



Special Educational Needs and Disabilities Policy

Policy reviewed: March 2026

Approved by Governors: March 2026

To be read in conjunction with:

- Safeguarding Policy
- Behaviour Policy
- Supporting Children with Medical Needs Policy
- Attendance Policy
- Accessibility Policy

Policy to promote the successful inclusion of pupils with special educational needs and disabilities (SEND) at Innsworth Schools' Partnership, from reception through to year 6.

Rationale:

Innsworth Schools' Partnership is committed to providing an appropriate and high-quality education to all the children in our diverse community. We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced curriculum. This curriculum should meet their academic and social needs and be accessible to them. All children should be fully included in all aspects of school life.'

Innsworth Schools' Partnership SEND Vision

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Statement of intent

Innsworth Schools' Partnership believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is 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. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

1) Roles and Responsibilities

This policy document is a statement of the aims, principles, and strategies to ensure the effective and efficient provision for the children with Special Educational Needs and Disabilities (SEND) at The Innsworth Schools' Partnership. This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0-25 years (2015).

The contributions of every child are valued and the school works to secure the maximum achievement of all children. Every teacher is a teacher of every child, including those with SEND. Provision for children with SEND is a matter for the school as a whole including the Governing body, Executive Headteacher, Special Educational Needs and Disabilities Co-ordinator (SENDCo) and all other members of staff who have important responsibilities. A qualified teacher with the NASENCo qualification is appointed as SENDCo for the partnership who is part of the Senior Leadership Team.

The **Teacher** is responsible for:

1. High-Quality Teaching for All

Deliver **high-quality, differentiated teaching** as the first response to SEN.

Ensure every pupil can access learning, regardless of need.

2. Early Identification

Be alert to **early signs** that a pupil may have SEN.

Raise concerns promptly and work with the SENDCo to identify needs.

3. Use of the Graduated Approach (Assess, Plan, Do, Review)

Work with the SENDCo to:

Assess the pupil's needs

Plan appropriate support

Do – deliver interventions and support

Review progress regularly and adjust plans as needed.

4. Collaboration

Work closely with:

The **SENDCo**

Teaching assistants

Parent/carers

External professionals (e.g. Educational Psychologists, therapists)

5. Record Keeping

Maintain up-to-date, accurate records of:

SEN support provided

Progress and attainment

Reviews and outcomes

6. Setting Clear Outcomes

Set **ambitious and achievable targets** for pupils with SEND.

Monitor and review progress towards these outcomes.

7. Inclusive Practice

Promote an **inclusive classroom environment**.

Ensure pupils with SEND are **fully included** in the life of the school.

Provide access to **broader activities** and the **full curriculum**.

The **Teaching Assistant** is responsible for:

1. Supporting the Class Teacher

Teaching assistants should:

- Work under the **direction of the class teacher or SENDCo**
- Help deliver planned learning activities and interventions
- Support the teaching adapting tasks for pupils with SEND

2. Delivering Targeted Interventions

Teaching assistants often help implement **additional or specialist programmes** designed to support pupils with SEND.

Examples include:

- Literacy or numeracy interventions
- Speech and language activities
- Social skills or behaviour programme

3. Supporting the Graduated Approach

Teaching assistants contribute to the SEND process by:

- Observing pupils' learning and behaviour
- Recording progress and difficulties
- Providing feedback to teachers or the SENDCo
- Helping review whether strategies are effective

4. Promoting Inclusion

Teaching assistants help ensure pupils with SEND are **included in the full life of the classroom and school**.

Responsibilities may include:

- Supporting participation in lessons and group work
- Encouraging independence rather than creating dependence
- Helping pupils develop social and communication skills

5. Providing Individual Support

Many pupils with SEND need additional support to access learning.

Teaching assistants may:

- Clarify instructions or tasks
- Break learning into smaller steps
- Use visual aids or adapted material
- Provide emotional reassurance and encouragement

6. Supporting Behaviour and Wellbeing

Teaching assistants often help pupils manage behaviour or emotional needs by:

- Using behaviour strategies set by the teacher and/or school policy
- Supporting emotional regulation
- Encouraging positive relationships with peers.

7. Working with Other Professionals

Teaching assistants may also support work recommended by specialists such as:

- NHS Therapists (e.g. Speech and Language Therapists)
- Educational Psychologists
- Specialist SEND teachers

They may help **implement strategies recommended by these professionals in daily classroom practice.**

The **SENDCo** is responsible for:

Collaborating with the governing board and headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.

The day-to-day responsibility for the operation of the SEND policy.

The coordination of specific provision made to support individual pupils with SEND.

Liaising with the relevant designated teacher for LAC with SEND.

Advising on a graduated approach to providing SEND support.

Advising on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively.

Liaising with the parents of pupils with SEND.

Being a key point of contact for external agencies, especially the LA and LA support services.

Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies, as required.

Liaising with the potential future providers of education to ensure that pupils and their parents are informed about the options, and a smooth transition planned.

Working with relevant governors and the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.

Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.

Ensuring that the school keeps the records of all pupils with SEND up to date, in line with the school's Data Protection Policy.

Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

The **Headteacher** is responsible for:

Ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all pupils, including pupils with SEND. In enacting this policy, the headteacher will:

Establish and sustain culture and practices that enable pupils with SEND to access the curriculum and learn effectively.

Ensure the school holds ambitious expectations for all pupils with SEND.

Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of pupils, providing support and adaptation where appropriate.

Ensure the school fulfils its statutory duties with regard to the SEND code of practice.

Working with the governing board to ensure that there is a qualified teacher designated as SENDCo for the school.

Ensure the SENDCo has sufficient time and resources to carry out their functions.

Working with the governing board to ensure that there is a qualified teacher designated as SENDCo for the school.

Provide the SENDCo with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.

Ensure the SENDCo has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Coordinators.

Regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.

Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.

The **Governing Board** will be responsible for:

Ensuring this policy is implemented fairly and consistently across the school.

Ensuring the school meets its duties in relation to supporting pupils with SEND.

Ensuring that there is a qualified teacher designated as SENCO for the school.

The **Parents** will be responsible for:

1. Working in Partnership with Schools and Professionals

- Communicating openly with teachers, the SENDCo and other professionals.
- Attending meetings about the child's needs (e.g. review meetings)
- Sharing relevant information about the child's development, behaviour, or medical needs

This partnership approach is central to the **SEND graduated approach**.

2. Supporting the Graduated Approach

Parents are expected to:

- Contribute information during **assessment** of needs.
- Support agreed strategies at home where possible.
- Engage in **regular reviews** of their child's progress

3. Ensuring School Attendance

Under UK education law, parents are responsible for ensuring their child **attends school regularly**, unless there are valid reasons such as illness.

This applies to children with SEND as well.

