Brampton Village Primary School

Special Educational Needs Policy

Date Agreed	September 2018
Date of Review	September 2019

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) 3.66 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2014
- Statutory Framework for the Early Years and Foundation Stage 2017
- The Children and Families Act 2014
- Safeguarding policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's Special Educational Needs Co-ordinator (SENCo) in partnership with the SEN Governor, the Senior Leadership Team (SLT), other staff and parents of pupils with SEND.

Contact details:

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The SENCo is a member of the Leadership Team. The advocate for the SENCo is Peter Allen, headteacher.

Section 1: Philosophy and Aims

At Brampton Village Primary School we are committed to meeting the needs of all our pupils. In response to special educational needs and disability we believe that:

- All children have the right to learn together within the mainstream setting.
- Children with a SEN or disability should be offered access to a broad and balanced and relevant education including the National Curriculum.
- Parents of children with a disability or SEN have a vital role to play in supporting their child's education.
- The views of disabled children and those with SEN should be sought and taken into account.
- Every teacher is a teacher of every child, including those with SEN.

The heart of this philosophy is based in The Aims and Ethos (Core Values) of the School:

Ethos (Core Values)

At Brampton Village Primary every child matters and each individual is valued for the unique contribution he or she makes to our community. We expect everyone to show respect for others, to be courteous, responsible and caring and we actively foster such behaviours. Our aim is to create an environment which promotes children's self-esteem, to make our school a place where pupils feel happy, safe and able to enjoy learning. We strive to provide a learning climate in which children can flourish and achieve their very best, where they can celebrate their differences and develop the skills and confidence to build happy and successful futures. By working closely with parents and the community we aim to build strong and effective partnerships, which help children to thrive.

Aims

- Create a nurturing environment which supports the well-being of every pupil and enables children to be healthy, emotionally literate and able to maintain positive and fulfilling relationships.
- Provide exciting, engaging and creative learning experiences, which enable all children to become active, independent and effective learners who achieve their very best.
- Develop pupils' understanding of their responsibilities as members of a community, encouraging a positive, respectful and caring attitude towards others & the environment.
- Enable all our children to become enquiring, responsible, resourceful and reflective young people, ready to face the future with confidence and to challenge themselves.
- Foster strong partnerships with parents and carers, valuing the contributions they have to make, encouraging their active involvement in children's learning and developing a relationship based on mutual trust.
- Put the school at the heart of the local community, so that both school and village are enriched, and enable children to appreciate aspects of the wider world.
- Raise the aspirations of and expectations for all pupils with SEN.
- Provide a focus on outcomes for children and not just hours of provision or support.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEN Code of practice 0-25, 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy.
- To provide support, training and advice for all staff working with children with special educational needs.
- To develop and maintain partnership and high levels of engagement with parents.
- To ensure access to the curriculum for all pupils.

SECTION 2: Admission Policy

The school will treat all applicants fairly in line with the Local Authority's admissions policy. (See school brochure) Therefore all pupils with a disability or those identified with SEN, as well as pupils whose needs have not already been identified, will be admitted.
Admission will not be refused to children who do not have a statement of SEN or EHC Plan or who are currently being assessed.
The only criteria for refusing a placement will be in a small minority of cases when it is agreed that the child's inclusion would be incompatible with the efficient education of the child and other children.

SECTION 3: Identifying Special Educational Needs

The SEN Code of Practice 0-25 (2015) describes 4 broad categories of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs. At Brampton Village Primary School, however, we identify the needs of pupils by considering the needs of the whole child and not just the special educational needs of the child.

In assessing whether or not a child has a special educational need, the school will, in the first instance, focus on the child's learning characteristics, the learning environment the school is providing for the child, the task and teaching style.
This will entail looking carefully at classroom organisation, teaching materials, teaching style and differentiation in order to decide how these can be developed so that the child is able to learn effectively.

The following circumstances are not SEN but they may impact on a child's progress and attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a looked After Child
- Being the child of a Serviceman/woman

At Brampton Village Primary School, the early identification and assessment of children who may have special educational needs is extremely important so that effective provision can be put in place as promptly as possible.

