

What are the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans?

The SENCO will closely track the progress of all children with SEND. This is done every term by analysing school data. The SENCO will also track SEND progress through the Raise Online document. Intervention programmes will be tracked by producing entry and exit data. This can then be used to see if the intervention has been effective. The intervention programmes can be evaluated for pupils and a decision made as to the next step for the child made.

The progress of children on the SEND register will be shared with parents at least three times per year (once a term) through parent's evenings etc. Parents will be made aware of how their child is progressing against smart targets and how they are working on specific interventions. We will endeavour to involve parents at all stages of SEN support and will listen to their views and suggestions. Parental input is extremely valuable to us.

The SENCO will have regular meetings with class teachers to discuss the progress of children in the class with SEN. Specific children will be discussed at planning meetings which occur twice a year if we feel we need further support and they meet the criteria for external help.

Wherever possible, our children with SEN are taught as part of the whole class where they can receive quality wave one teaching. Where it has been suggested by an external agency to teach outside of the classroom, our school will accommodate this. Interventions are taught as additional support to the curriculum. Other resources are used to support children's learning such as visual timetables, wobble cushions for posture etc. These are provided with advice from specialist services. Every class in school has access to a teaching assistant during morning lessons. This enables the class teacher to direct support to children who have trouble accessing certain parts of the curriculum. Wherever possible, we try to avoid situations where a child becomes over reliant on an adult. Therefore on occasions, children who have statements will be encouraged to work independently.

We make all activities available to all children in school. These include extra curriculum activities and clubs.

We have a range of interventions in school which cater for our children's needs and we continuously look for new initiatives which will help ensure our children make rapid progress. We have a number of staff who have been trained recently to effectively deliver the following interventions:

- ECaT
- It's in a Bag
- Music Interaction
- Play scripts
- Fit to learn

We also use social stories which are personalised for children as well as circle time games and SEAL work as part of our quality wave one teaching. Our Pastoral Care Leader is also available to work one to one with children on any personal issues which may affect the child's ability to learn at school. We also have support during lunchtime and playtime assistance through planned activities and groups as this can be time where children have social problems in school.

As well as training for interventions, all staff receive continuous training in changes to legislation as well as particular needs relating to our children such as Autism (ASD) support. Training needs are assessed according to the needs of our children.