4. Engaging with Education, Health and Care (EHC) Processes

If a child has or is applying for an **Education, Health and Care (EHC) Plan**, parents should:

- Provide information for assessments
- Participate in the EHC planning meetings
- Review the plan annually and raise concerns if support is not working

5. Advocating for the Child's Needs

Parents play an important role in:

- Monitoring whether the support in place is effective
- Requesting assessments or reviews when needed
- Raising concerns with schools or local authorities

6. Promoting the Child's Development at Home

Although this is not a legal obligation in the SEN Code of Practice, parents are encouraged to:

- Reinforce learning strategies used at school
- Support communication, behaviour and independence skills
- Encourage participation in education and social development

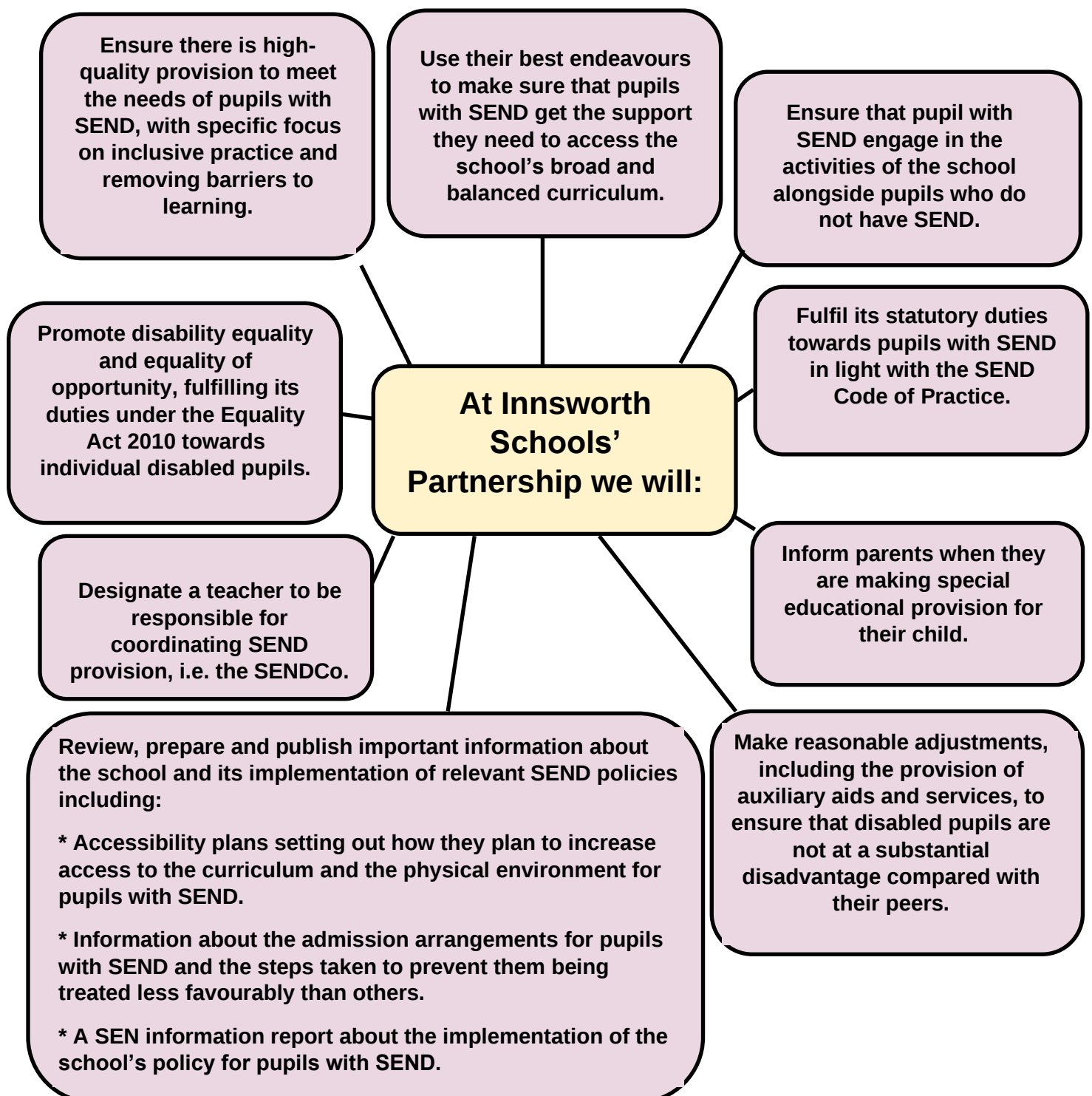
2) Admissions

The Innsworth Schools' Partnership strives to be fully inclusive. The Executive Headteacher is responsible for the admission arrangements following those laid down by the Local Authority. The school acknowledges its responsibility to admit children with already identified special educational needs and/or disabilities, as well as identifying and providing for those not previously identified as having SEND.

Arrangements for the fair admissions of pupils with SEND are outlined in the Admissions Policy and will be published on the school website.

3) Aims and Objectives

At The Innsworth Schools' Partnership we aim to raise the aspirations and expectations for all children with SEND. We strive to ensure that all children cultivate habits and attitudes that enable children to face difficulty and uncertainty calmly, confidently and creatively.



4) Identification, assessment and provision for pupils with SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

At Innsworth Schools' Partnership, we recognise the importance of early identification of SEND. Early intervention and response improves the long-term outcomes for pupils. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made from them.

Where a child is identified as making less than expected progress given their age and individual circumstances or where a child's behaviour give cause for concern, staff will consider all the information about their learning and development from within and beyond the setting, from formal checks, observations and any more detailed assessments of the child's needs. When deciding whether a child should be included on the SEND register the class teacher, working with the SENDCO, will consider what provision has already been implemented to support them and review the strategies used to assess whether the child has SEND. Children will be assessed using a range of resources and their need will be considered alongside Gloucestershire LA guidelines.

Children's SEND needs are generally thought of in four broad areas of need and support:



Communication and Interaction



Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. Children and young people with ASD (Autistic Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.



Cognition and Learning



Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties, severe learning difficulties through to profound and multiple learning difficulties.

Specific learning difficulties (SpLD). This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



Social, emotion and mental health difficulties



Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.



Sensory and/or physical needs



Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment, hearing impairment or a multisensory impairment will require specialist support and/or equipment to access their learning. Some children with a physical disability require additional on-going support and equipment to access all the opportunities available to their peers.

However, it should be noted that there are other factors which may impact on progress and attainment which are not considered SEN. These include:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN). A disability under the Equality Act 2010 is ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Child with such conditions do not necessarily have SEN.
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Adverse Childhood Experiences (ACES) such as emotional abuse, neglect and caregiver mental health illness

5) A Graduated Approach to SEND Support

Innsworth Schools’ Partnership is aware of its statutory duties to provide a broad and balanced curriculum and recognises high quality teaching, which is adapted for individual needs, is the first step in responding to pupils who or may have SEND. Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from other staff. Staff will be supported through professional development to increase their knowledge of SEND and appropriate strategies that can be used to support children.