SECTION 4: A Graduated Approach to SEN Support (See also Appendix 1)

General Provision

In line with guidance given in the National Inclusion Statement on providing effective learning opportunities for all pupils, the school provides an inclusive curriculum based on three principles:

- Setting suitable learning challenges.

- Responding to pupils' diverse needs.
- Overcoming potential barriers to learning and assessment for individual groups of pupils.

The curriculum provided will therefore be

- Broad: it will introduce pupils to a wide range of knowledge, understanding and skills.
- Balanced: each part will be allocated sufficient time to make its special contribution, but not so much that it squeezes out other essential parts.
- Relevant: all subjects are taught so as to bring out their relevance to pupils' own experience and to future learning and wherever possible emphasis is given to learning through practical activities.
- Differentiated: what is taught and how it is taught will be matched to the pupils' abilities, aptitudes and needs.

In providing this inclusive curriculum the school will:

- Consider children's different learning styles and trying to ensure a balance of visual, auditory and kinaesthetic stimuli for learning.
- Consider and promote the impact of the physical environment on learning.
- Promote a high level of pupil participation and pupil feedback throughout the school.

A differentiated curriculum, taught through Quality First Teaching and reflecting variability within the school population, will address the majority of special educational needs and ensure access.

Pupils are identified as having SEN if they do not make adequate progress (See Appendix 2) once they have had all the intervention/adjustments and good quality personalised teaching. It is only when interventions are required which are **additional to** or **different from** the differentiated curriculum provision made for all pupils that further help at SEN Support is required.

To help identify children who may have special educational needs, the school will assess children's attainment and achievements by referring to:

- Their attainment and achievements monitored by the teacher as part of ongoing observation and assessment. (Assess – Plan – Do – Review)
- Their attainment and achievements against the objectives specified in the National Curriculum.
- Their attainment and achievements against the objectives specified in the National Curriculum at the end of a key stage.
- The results of standardised and National Curriculum tests.
- The tracking of each child's progress and well-being is also considered at termly pupil progress meetings.
- Additional assessments undertaken by class teacher and/ or the SENCo.

SEN Support

Children requiring this help will be placed on the SEN register and an individual My Plan will be put in place with appropriate targets, outlining the provision to achieve them. All children with a My Plan will also have a Pupil Passport. The information on the passport will include a photo of

the child, details of their likes and dislikes as well as details of their individual barriers to learning and strategies that help them.

At this stage the class teacher and SENCo, will provide interventions that are additional to, or different from, those provided as part of the class's usual differentiated curriculum.

After discussion with the SENCo, the class teacher will remain responsible for planning, delivering and monitoring the outcomes for the child on a daily basis. The provision will be based on the child's My Plan and will be recorded on a provision map which will be monitored by the SENCo.

Managing Pupils' needs on the SEN register

All My Plans are reviewed termly by the class teacher with the child and shared with parents/carers. Copies of My Plans are kept in the class Inclusion Folders and in the central SEN filing system.

School may request support from outside specialists, particularly from a specialist teacher from the SEND Specialist Services team, who will:

- Further assess the child
- Help plan future interventions for the child in discussion with colleagues
- Help monitor and review the action taken

Following reports received from outside agencies, class teachers should ensure that they read and put into practice recommendations following any advice received. Class teachers are responsible for maintaining their files which contain information and reports given to them about children on the SEN register.

The Head teacher is responsible for ensuring that SEN children are able to access exams and other assessments. The Head teacher will do this 'in accordance with the ARA (Assessment & Reporting Arrangements) guidance.'

Criteria for exiting the SEN Register

For some children on the SEN register, the provision provided will enable the gap in attainment between them and their peers to be eliminated and this additional provision will no longer be required. In these cases, this will be discussed with the child and the parents and the child will be removed from the SEN register and My Plan will no longer be provided. The progress of these children will continue to be monitored through the systems already stated. If the progress of a child causes concern in the future, parents will be consulted and the child will be reinstated on the SEN register and a My Plan set up.

