CAISTER PRIMARY FEDERATION POLICY FOR SEND AND INCLUSION

Rationale:
Caister Primary Federation is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs or disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Caister Primary Federation is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- minority ethnic and faith groups, Travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

Date established by governing body: May 2020

SEND and Inclusion Policy

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to their full potential.

Caister Primary Federation sees the inclusion of children identified as having a special educational need or disability as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Caister Primary Federation recognizes that parents hold key information and have knowledge and experience which can contribute to the shared view of a child's need. Parents will be treated as partners and supported to play an active and valued role in their child's education. We will listen to and consider the views of the children which are recorded on their SEN Support plans and other documents throughout the year.

Compliance
This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) 3.65 and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE (2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- The National Curriculum in England KS1 and 2 Framework document September 2013
- Admissions Policy
- Reasonable Adjustments for Disabled Pupils (2015) Equality and Human Rights Provision
- The school's complaints procedure

People Responsible
The governing body has delegated the responsibility for the day-to-day implementation of the policy to the following:
Mr Tim Wilcher - Coordinator at Caister Infant with Nursery & Junior Schools,
Miss Sophie Durrant - Coordinator at Rollesby Primary School
Mr Mark Parslow-Williams – Coordinator at Hemsby Primary School
Mrs. Leanne Cahill - Oceans SRB Lead

The SEND Governor is Mrs. Amy Segon

Objectives

1. To ensure the Equality Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and disabilities.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENDCo, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND, and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we can meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from their time here well equipped in the basic skills of English, maths, and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

1. The SENDCo will meet with each class teacher at least twice a year to discuss additional needs concerns and to review SEN support plans or Individual Support Plans. This will usually correspond to the termly pupil progress meeting.
2. At other times, the SENDCo will be alerted to newly arising concerns through the relevant referral form.
3. The SENDCo will discuss issues arising from these forms with the class teacher within two weeks of receiving the form.
4. Where necessary, reviews will be held more frequently than twice a year for some children.
5. Targets arising from SEN support meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g., differentiation, varied teaching styles.
6. The SENDCo monitors planning for SEND and supports year group teams with curriculum planning.
7. The SENDCo, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation and regular meetings.
8. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENDCo and by trained learning support assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the SENDCo, and the management team, in line with current pupil needs and the budget. Additional support is funded through individual allocations through Element 3 funding after an INDES has been submitted to the LA.
9. Reports from outside agencies are shared as appropriate with class teachers, support staff and parents.
10. For pupils attending Oceans SRB, the lead teacher will work alongside home school SENDCos to ensure SEN provision

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEND provision. If any additional needs are identified over and above out allocated SEND budget, resources will be requested via bids to Element 3 funding. Funding for children accessing Oceans SRB will be registered through and recorded by their home school and the Local Offer.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results
- Progress measured against the objectives English and maths
- National Curriculum descriptors for the end of a key stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional, and social development
- An existing EHCP
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs
- Assessments using Boxall Profile and ELSA to support behavioural, emotional, and social development.
- Norfolk Assessment Pathway is used for pupils who are needing to show smaller steps of progress.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCo and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class.
2. Additional support through a SEN Support Plan.

Our current criteria for SEN support are defined below.

Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

There are other factors that may impact on progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Types of SEN
SEN is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive, or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory, and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has an SEN and should not automatically lead to a pupil being registered as having SEN.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Disability
Many children and young people who have SEN may have a disability under the Equality Act 2010 – that 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 definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

As a school we observe two key duties:

- We must not directly or indirectly discriminate against, harass, or victimise disabled children and young people.

- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require.

Oceans SRB
Oceans SRB is an SEMH provision open to schools in the local area and accessed via the SRB referral and panel process. Oceans provides a therapeutic approach to support children with their emotional regulation support and advice is also given to the home schools as part of the transition process. Oceans Specialist Resource Base is for children with Social, Emotional and Mental Health needs (SEMH) and is available through the local offer for Norfolk. It is a short-term provision (between 2 and 4 terms), and pupils remain on roll at their home school, with both settings working closely together. Oceans is available for children who may have anxiety or attachment issues, or who need help to form relationships. It could also include pupils who find it difficult to regulate their emotions, as well as those with neurological conditions such as ADHD. These pupils would typically be struggling to access mainstream education or follow the expectations of a mainstream school, thus displaying unwanted behaviours. Oceans offers a therapeutic approach with a focus on emotional regulation and wellbeing, in readiness for returning to mainstream school. We offer 8 spaces for KS1 pupils, and 8 for pupils in KS2.

