
- make arrangements so that all children take part in trips and lunchtime clubs
- check that all children are making good progress
- talk to each child about their progress and plan more help with learning if needed

The Headteacher will make plans for all children with SEN to make good progress with their learning.

The teachers will set work that is at the right level so that students can meet targets and be included in all activities. Everyone is given chances to play, eat and join clubs with friends at lunchtime.

Other people, such as specialist teachers, nurses and physiotherapists might visit the school from time to time to advise on programmes and give extra help.

Equality Impact Assessment – initial screening record

1. What area of work is being considered?

S.E.N.

2. Upon whom will this impact?

Whole school- staff, pupils & parents

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups		X	
Gender		X	
Disability		X	
Religion, Faith or belief		X	
Sexual Orientation		X	
Transgender		x	
Age (N/A to pre-school and school children)			X n/a
Rurality		X	

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups		X	
Gender		X	
Disability		X	
Religion, Faith or belief		X	
Sexual Orientation	X		
Transgender	X		
Age		X	
Rurality			X

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by

C&C Committee

Signed

Date 5th July 2017

Comment by Headteacher:

Date.....