Request for an Education, Health and Care Plan (EHC Plan)

If the child is moved to this stage the following procedures will be followed:

- The consent of the parents will be gained through discussion.
- Referral to an Educational Psychologist/ Specialist Support Teacher (via an Early Help Assessment - EHA) who will normally meet with the parents and SENCo.
- Request additional advice from other outside agencies who may have become involved.
- The school sends in an official request form together with the school's advice. This is coordinated by the SENCo and involves input from the class teacher, copies of previous My Plans, standardised test results and any other advice from relevant supporting outside agencies.
- The SENCO shares this advice with the parents.
- Following the issue of an EHC Plan, the SENCo will coordinate the procedures detailed in the Code of Practice 0-25 (2015) and in line with LEA guidelines.

Children who are issued with a statement of Special Educational Needs or an EHC Plan have an annual review in line with the requirements in the Special Needs Code of Practice 2015. This is coordinated by the SENCo.

Class teachers are responsible for maintaining in their files the information and reports given to them by the SENCo about children with a statement or an EHC Plan.

The class teacher is responsible for evidencing progress according to the outcomes described in the statement/EHC Plan.

SECTION 5: Supporting Pupils and families

The school has links with:

- The SEND Specialist Service Team which gives us access to specialist teachers. The LA currently funds this.
- A limited amount of Educational Psychologist time is allocated to the school and the SENCo helps to decide upon priorities for this involvement.
- The Community Paediatric Service liaises with the Head teacher or SENCo when they carry out school medicals.
- Education Welfare Officer liaises with the school once a term.
- School calls on other agencies as and when appropriate e.g. Physiotherapist, Occupational Therapist, Speech and Language Therapist, Visually Impaired Service, Hearing Impaired Service and CAMHS. Parents' consent and help is obtained for these referrals.

Working in Partnership with Parents/Carers

The school recognises that parents/carers have a vital role to play in enabling children with SEND to achieve their full potential. It recognises that the work of professionals can be more effective when parents/carers are involved and account is taken of their wishes, feelings and perspectives. It therefore sees parents/carers as co-educators and is keen to promote the development of close partnerships between the parents, the school, the LEA and other agencies.

Parents and carers are informed when their child is identified as not having made expected progress or is having a behavioural difficulty. This meeting is important as it facilitates the sharing of information about the child. The school in turn will give information about arrangements within the school to support their child's needs. This may include placing the child on the special needs register, drawing up an individual education/behaviour plan and/or setting up a 'Home School Links' book.

There are numerous opportunities for all parents/carers to be involved with their child's learning and these are all detailed in the school's newsletters. For children with special educational needs or disabilities, as with all children, the school operates an open house policy where parents have the opportunity to arrange an appointment for a parent/ teacher interview whenever they feel they have a concern.

Parents are kept informed at all stages of their child's special needs progress. Permission is always sought before entering a child on the special needs register or referring a child to an outside agency. Their support is vital to us when completing the required forms such as the EHA and other assessment and referral forms.

Meetings are held termly with class teachers for parents/carers of children who are on the SEN register to discuss their child's progress towards the targets on the My Plan and the outcome of any additional support their child has received. The views of the parents/carers are sought and taken into account when planning for future support and outcomes.

Parents are offered the opportunity to meet with their child's class teacher, the SENCo and relevant specialist teachers or staff at other times if they have any concerns.

Parents of children with a statement of special educational needs or an EHC Plan are invited to attend an annual review meeting and to provide a written report. If their child has any outside agencies involved they will also be invited. Parents will receive a full copy of the annual review report.

Parents will be able to find further information about inclusion at Brampton Village School in the Information Report on the school's website. Here, parents will be able to view FAQs about SEN and disability in Brampton Village Primary School and links to other policies and contact details.