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the statutory framework for children aged 0 to 5 years. The school has arrangements in place to support EYFS pupils with SEND.

Caister Primary Federation ensures all staff who work with young children are alert to emerging difficulties and respond early. In particular, parents know their children best, and it is important that all practitioners listen and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

At Caister Primary Federation we:
· Use our best endeavours to make sure that pupils with SEND get the support they need
· Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND
· Designate a teacher to be responsible for coordinating SEND provision (the SENDCO)
· Inform parents when we are making special educational provision for their child
· Prepare an information report on SEND

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.
Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The schools use the definitions of adequate progress as suggested in the Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where pupils face social and emotional difficulties impacting on their learning, the following provisions are available:

- ACORNS (CJS) and Lighthouse (CIS) - adults within this setting provide the children with on-going assessment and support strategies for our pupils showing signs of emotional and behavioural difficulties with the aim of enabling the pupil to access the curriculum and participate fully in school life. They access curriculum differentiated to meet their needs in a smaller environment for timetabled sessions, full-time or part-time with a view to reintegration to their main class
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- The Pod (CIS) /The Nest and Hublets (CJS)/Pastoral Support (Hemsby) – provides 1-to-1 and small group intervention designed to support our pupils' showing signs of emotional and behavioural difficulties that do not access Acorns/Lighthouse.

- The Cove (CIS)/The Hive (CJS) - provides a supportive and inclusive environment which offers a balance of curriculum, nurture and life skills opportunities. The curriculum is adapted to meet individual and specific learning needs as set out by class teachers, external agencies, and Education Health Care Plans. The provisions provide an environment which encourages independence through learning important life skills and where children are given opportunities to relate their learning to real life experiences. Children are encouraged to take risks and gain independence in a safe and managed environment. The main aim of these provisions is to remove barriers to participation in learning and narrow the gap between the children attending and their peers in the classroom.

These provisions allow children within Caister Primary Federation an enriched curriculum to enable them as individuals to experience measurable success within school.

Identification, Assessment and Review Arrangements:

A Graduated Approach to SEN support – a four-part cycle

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in school. All teachers are responsible and accountable for the progress of pupils with SEND in their classroom. (See Appendix 1)

Assess
Subject teachers, support staff and the SENDCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where appropriate, outside professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

Plan
Parents will be formally notified. Adjustments, interventions, support, and review date will be agreed with staff, parents and Pupil. This will be recorded on the school information system.

Do
Subject teachers will remain responsible for working with the pupil daily and retain responsibility for their progress and outcomes. Subject teachers will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENDCO will support the above.

Review
The effectiveness of the support and interventions and their impact on the Pupil's progress will be reviewed on the agreed date. Plans are discussed with parents/carers three times a year, although parents/carers will have the opportunity to discuss progress with SEN staff more frequently as required. Subject teachers, working with the SENDCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the SEN Support level may need to be made.

SEN Support provision would be indicated where there is evidence that:

- There has been little, or no progress made with existing interventions
- Additional support is required to develop English or maths skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

The responsibility for planning for SEN children remains with the class teacher, in consultation with the SENDCo. SRB pupils are held on the SEN register of their home school. Their home school SENDCo is responsible for ensuring that provision is appropriate and effective.

A child receiving support at SEN Support will have a SEN Support Plan or Individual Support Plan.

These documents form an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Monitoring will be carried out on a regular basis by all those involved with the child. Significant achievements and difficulties will be recorded. The SENDCo will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.

SEN Support Plans and Individual Support Plans will be reviewed at least three times a year, although some pupils may need more frequent reviews. The SENDCo will have oversight of review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENDCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to make provision at the EHC Needs Assessment level.

School request for an EHCP
For a child who is not making adequate progress, despite a period of support at SEN Support, and in agreement with the parents/carers/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to make an Education, Health and Care Plan.

The school is required to submit evidence to the LA who make a judgment about whether or not the child's need can continue to be met from the resources normally available to the school.

Planning, provision, monitoring, and review processes continue as before while awaiting the outcome of the request.

SRB home school SENDCos are responsible for submitting EHC Needs Assessment requests if appropriate and then reviewing them once a plan has been issued.

Education, Health, and Care Plans

A child who has an Education, Health and Care Plan will continue to have arrangements as for SEN Support, and additional support that is provided using the funds made available through the Element 3 INDES requests as appropriate.

There will be an Annual Review, chaired by the SENDCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made to the EHCP.