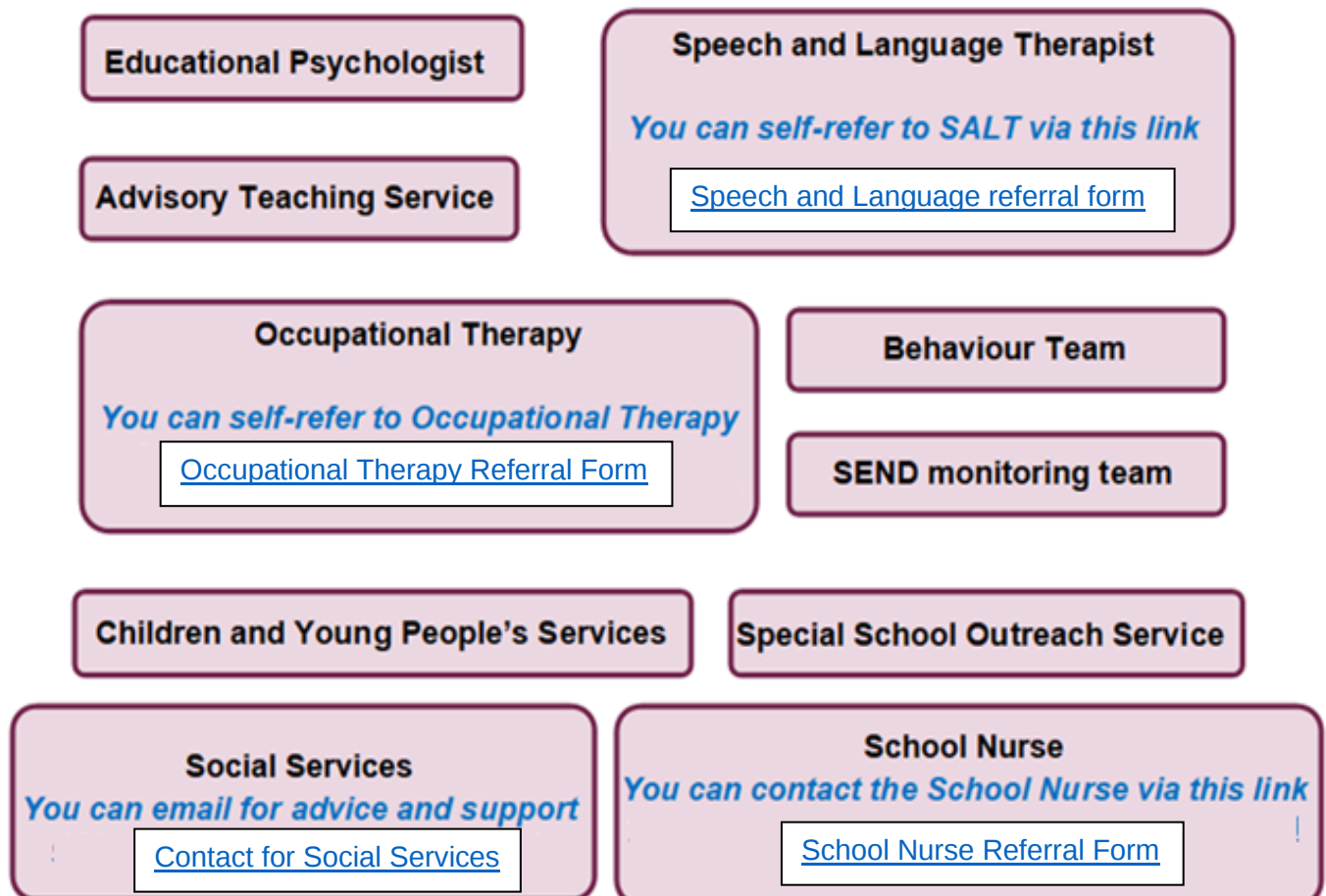
At Innsworth Schools’ Partnership we support a graduated approach to both recording and monitoring progress of children and young people with SEN and/or Disabilities so that knowledge and understanding of what is working and what is not working, in order to help a child, is gathered and built upon. This information also helps to inform other agencies when additional input is required from them. Please see the SEN Identification flow charts for each key stage in the appendices and Innsworth Schools Partnership Graduated Pathway of provisions.

Once a pupil has been identified with SEND, school will employ the graduated approach has four stages of action: Assess, Plan, Do and Review. This is a 4-part cycle where earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs and what supports the pupil in making good progress and securing good outcomes.



Children who have been identified as having SEND requiring special provision will be placed on the SEND register at the level of 'SEN support'. Parents will be informed of this and be made aware of the type of support their child needs. Teaching staff will work with the SENDCo to put into place support for a child at the SEN support. A range of assessment tools may be used to identify areas where support can be targeted.

For higher levels of need we will draw on specialist assessments and support from external agencies such as these:



The graduated approach will link support across education, health and social care where needed. Parents will be included in discussions at all stages and will be aware of any other agencies involved.

6) EHC assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a pupil, some pupils are not making expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the pupil, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the pupil's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the pupil can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the pupil's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any pupil that names the school in an EHC plan and will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

7) Reviewing EHC plans

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.

- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

8) Managing Pupils Needs

Children may be identified and placed on SEN support at any point during the school year but formal discussions will take place between teachers and members of the Senior Leadership Team (SLT) at regular pupil progress meetings during the year, where any children below expected levels or making less than expected progress will be discussed.

The 'Assess, Plan, Do, Review' cycle will focus on outcomes for children and will ensure that these are regularly reviewed. The graduated approach means that there is a single pathway from self-directed support through to Educational Health Care (EHC) Plans.

When a child is placed on the SEN support, they will have a 'My Plan' drawn up in collaboration between the class teacher, SENDCO, child and parents. This will set clear outcomes which are realistic and measurable. Support staff will use the 'My Plan' to structure any individual support and should ensure the class teacher and parents are regularly updated with how the child is

responding to support. Each child's 'My Plan' will be reviewed every term and the teacher has responsibility for evidencing progress according to the outcomes described in the plan.

When needs are identified which require assessment and intervention from different agencies (see section 4), or a child continues not to make progress despite targeted support focused on their 'My Plan' outcomes, we will use a multi-agency framework to ensure that all assessments and support planning are brought together into one plan. A 'My Plan+' will then be drawn up, incorporating guidance from the other professionals involved.

Some children with significant educational needs may further require a higher level of support through a statutory EHC Plan. Information from a 'My Plan+' will be used to inform the constructing of an EHC Plan.