Parents will also be able to find out about all services, opportunities and access for children with special educational needs and disabilities in their area by visiting the school's website and following the link to the local offer. www.cambridgeshire.gov.uk/SEND

Pupil Participation

The school recognises that children have a unique knowledge of their own needs and circumstances and their own views about what kind of support would help them make the most of their education. It therefore recognises the importance of involving the child wherever possible in the decision-making processes which occur in their education and will wherever possible provide the opportunity for them to do this.

From the time that they enter the School all children are encouraged to develop the ability to contribute their ideas and opinions effectively through circle time, class council, and target

setting. Children with special educational needs and disabilities are encouraged to contribute to My Plans, Pastoral Support Plans (PSPs) and EHC Plan reviews.

For children with more severe difficulties interim meetings are sometimes held when they are invited to contribute and in some cases Home-School agreements are put into place.

In order to be able to contribute effectively children with special educational needs and disabilities need to feel confident that they will be listened to and their views valued. The school promotes the development of listening skills, a respect for the ideas and beliefs of others and an understanding that all contributions are valued but children will also be encouraged to learn the skills of self- evaluation.

SECTION 6: Admission and Transfer Procedures

At school we strive to support children to be confident in the transition process from year group to year group and when leaving the school. We encourage them to share their concerns and contribute to future provision and support.

Transfer between classes

- Towards the end of the summer term, meetings are held between the present class teacher and the receiving class teacher to discuss the needs of the children to enable forward planning.
- 'Blue forms' are completed by the current class teacher and teaching assistants and passed on to the receiving class teacher. These detail information about each child and give information about the previous interventions and support each child has received.
- At the end of the summer term, the SENCo collects in the class Inclusion folders and reviews them, ensuring that latest Class On A Page, My Plans etc. are included for the receiving teachers.

Transfer from Other Schools

When children arrive from other schools with a disability or identified special needs, the SENCo will:

- Meet with the parents to gather the relevant information.
- Use information from the child's previous school. This may be in the form of written records or may involve contacting the previous head teacher/class teacher/SENCo. Full use will be made of all records as a starting point for all children. The records will then be retained as part of the ongoing assessment and educational provision process.
- If appropriate, outside agencies that have previously been involved will be contacted.
- If necessary, arrangements will be made for the involvement of appropriate new outside agencies.
- Meet with the class teacher soon after transfer to assess need and discuss strategies and support.

Transfer to Local Secondary Schools

The secondary school SENCo is invited to attend the Annual Statement Review for children with a statement of educational needs or EHC Plan in Years 5 and 6.

For all children who are on the SEN register, during the summer term before transfer:

- Meetings are held between the SENCos of relevant schools. The lead inclusion worker would also join these meetings. Additional meetings are held with the secondary school SENCo and the Year 6 teachers, and also between the Year 7 Coordinator and the Year 6 teachers.
- Children and parents have the opportunity to make pre-visits in order to familiarise themselves with the building, meet some of the adults the children will be with and learn about some of the systems that are in place to support them.

On transfer to secondary school the SENCo sends all the SEND information on each child to the school.

Transfer to Other Schools

Records for children transferring to other schools are treated in the same way as for secondary transfer with the exception that the file is posted and any additional information is available by further liaison via telephone.

SECTION 7: Supporting Pupils at school with Medical Conditions

Brampton Village Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, 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. The head teacher, Mr Peter Allen, has responsibility for maintaining the school's responsibility for meeting the medical needs of pupils.

SECTION 8: Training and Resources

The Training and Development Plan is formulated through a review of individual training needs in the light of development priorities, personal professional development as highlighted through the performance management cycle and staff competences. The head teacher will give priority to the needs of all staff with regards to special educational needs. The school's in-service training plans for special educational needs will be reported to the governors, and will include details of training for class and subject teachers, the SENCo and Teaching Assistants. The SENCo will assist in the provision of training for teachers and Teaching Assistants.

The governors will give high priority to training on special educational needs responsibilities, assessment and provision when drawing up their own plans for governor training.