The School's Arrangements for SEN and Inclusion In-Service Training

- The SENDCo attends regular meetings to update and revise developments in Special Needs Education and Inclusion. These meetings include regular Network meetings led by a registered Educational Psychologist where local and national issues are discussed and regular CPD is also provided.
- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development are arranged matched to these targets.
- In-house additional needs and inclusion training is provided through staff meetings by the SENDCo.
- All staff have access to professional development opportunities and are able to access for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services:

- The Educational Psychologist will be commissioned following discussions with the SENDCo as to the purpose of the visit.

- Teachers from the Virtual School for Sensory Support (VSSS) work in school to support children, both with and without EHCPs, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on an EHCP. Class teachers plan alongside these specialist teachers who also attend and contribute to SEN Support Plan reviews.

The SENDCo liaises frequently with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy
8. Educational Psychologists
9. School 2 School
10. SRB Outreach Support
11. Dyslexia Outreach Service
12. Specialist Teachers in different fields Parents/carers are informed if any outside agency is

involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.

- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCo will attend this meeting if the school or the parent thinks this is appropriate.

- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

- SEN Support targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All SEN Support Plans and reviews will be copied and sent to parents/carers after meetings.

- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.

- Regular curriculum workshops are offered for parents/carers to attend.

- Any issues arising from parent consultation evenings can be discussed further and supported by the SENDCo as appropriate.

- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

- When a referral to Oceans SRB is made the lead teacher works closely with families throughout the referral process to plan appropriate provision. Regular updates are given, and meetings held throughout the placement.

Links with other schools'/Transfer arrangements
Professional discussions will take place across the federation to carefully plan for transition with particular focus on transition between key stages. Concerns about specific needs will be brought to the attention of the SENDCo after this meeting. Where necessary, the SENDCo will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there are specific SEND needs the SENDCo will telephone to further discuss this. Children transferring from Caister Primary Federation to new schools will have details of specific needs and additional provision communicated clearly to the receiving school. The SENDCo will discuss these children with other schools.

Inclusion Principles

- Staff at Caister Primary Federation value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best outcome for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Resource Allocation
Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing policies for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs. Specialist resources are accessed for children with an EHCP through discussion with LEA after specialist advice has been sought.

Access to the Environment
All schools within Caister Primary Federation are a single site with all provisions on one level. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. These are referred to in our Accessibility Policy.

Arrangements for providing access to learning and the curriculum

- The school will ensure that all children have access to a broad and balanced curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding, and effectively differentiated and the teaching styles will be diverse.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Equal Opportunities statement.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extracurricular activities are barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Access to Information

- All children requiring information in formats other than print have this provided (e.g. a child who uses Braille).
- If appropriate, we adapt printed materials so that children with literacy difficulties can access them through access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate or provide access through peer/extra adult scribing.
- Caister Primary Federation uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs can demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on the same basis as children without additional educational needs.
- Pupils are allocated to classes by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our schools, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Prior to starting school, parents/carers of children with an EHCP or an ongoing EHC Needs assessment will be invited to discuss the provision that can be made to meet their identified needs.
- SRB admission is accessed through home school referral and the panel process.

Incorporating disability issues into the curriculum

- The PSHE curriculum includes discussions around disability, difference, and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of people with disabilities as they become available.
- Caister Primary Federation also recognises the importance of increasing awareness of BSL as a language and could if required run sessions on it for the children to learn basic signs at an after-school club where Makaton is taught.

Terminology, imagery, and disability equality

- We work with the children to understand the impact of the words they use and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Jigsaw for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

- Caister Primary Federation encourages the inclusion of all children in the School Council and other consultation groups.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unintimidating.
- The staff has on-going training opportunities on issues relating to identified areas of need.

Working with disabled parents/carers

- Caister Primary Federation recognises that there will be disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in the hall that is accessible.
- When a child starts at the school, we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g., audio tape, large print etc.

Disability equality and trips or out of school activities

- Caister Primary Federation tries to make all trips inclusive by planning in advance and using accessible locations. We aim to offer all our children the opportunity to enjoy a residential trip and provide additional TA support for individual children as required. Oceans SRB pupils will be supported to access trips through their home school.
- All children are welcome at our afterschool activities.

Evaluating the success of the School's SEND and Inclusion Policy

- Every year, we analyse the data we have on the percentage of our pupils with significantly low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
    - A reduction in the percentage of children with significantly low attainment,
    - An increase in the percentage of children recorded as having special educational needs attaining age related expectations,
    - A reduction in behaviour incidents and exclusions
- We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors' Annual Report. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.
- In July, the SENDCo will provide information to the SEN Governor as to the numbers of pupils receiving special educational provision through SEN Support and EHCPs as well as any pupils for whom an EHCP has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- The Annual Report to parents/carers will include the details of SEND provision and of the Access Plan, along with the information required by the Equality Act. Oceans SRB lead will ensure relevant information is provided to pupil's home schools for inclusion in their reports.
- The SENDCo will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations, and other procedures to be agreed annually.
- The policy itself will be reviewed annually by the school's Governing Body.