9) Pupils with medical needs (Statutory duty under the Children and Families Act)

At Innsworth Schools' Partnership we recognise that pupils at the school with medical conditions should be properly supported so that they have full access to educations, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs or a disability (SEND) and may have a statement, or Educational Health Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information please see our Supporting Pupils with Medical Needs Policy on our website. [Innsworth Infant School - School policies](#) [Innsworth Junior School - School Policies](#)

10) Looked After Children and Previously Looked After Children

The Governing Body at Innsworth Schools' Partnership ensure that staff have the skills, knowledge and understanding to meet the needs of any looked after children. Staff at Innsworth will have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group. The designated teacher is Anna Bevan. The designated teacher works with local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

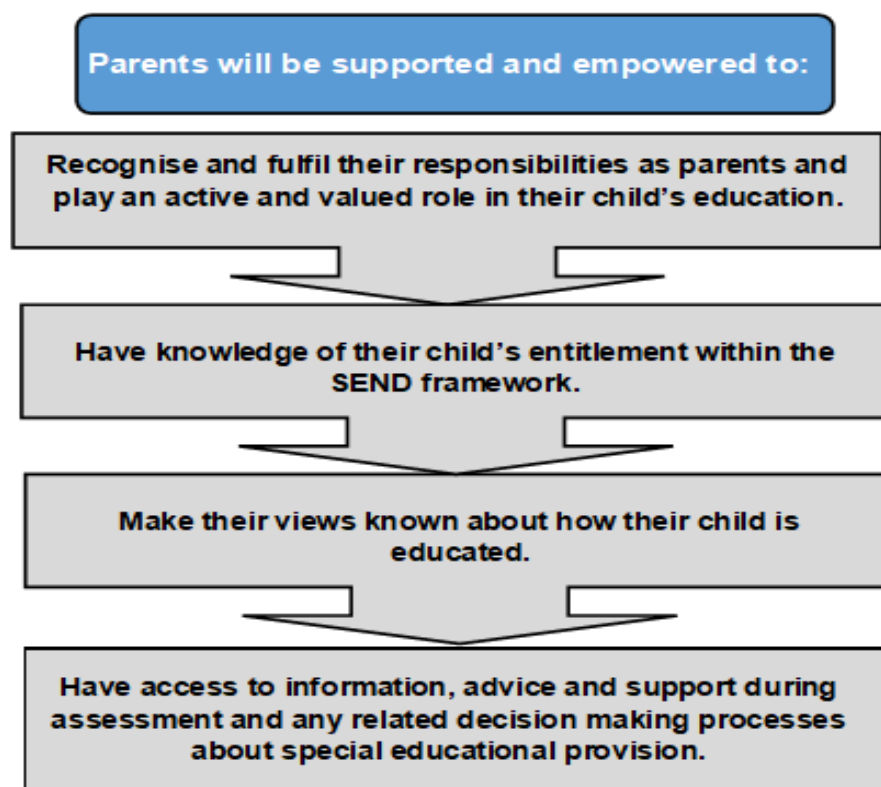
11) Pupils with EAL

Innsworth Schools' Partnership is aware that there are pupils at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when pupils with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the pupil within the context of their home, culture and community and look carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

12) Supporting Pupils and Families

Innsworth Schools' Partnership is committed to working in partnership with all parents in the best interests of their child. In accordance with the SEND Code of Practice the school believes that all parents of children with SEND should be treated as equal partners. The federation has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice.



A 'Schools Local Offer Leaflet' will be given to parents when their child is assessed as having SEND. This will outline the way that The Innsworth Schools' Partnership supports pupils with SEND and will provide valuable information for parents.

The Innsworth Schools' Partnership Local Offer can be found here: [The Innsworth Schools' Partnership SEND Local Offer](#)

The Local Authority (LA) will also provide a Local Offer outlining the SEND provision in Gloucestershire. Parents are able to ask for free, impartial advice from Gloucestershire Parent Partnership. The Gloucestershire Local Offer can be found here: [Gloucestershire Local Offer](#)

13) Safeguarding

Innsworth Schools' Partnership recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers can include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
- These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- A different cognitive understanding and being unable to understand the difference between fact or fiction in online content.

The headteacher and governing board will ensure that the school's Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENDCo.

School staff will be particularly alert to the potential need for early help for pupils with SEND and additional needs.

The governing board and headteacher will ensure that pupils with SEND are taught about how to keep themselves and others safe including online. The school will ensure that teaching of safeguarding is tailored to the specific needs and vulnerabilities of pupils with SEND.

Any reports of abuse involving pupils with SEND will involve close liaison between the DSL and the SENDCo who is a Deputy DSL.

To address these additional challenges, The Innsworth Schools' Partnership will provide extra pastoral support for children with SEN and disabilities where needed. All staff annually keep up dated with the most recent version of 'Keeping Children Safe in Education' (KCSIE).

14) Use of data and record keeping

All information about pupils will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the headteacher (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

The school will adhere to the Pupil Confidentiality Policy at all times.

15) Equality

At The Innsworth Schools' Partnership, we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

16) Multi-Agency Working

Staff at Innsworth have a pivotal role to play in multi-agency safeguarding arrangements. The governing body ensures that multi-agency working is in line with the most recent version of the statutory guidance [Working Together to Safeguard Children 2018 \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/682000/Working_together_to_safeguard_children_2018.pdf)

17) Our offer of Early Help

Everyone needs help at some time in their lives and therefore an ethos of early help is important for any school. We believe that early interventions for children or their families are more effective in promoting the welfare of children than reacting later. It means providing support as soon as a problem emerges.

Please see our Early Help Offer [The Innsworth Schools' Partnership Early Help Offer](#) .

18) Information Sharing

At The Innsworth Schools' Partnership, all staff recognise that information sharing is vital when considering how the needs of pupils are met. The school and staff will be proactive in sharing information as early as possible to help identify, assess and respond to meeting the need of a child.

As part of this duty, the school is fully aware that the Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

However, the school and staff also recognise that The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Relevant staff have received training to ensure that they have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018, and the GDPR.

Staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

Staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

The school's electronic system is fully compliant with The Data Protection Act 2018 and GDPR.

19) Training and Resources

SEND Funding

At The Innsworth Schools' Partnership, both schools monitor the impact of spending on SEND and track the use of Pupil Premium money for individual children. Funding for Statements and EHCP's is controlled by the Local Authority and identified within the school budget.