The school uses the following resources to support the teaching of pupils with SEND:

- Specialist Teachers from the SEND Specialist Services Team provided by the LEA.
- The school's SENCo.
- Teaching Assistant hours within classes where there is an identified need to support individuals or groups, currently funded by the school.
- Teaching Assistant time for pupils with an EHCP.

- Annual allocation of funds for resources.
- Teaching Assistant time to provide additional intervention programme for literacy, maths, and social and emotional provision through individual and small group work.
- Allocation of training and development funds for teachers and assistants.
- Provision to release staff to meet other professionals and attend EHCP Annual Reviews.

SECTION 9: Roles and Responsibilities
(see Appendix 3 for more detailed information on roles and responsibilities)

The school recognises that provision for pupils with special educational needs is a matter for the school as a whole and that in addition to the school's governing body, the school's head teacher, the SENCo and all other staff have important responsibilities:

The SEN Governor Rebecca Roebuck in cooperation with the Head Teacher:

- Determines the school's policy and approach to providing for the needs of children with SEN and disabilities.
- Establishes the appropriate staffing and funding levels.
- Maintains a general oversight of the school's work.

The Governing Body:

- Reports as required on the school's policy on SEND through parent newsletters.

The Head Teacher, Mr Peter Allen, has responsibility for:

- The day to day management of all aspects of the school's work including provision for children with SEN and disabilities.
- Keeping the Governing Body fully informed.
- Working closely with the SENCo.
- Fostering links between the SENCo and Inclusion Committee.
- Designated Teacher for Child Protection.
- Managing pupil premium and looked-after children funding.
- Maintaining the school's responsibility for meeting the medical needs of pupils.

The SENCo, Mrs Belinda Pettitt, working closely with the head teacher, deputy head teacher with responsibility for inclusion, senior management, class teachers and support staff:

- Is closely involved in the strategic development of the SEN policy and provision

And is further responsible for:

- Overseeing the day to day operation of the school's SEN policy.
- Coordinating provision with the class teachers for children with special educational needs and disabilities.
- Liaising with and advising fellow teachers.

- Managing teaching assistants who support children with SEND.
- Overseeing the records of all children with special educational needs and disabilities.
- Liaising with parents of children with special educational needs and disabilities.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

All class teachers are responsible for:

- Giving input into the school's SEN Policy as required.
- Being fully aware of the school's SEN and disability procedures as outlined in the SEN Policy.
- Identifying, Assessing, making provision and monitoring outcomes for pupils with SEN and disabilities (Assess – Plan – Do – Review)

All Teaching Assistants are responsible for:

- Being fully aware of the school's SEN and disability procedures as outlined in the SEN Policy.
- Working alongside class teachers to plan and deliver programmes of work for children with SEND
- Contribute to assessment and review of children's progress.

SECTION 10: Storing and managing Information

Once identified, school records for pupils identified as having Special Educational Needs will include the following:

- A list of pupils at SEN Support and those with a statement of educational need or an EHC Plan.
- The amount and type of support received by each pupil, including any top-up funding.
- Copies of reports/advice from external professionals/agencies.
- My Plans for each child.
- Any additional plans used, (e.g. Pastoral Support Programmes), including evidence that account has been taken of external advice.
- Annotated planning that provides information about curriculum provision and learning outcomes.

SECTION 11: Accessibility

The school recognises their responsibilities as described in the SEN and Disability Act, 2001 which placed a duty on schools to plan to increase over time the accessibility of schools for disabled pupils to ensure that disabled children will not be treated less favourably.

Following an accessibility audit, the Governing Body produced an Accessibility Plan to cover:

- Improving the physical environment for access re pupils with disabilities.
- Increasing the extent to which the physical environment enables disabled pupils to participate in the school's curriculum.

- Improving the provision of information for the disabled child. This will include seeking the advice of parents and then providing a range of formats that meet the specific needs of the child.

This is updated annually with an Inclusion plan.

SECTION 12: Monitoring and Evaluation of SEND

The success of the school's response to special educational needs is continuously monitored using the information gathered from the procedures described in this policy. We value feedback upon the success of our SEN work from parents, children, governors and outside agencies. We constantly strive to make our responses to special needs effective and where we recognise that improvements could be made we will act accordingly.