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head of School in writing or any other accessible format. The Head of School will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's complaints policy. This is available, on request, from the school office.

Equal Opportunities Statement

Our policy aims to respond to the diversity of children's cultures, faiths and family backgrounds.

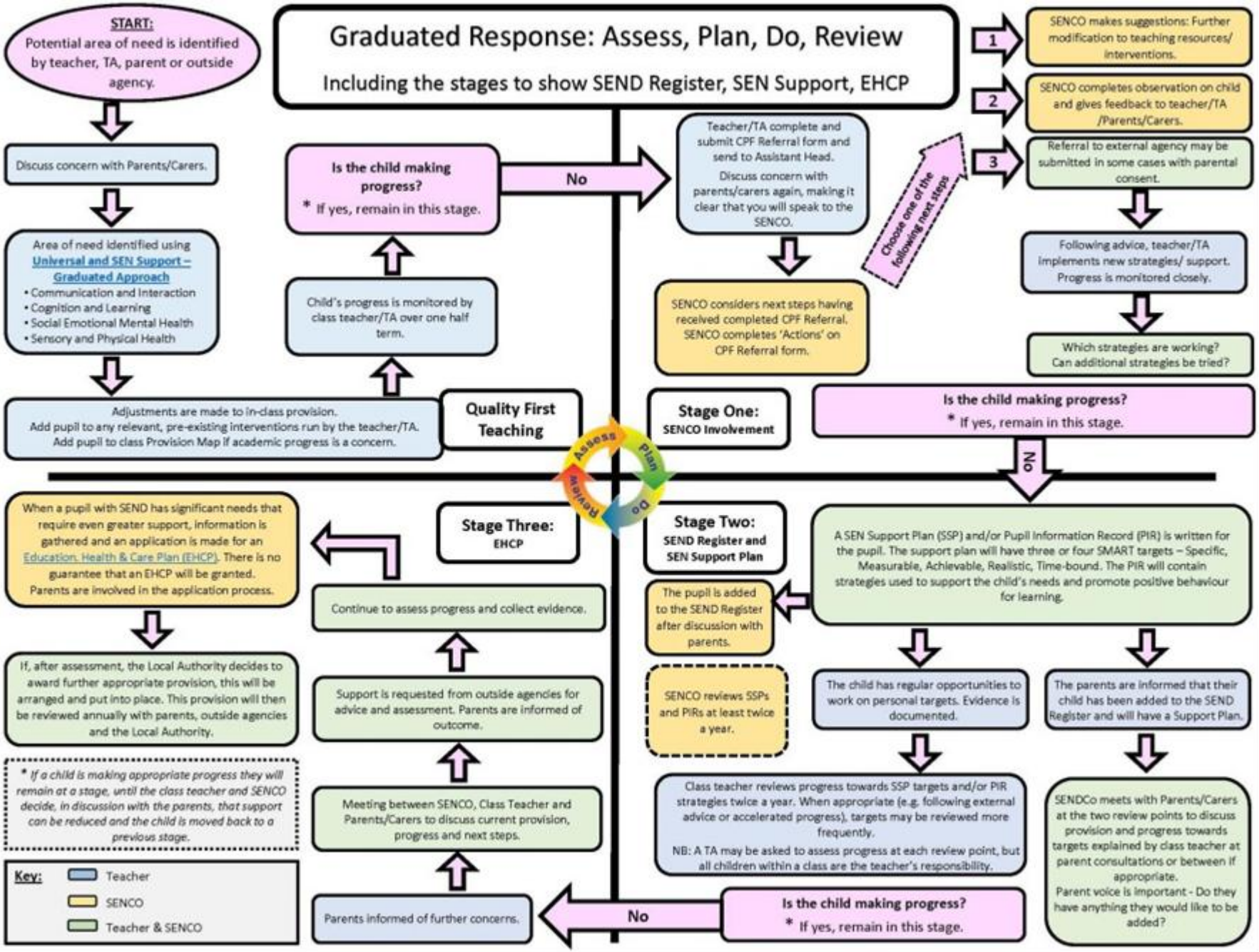
Date of last review

October 2025

Date for future review

October 2026

Date established by governing body: May 2020

Apendix 1

Graduated Response to SEND for Caister Primary Federation explained for parents and available for separate download via the website.