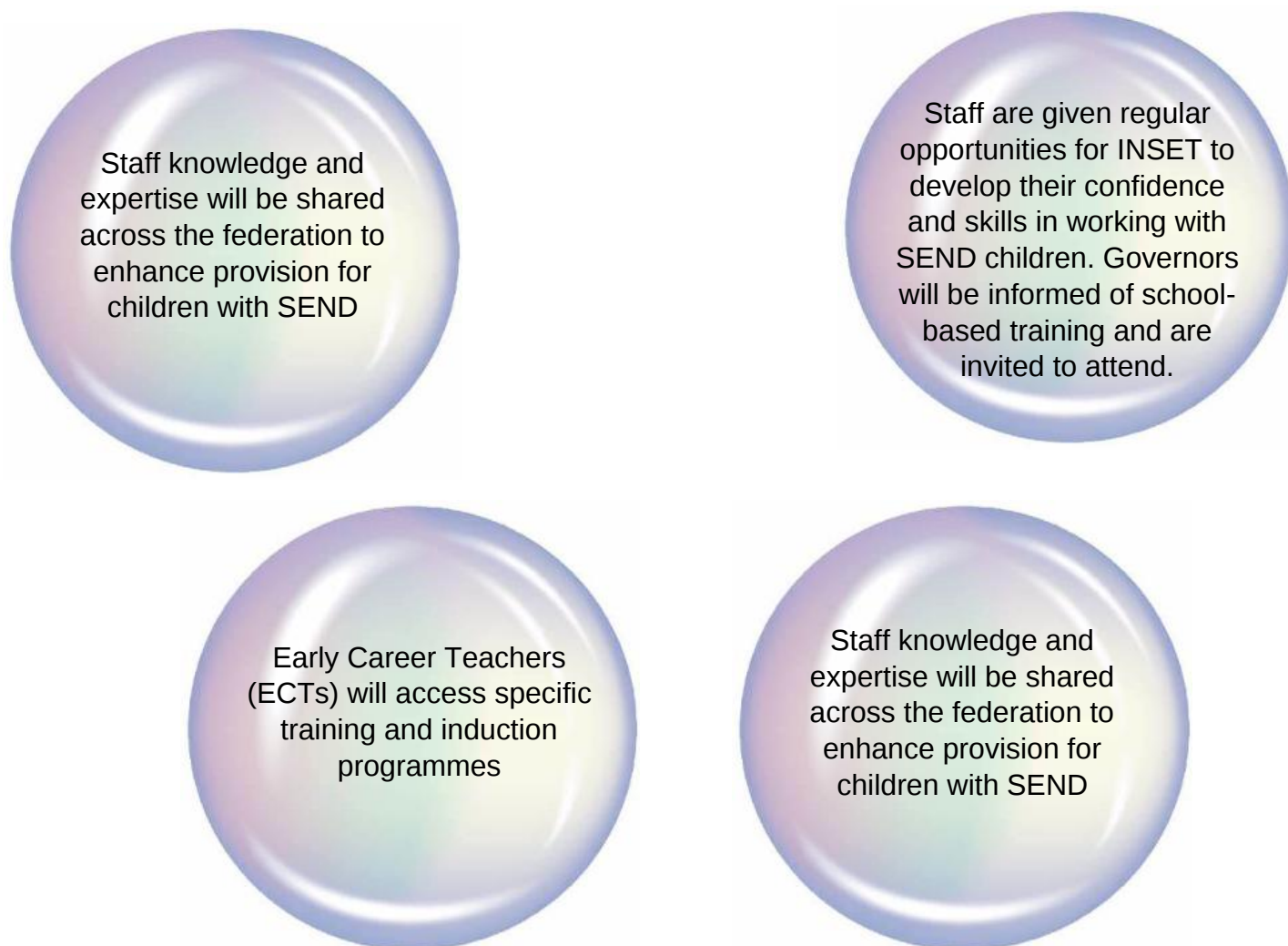
The SENDCO, in consultation with the Head Teacher and Governing Body, are responsible for the use of SEND resources, managing interventions and the deployment of the designated support staff.

SEND Training

The SENDCO regularly attend the Local Authority SENDCO network meetings in order to keep up to date with local and national updates in SEND.

All teachers and support staff undertake induction on taking up a post and this included meeting with the SENDCO to explain the systems and structures in place around the federation's SEND provision and practice and to discuss the needs of individual children.

The school is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.



20) Appendices

Appendix 1: EYFS SEND Identification Flow Chart

Appendix 2: KS1 SEND Identification Flow Chart

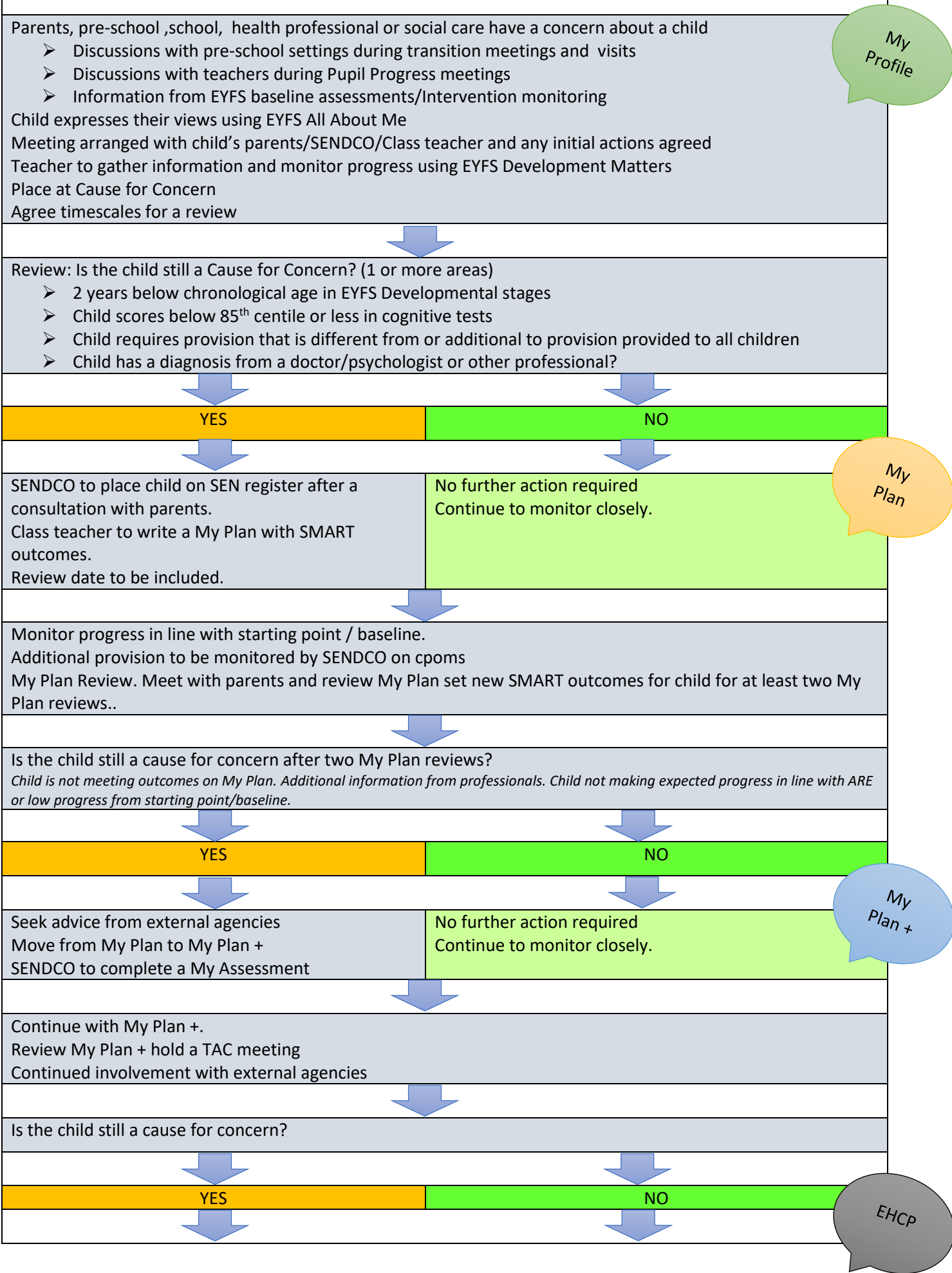
Appendix 3: KS2 SEND Identification Flow Chart