The Governing Body supported by the school will look for evidence to show:

- Effectiveness of the early identification procedure.
- Progress of individual pupils.
- Valuing the children's ideas and responses to their learning.
- Regular meetings to review targets and monitor movement on register.
- Record keeping system is kept.
- Effective partnership with parents.
- Effective liaison with outside agencies.
- Effective partnership between governors and staff in relation to SEN provision.
- Effective liaison between the SENCo, the SEND Specialist Service Team and class teachers and this will include the sharing of best practice when devising strategies to support learning.
- The types, range and management of resources are designed to ensure that the needs of all the children are met including an understanding of cultural need.
- A regular review of all test results of children on the special needs register and those with disabilities.
- Annual Review to see that we are meeting the needs of children and the training requirements of all staff.
- Effective liaison with Secondary Schools for children on the SEN register and with disabilities.
- Support teaching is being targeted effectively.

The Head teacher will report to the Governing Body in the Head teacher's report about SEN and disability provision.

The Governing Body will comment in their annual report to parents on the effectiveness of the school's work on behalf of children with disabilities and special needs.

Reviewing the Policy

The SEN policy will be reviewed annually by the SENCo, the Head Teacher, the SEN Governor and the Senior Leadership Team.

SECTION 13: Dealing with Complaints:

The school is committed to developing a strong sense of partnership with parents, carers and other members of the local community. This provides a sound basis for understanding and resolution when things appear to go wrong. However, the school does have a Complaints Policy which describes the procedure to be followed when complaints are made by parents/carers about the conduct of the school or actions of staff or governors. Copies of this are available from the school office.

SECTION 14: Appendices

Appendix 1

Triggers Indicating the Need for Intervention at SEN Support

The child or young person who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in core curriculum areas that result in poor attainment in other curriculum areas.
- Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.
- The school may also engage with specialist support services and agencies in more detailed planning and design of interventions for individual pupils whose progress has continued to be limited, despite carefully-planned interventions, or whose educational needs require more intensive input and advice from external services.

Triggers Indicating the Need for Statutory Assessment for children who may need an EHC Plan

Statutory assessment is appropriate only for pupils with long-term needs arising from a major difficulty in one or more of the four areas of need identified in the Code of Practice 2015:

- Cognition and learning
- Communication and interaction
- Behaviour, emotional and social development
- Sensory and/or physical

Statutory assessment will only be considered if the pupil has not made **adequate progress** through appropriate school-based interventions at SEN Support.

Appendix 2

Adequate Progress

Adequate progress can be defined in a number of ways. For example, it might be progress which:

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

Different definitions of adequate progress will be appropriate in different cases. There is, for instance, no expectation that all pupils will close the gap in attainment between themselves and their peers. However, pupils and their parents may expect that, whilst the 'appropriate' definition arrived at is realistic, it is also one that is ambitious and is monitored regularly in a systematic and planned manner.

Appendix 3

Roles and Responsibilities re SEN/INCLUSION Updated September 2017

Head Teacher Responsibilities
Initial timetabling of Teaching Assistants (TAs)
Allocation of TA roles and hours
Regular TA meetings
Service children – attend meetings and liaise with Service families pastoral TA

Inclusion Leader Responsibilities
In partnership with the SENCo develop the school action plan for inclusion and report back to governors
In partnership with the SENCo put together budget for Inclusion based on forward planning
Regular liaison with the SENCO and lead inclusion worker
Appraisal of SENCO and Lead Inclusion Worker
Organisation of cover for 1:1 TAs (long term sickness)
Evaluation of impact of Pupil Premium Spending e.g. 1:1 tuition and other interventions
Prioritise pupils for additional support
Request/ organise training for TAs linked to delivery of the curriculum e.g. phonics, calculation, ICT
Arrange cover for planned TA absence and long term leave
Organise additional inclusion TA meetings as needed and in partnership with the SENCO and Lead Inclusion Worker
Overview of attendance- meet regularly with HLTA Lead Inclusion Worker.
Overview of CP/CIN/TAF children and families through regular meetings with SENCO and Lead Inclusion worker
Medical needs - meet with families of children who have medical needs to set up individual healthcare plans, liaise with external agencies e.g. school nurse, arrange additional training e.g. epi-pen and asthmas training, liaise with SBM who has day to day responsibility for medical needs
Children's centre – attend Advisory Board Meetings to support planning and evaluation to meet the needs of vulnerable families in the local community
Completion of EHAs and organise/ lead TAF meetings.

SENCO Responsibilities
Support teachers with provision for pupils with SEND
Oversee SEN whole school Provision Map – put together budget based on forward planning
Update SEN register and maintain SEN files
Evaluation of provision and progress of children with SEND, including reports back to governors

Maintain links with outside agencies – Meet with staff from different agencies e.g. Specialist Teacher Service, Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Physiotherapists, community paediatricians, CREDs and social services staff in order to prioritise provision or arrange observations and appropriate training

Arrange Annual Reviews for children with a statement of educational need or and Education, Health and Care Plan (EHC Plan) – Arrange dates, send out invitations, request information, write reports, chair meetings a follow up as appropriate
Complete relevant forms for identified SEN pupils needing support e.g. EHAs, additional hours, medicals
Organise and Lead TAF meetings
Meet and communicate with parents as appropriate
Arrange for TAs who are running intervention programmes to send letters to parents
Assessment of children in all phases and feedback to teachers, parents and inclusion leader
Organise additional inclusion TA meetings as needed and in partnership with the Inclusion Leader
Request/organise training for TAs linked to SEND needs
Monitor provision and progress of provision for SEND children, including monitoring of class inclusion folders and completion of blue forms
Appraisal of TAs
Support teachers with writing of All About Me Pupil Passports, My Plans and reviews as necessary
Keep up to date with developments in inclusion- compile and store information on SEN issues, providing information for Governors, SLT, class teachers and TAs as appropriate
Maintaining resources, including ordering of resources in line with development budget priorities
In partnership with the Inclusion Leader develop the school action plan for inclusion and report back to governors
Induction of new TAs
Support the SENDCo for Brambles Pre-school
Lead with Think Family and Early Support in Brambles Pre-school.
Review SEND policy.

Lead Inclusion Worker Responsibilities (HLTA)
Complete EHAs with parents/carers
Attend CP/CIN/TAF meetings providing feedback information and follow up.
Provide Inclusion Leader with a copy of EHAs, CIN minutes, TAF minutes and any other relevant paperwork
Liaise with other agencies regarding CIN/TAF, for example family workers and staff from other schools/settings
Monitor attendance of children that have been identified as vulnerable
Meet with parents when a child's attendance is causing concern
Meet regularly with the Education Welfare Officer (EWO) and attend Attendance Forum group meetings
Work in partnership with the EWO when a child's attendance continues to cause concern
Support vulnerable pupils on a 1-1 basis or within small groups. Pupils to be identified during Inclusion Meetings with the Inclusion Leader and SENCo
Promote use of listening boxes, check boxes and follow up any pupil concerns/comments
Support transition to year 7, raising awareness of transition events, liaising with schools and supporting parents as needed

Pastoral worker – class based (HLTA/TA)

Plan activities to help children (within groups as appropriate) achieve their targets in pastoral support plans.
Use the agreed record keeping system to complete brief records to demonstrate what children have worked on and progress made / observations
Support identified children during break times
Support children in class during PPA sessions
Be available to support children who are finding it difficult in the class or in the playground when needed, aiming to help children return to class and/or engage in break time positively.

Pastoral worker – including service families and transition (TA)
Supporting pupils who join/leave the school
Supporting service children
Drawing and Talking (counselling type intervention)
KS1 play club
Time to talk intervention (social and speaking)

Other TA roles
KS2 play club
Homework club
Interventions