Appendix 4: Innsworth Schools Partnership Graduated Pathway

Appendix 1

Innsworth Infant School

Graduated Pathway for Children with Additional Needs /SEND in EYFS



Appendix 2

Innsworth Infant School

Graduated Pathway for Children with Additional Needs /SEND in KS1

Parents, school , health or social care have a concern about a child

- Discussions with teachers during Pupil Progress meetings
- Information from /PIRA/PUMA/RWI/baseline assessments/Intervention monitoring

Child completes a My Profile

Meeting arranged with child's parents/SENDCO/Class teacher and any initial actions agreed

Teacher to gather information and monitor progress.

Place at Cause for Concern

Agree timescales for a review

My
Profile

Review: Is the child still a Cause for Concern?

- 2 years below chronological age in standardised assessments
- Child scores below 85th centile or less in cognitive tests
- Child requires provision that is different from or additional to provision provided to all children
- Child has a diagnosis from a doctor/psychologist or other professional?

YES

NO

SENDCO to place child on SEN register after a consultation with parents.

Child completes a My Views form with FLA
Class teacher to write a My Plan with SMART outcomes. Review date to be included.

No further action required
Continue to monitor closely.

My
Plan

Monitor progress in line with starting point / baseline.

Additional provision to be monitored by SENDCO

My Plan Review. Meet with parents and review My Plan set new SMART outcomes for child for at least two My Plan reviews..

Is the child still a cause for concern after two My Plan reviews?

Child is not meeting outcomes on My Plan. Child not making progress from starting point/baseline.

YES

NO

Seek advice from external agencies
Move from My Plan to My Plan +
SENDCO to complete a My Assessment

No further action required
Continue to monitor closely.

My
Plan +

Continue with My Plan +.

Review My Plan + hold a TAC meeting

Continued involvement with external agencies

Is the child still a cause for concern?

YES

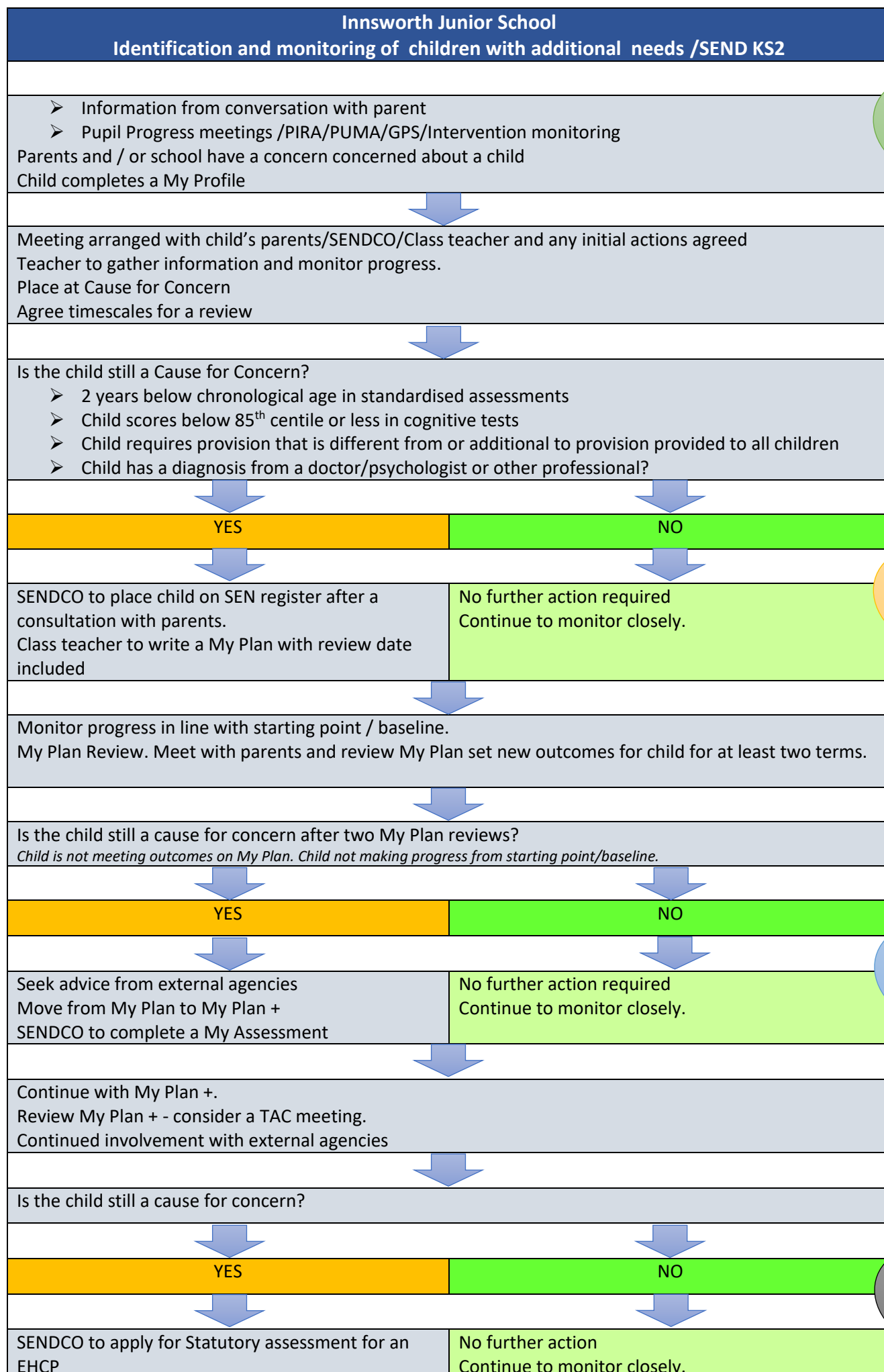
NO

SENDCO to apply for Statutory assessment for an EHCP

No further action
Continue to monitor closely.

EHCP

Appendix 3



My Profile

My Plan

My Plan +

EHCP

Appendix 4

Innsworth Schools Partnership Graduated Pathway Levels of Provision

Cognition & Learning (C&L)

Quality First Teaching

(what we offer everyone in the school):

Level of Intervention 1 – Universal

- ⇒ Adapted planning and learning
- ⇒ Movement breaks
- ⇒ Consistent behaviour strategies following policies
- ⇒ Working walls/displays of vocabulary, concepts and aide memoirs
- ⇒ Praise and encouragement so that self-esteem is enhanced, e.g. Merit marks / recognition board
- ⇒ Access to alternative methods of recording, e.g. laptop, iPad
- ⇒ Dyslexia friendly fonts, e.g. Sassoon font
- ⇒ Visual timetable displayed
- ⇒ Clear instructions broken into small steps
- ⇒ High expectations and teacher modelling
- ⇒ Carefully considered classroom groupings & seating arrangements
- ⇒ Manipulatives, e.g. dienes, Numicon, bead strings etc
- ⇒ Range of resources for accessibility
- ⇒ Widgit resources
- ⇒ Explicit links made to prior learning and the review of key points throughout the lesson.
- ⇒ Scaffolding in lessons
- ⇒ Repeating of instructions
- ⇒ Key vocabulary displayed
- ⇒ Focused small group support (known as 'scoop groups')
- ⇒ Learning mats, e.g. Sound Mats, High Frequency words, toolkits, phonics, number lines, hundred squares etc
- ⇒ TA flexible support in lessons
- ⇒ Talk partners / peer to peer discussions / whole class discussions
- ⇒ Repetition of key learning points

School-based additional support:

Level of Intervention 2 - Additional (My Plan)

- ⇒ Pre-teaching, e.g. topic vocabulary
- ⇒ Delivering instructions in short chunks and checking for understanding, including allowing the child time to process language and instructions, and respond
- ⇒ Staff training for those working with children that have specific needs
- ⇒ In class support from Teacher and Teaching Assistant
- ⇒ Modifications to the classroom and whole school environment to meet individual need, e.g. individual workstation
- ⇒ Individual and/or highly structured, evidence-based reading, maths, RWI 1:1 sessions, Fresh Start, spelling interventions
- ⇒ Adaptation of texts and materials, e.g. readability and access to text considered
- ⇒ Providing alternative means of access to a task involving reading or writing, e.g. recording devices, scribes, computer software
- ⇒ SENDCo observations & input
- ⇒ My Plan in place with individual outcomes, reviewed 3 x per year

School based additional support with external agencies:

Level of Intervention 3– Intensive

(My Plan+)

- ⇒ As Level 2 (Additional) but more consideration given to referring to external agencies, e.g. Educational Psychologist, Advisory Teaching Service (ATS) who can provide additional advice on strategies or staff development and training
- ⇒ My Plan+ in place with individual outcomes, reviewed 3 x per year
- ⇒ My Assessment completed
- ⇒ If progress not made, request for statutory assessment

EHCPs – Education Health Care Plans:

Level of Intervention 4 – Specialist

- ⇒ Formal outcomes with longer time frames
- ⇒ Annual Reviews and regular meetings with parents, external agencies
- ⇒ Working document that gets passed up through year groups for all staff to use and access
- ⇒ Individualised timetable and curriculum, 1:1 support

Graduated Pathway Levels of Provision

Communication & Interaction

Quality First Teaching (what we offer everyone in the school):

Level of Intervention 1 - Universal

- ⇒ Classroom and whole school environment modified to take account of communication & interaction needs, e.g. topic and English/Maths vocabulary visually displayed, use of Widgit symbols
- ⇒ Staff model good social behaviour and interaction
- ⇒ Timers, clocks and reminders of time
- ⇒ Curriculum access facilitated by modification of task presentation
- ⇒ Whole staff awareness of the implications of communication and interaction difficulties
- ⇒ Behaviour expectations clearly displayed and consistently referred to
- ⇒ Appropriate use of visual prompts to show what behaviour and actions are expected
- ⇒ Clear, simple and positive instructions with visual support if necessary, e.g. reminders on tables, checklists
- ⇒ Talk partners/peer to peer support
- ⇒ Transition between tasks and specific use of visual communication systems (e.g. visual timetable, Now and Next Boards)
- ⇒ Adaptation of spoken and written language, activities and materials in class
- ⇒ Staff appropriately prepare pupils for routine changes (e.g. changes in lesson, activity, teaching staff)
- ⇒ Adapted planning and learning
- ⇒ Adjusted teacher talk/language
- ⇒ Some adult monitoring/support to promote social skills and interactions with peers
- ⇒ Praise and encouragement so that self-esteem is enhanced, e.g. use of Merit Marks / Recognition Board
- ⇒ Clear instructions given and repeated if necessary

School-based additional support:

Level of Intervention 2 – Additional (My Plan)

- ⇒ Teaching of specific social interaction skills.
- ⇒ Simplification of verbal explanations with visual or concrete support
- ⇒ Visual approaches to develop social understanding, e.g., Social Stories, Comic Strip Conversations
- ⇒ Adaptation, key wording and pre-teaching to introduce, teach and reinforce specific vocabulary and concepts
- ⇒ Adaptation of tasks to take account of preferred learning styles, e.g., planned strategies to ensure co-operation in less preferred areas of the curriculum
- ⇒ Close home-school liaison to ensure reinforcement of strategies and the generalisation of skills
- ⇒ Structured speech and language interventions devised in consultation with external agencies
- ⇒ SENDCo observations and input
- ⇒ My Plan in place with individual outcomes, reviewed 3 x per year

School-based additional support with external agencies:

Level of Intervention 3– Intensive

(My Plan+)

- ⇒ As Level 2 (Additional), but more consideration given to referring to external agencies, e.g. Advisory Teaching Service (ATS), Communication Autism & ADHD Assessment Service (CAAAS), Speech and Language Therapy Service who can provide additional advice on strategies or staff development and training
- ⇒ My Plan+ in place with individual outcomes, reviewed 3 x per year
- ⇒ My Assessment completed
- ⇒ If progress not made, request for Statutory Assessment for EHCP

EHCPs – Education Health Care Plans:

Level of Intervention 4 – Specialist

- ⇒ Formal outcomes with longer time frames
- ⇒ Annual Reviews and regular meetings with parents, external agencies
- ⇒ Working document that gets passed up through year groups for all staff to use and access
- ⇒ Individualised timetable and curriculum, 1:1 support

Innsworth Schools Partnership Graduated Pathway Levels of Provision

Social, Emotional & Mental Health (SEMH)

Quality First Teaching (what we offer everyone in the school):

Level of Intervention 1 – Universal

- ⇒ Supportive and welcoming classroom environment supports learning and calm behaviour
- ⇒ Adults showing empathy and validation of emotions
- ⇒ Class-wide approaches to develop social and emotional wellbeing
- ⇒ Adults modelling positive behaviours – calm and consistent manner in the classroom
- ⇒ Identify and praise success and positive behaviour (Merit marks / recognition board)
- ⇒ Movement breaks when needed through the day
- ⇒ Use pupils' names and ensure you have attention before giving instructions
- ⇒ Refer children back to school expectations (Ready, Respectful and Safe)
- ⇒ Adaptation of the curriculum to ensure that children are motivated to learn and to minimise emotional, social and behavioural difficulties
- ⇒ Rules and routines short, concise and positive
- ⇒ Restorative approach to discussing behaviour – listen to children and give them opportunity to explain their behaviours
- ⇒ Chunking instructions and visual cues
- ⇒ Different seating and grouping arrangements
- ⇒ Access to 'Nurture Room' in school – a calm, nurturing space
- ⇒ Be Active & 5 ways to wellbeing (IJS)
- ⇒ Classroom fidgets available
- ⇒ Ear defenders available

School-based additional support:

Level of Intervention 2 – Additional

(My Plan / Pastoral Plan)

- ⇒ Further modifications to the classroom and whole school environment to take account of individual needs
- ⇒ ELSA – group and 1:1 structured interventions – e.g. for managing emotions, self-esteem etc.
- ⇒ Drawing and Talking Therapy (IJS)
- ⇒ Visual approaches, e.g. Comic Strip Conversations or Social Stories
- ⇒ Use of Emotion Prompt cards/Zones of Regulation for children to signal emotional changes non-verbally
- ⇒ Enhanced transition – additional visits to meet relevant staff/school setting to familiarise with environment
- ⇒ Alternative lunchtime routine
- ⇒ Movement breaks (additional to Universal provision)
- ⇒ Provision of distraction free work area, e.g. workstation approach or area on the edge of a group
- ⇒ Attention paid to seating arrangements which facilitate appropriate social contact, access to materials etc
- ⇒ Close home-school liaison to ease transition and ensure continuity
- ⇒ Activities broken into small, achievable tasks, e.g. Task Management board, Now & Next board
- ⇒ Awareness of pupil's individual needs shared across staff team, as appropriate
- ⇒ Withdrawal from classroom to a 'safe space' (Nurture Room) when anxious or in need of personalised support
- ⇒ SENDCo observations & input
- ⇒ My Plan in place with individual outcomes, reviewed 3 x per year
- ⇒ Soft Start
- ⇒ The Rookery (IJS) / The Nest (IJS)

School-based additional support with external agencies:

Level of Intervention 3– Intensive

(My Plan+)

- ⇒ As Level 2 (Additional) but more consideration given to referring to external agencies, e.g. Young Minds Matter, TiC+, Advisory Teaching Service (ATS), Communication Autism & ADHD Assessment Service (CAAAS), Neurodiversity Pathway who can provide additional advice on strategies or staff development and training
- ⇒ My Plan+ in place with individual outcomes, reviewed 3 x per year
- ⇒ My Assessment completed
- ⇒ If progress not made, request for statutory assessment
- ⇒ The Rookery (Juniors) / The Nest (Infants)

EHCPs – Education Health Care Plans:

Level of Intervention 4 – Specialist

- ⇒ Formal outcomes with longer time frames
- ⇒ Annual Reviews and regular meetings with parents, external agencies
- ⇒ Working document that gets passed up through year groups for all staff to use and access
- ⇒ Individualised timetable and curriculum, 1:1 support
- ⇒ Personalised Risk Assessment
- ⇒ Staff trained in 'Team Teach' – Positive Handling (IJS)

Graduated Pathway Levels of Provision

Physical & Sensory

Quality First Teaching (what we offer everyone in the school):

Level of Intervention 1 - Universal

- ⇒ Supportive classroom and whole school environment established – promotes accessibility to the curriculum and the entire school premises, for every child
- ⇒ Disabled toilet/hygiene suite available
- ⇒ Wide, open corridors
- ⇒ Eliminate non-essential copying from the board
- ⇒ Consider natural and artificial lighting in relation to sensory needs
- ⇒ Use different paper/whiteboard colours and contrasts
- ⇒ Avoid standing in front of windows
- ⇒ Use verbal explanations when demonstrating and modelling
- ⇒ Use of visual symbols to support understanding
- ⇒ Keep background noise to a minimum
- ⇒ Gain pupils' attention before important information is given
- ⇒ Divide listening time into manageable chunks
- ⇒ Face children when speaking and keep hands away from the mouth
- ⇒ Organise classrooms to allow free movement
- ⇒ Equipment clearly labelled and easily accessible to children
- ⇒ Check that left and right-handed pupils are not sitting next to each other's with writing hands adjacent
- ⇒ Reinforce verbal instructions
- ⇒ Seating that allows children to rest both feet flat on the floor, desk at elbow height
- ⇒ Ear defenders available
- ⇒ Fidgets available
- ⇒ Stand-up desks (IJS)
- ⇒ Seating equipment e.g. wobble cushion, resistance bands
- ⇒ Calm space in school
- ⇒ Pastoral support

School-based additional support:

Level of Intervention 2 – Additional (My Plan)

- ⇒ Medical information for children available to read in the staffroom to alert staff to different needs
- ⇒ Planned strategies to combat fatigue, e.g. rest/movement breaks
- ⇒ Individual and/or highly structured, evidence based programmes for gross & fine motor skills, e.g. Fizzy
- ⇒ Appropriate physical exercise following medical/external agency guidance, e.g. from Occupational Therapy and/or Physio
- ⇒ Programme of support to develop self-help skills such as toileting and dressing
- ⇒ Use of alternative equipment to meet physical needs, e.g. writing slopes, seat wedges, pencil grips, specialist scissors
- ⇒ Support to attend educational trips and visits
- ⇒ Enlarged copies of texts and resources
- ⇒ Allow additional time to complete tasks and extra thinking and talking time
- ⇒ Workspace away from distractions and overwhelming stimuli
- ⇒ Access to laptop/iPad
- ⇒ Lined paper with spaces sufficient to accommodate children's handwriting
- ⇒ Break down activities into small chunks
- ⇒ Encourage oral presentations as an alternative to some written work
- ⇒ SENDCo observations & input
- ⇒ My Plan in place with individual outcomes, reviewed 3 x per year

School-based additional support with external agencies:

Level of Intervention 3– Intensive (My Plan+)

- ⇒ As Level 2 (Additional) but more consideration given to referring to external agencies, e.g. Occupational Therapy, Advisory Teaching Service (ATS), Communication Autism & ADHD Assessment Service (CAAAS), Physio, NHS services who can provide additional advice on strategies or staff development and training
- ⇒ My Plan+ in place with individual outcomes, reviewed 3 x per year
- ⇒ My Assessment completed

EHCPs – Education Health Care Plans:

Level of Intervention 4 – Specialist

- ⇒ Formal outcomes with longer time frames
- ⇒ Annual Reviews and regular meetings with parents, external agencies
- ⇒ Working document that gets passed up through year groups for all staff to use and access
- ⇒ Individualised timetable and curriculum, 1:1 support
- ⇒ May be a personalised Health Care Plan in place
- ⇒ High level of adult support to:
 - Provide manual handling
 - Provide intimate care (in line with school policy)
 - Support/perform hand control/physical tasks in response to significant/profound gross & fine motor skills/mobility difficulties