



**SPECIAL
EDUCATIONAL
NEEDS &
DISABILITIES (SEND)
POLICY including
SEN INFORMATION
REPORT AND SINGLE
EQUALITY PLAN
including the
Accessibility Plan**

Date Adopted: Propose January 2020
Author/owner: Tarka Learning Partnership Board of Directors
Anticipated Review: September 2021

Context	
<p>This policy has been developed in response to feedback from parents/carers, staff and pupils of the school community and pays due regard to;</p> <ul style="list-style-type: none"> • The SEND Code of Practice (CoP): 0 to 25 years, January 2015 updated CoP • Part 3 of the Children and Families Act 2014 and associated regulations 	
Governor responsible for SEN:	To be appointed
Head Teacher:	Currently Andy Cotton, CEO Tarka Learning Partnership
Special Educational Needs Coordinator (SENDco):	To be appointed
SENDco Qualifications:	
Contact details:	admin@roundswellprimarydevon.sch.uk
This policy will be reviewed annually	

Special Educational Needs and Disability (SEND) Policy

This policy is in line with our teaching and learning policy and equality of opportunity policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Head Teacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENDco). The Governing Body, Head Teacher and the SENDco will work together closely to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something **additional to** and **different from** what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

Our school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school.

The staff and governors will work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs.

Every teacher is responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – pupils, parents/carers, school, children's services and other agencies and the Local Authority (LA).

School Admissions

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will use our best endeavours to provide effective educational provision.

Aims

This policy aims to provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

This policy reflects the principles of the 0-25 SEND Code of Practice (Department for Education and Department of Health, 2015).

The aims are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met.
- To enable pupils with special educational needs to have their needs met.
- To take into account the views of the pupils with special educational needs.
- To encourage good communication and genuine partnerships with parents/carers of children with special educational needs.
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with special educational needs.
- In conjunction with the Medicines Policy (see Health and Safety Policy), make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions.
- To implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process.
- Develop a culture of inclusion valuing high quality teaching for all learners, with teachers using a range of effective differentiation methods.
- Employ a collaborative approach with learners with a SEN or disability, their families, staff within school, other external agencies including those from Health and Social Care.
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.

- Share expertise and good practice across the school and local learning community.
- Make efficient and effective use of school resources.
- Have regard to the Code of Practice (2015) for the identification, assessment, support and review of special educational needs.
- Have regard to guidance detailed by Devon County Council for SEND and statutory responsibilities.

Identifying and Supporting Special Educational Needs & Disabilities

Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision **which is additional to or different from** that normally available in a differentiated curriculum.

Pupils have a Special Educational Need if they:

- Have a significantly greater difficulty in learning than the majority of pupils of the same age, or;
- Have a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- A child under compulsory 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

(Section 20 Children and Families Act 2014)

Pupils 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 may be times in a pupil's school career when they are identified as having a Special Educational Need. These pupils will be provided with intervention and/or support that is 'additional to or different from' the normal differentiated curriculum. This may be on an ongoing basis or for a limited time. Many pupils with sensory and/or physical disabilities may require adaptations, made as reasonable adjustments under the Equality Act 2010.

We will have regard to the SEND Code of Practice 2015 when carrying out our duties towards all pupils with SEND and ensure that parents/carers are informed by the school that SEND provision is being made for their child.

Areas of Special Educational Need

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning needs

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD), and
- Profound and Multiple Learning Difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children 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. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)
- Attachment Disorder

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

The school has a local authority support base, the Communication and Interaction Resource Base (CAIRB) which supports the education of up to eight children with Education Health and Care Plans across North Devon, the majority of whom have a diagnosis of autism. The CAIRB supports the inclusion of pupils with complex Communication and Interaction (CI) needs so that they can access a mainstream primary setting (see Appendix 1).

Communication and Interaction needs include:

- Speech, Language and Communication Needs (SLCN)
- Autism

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with a vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) may require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI- including being blind)
- Hearing impairment (HI – including being deaf)
- Multi-sensory impairment (MSI)
- Physical disability (PD)

[A Graduated Response to SEND](#)

Early Concerns

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies may be addressed through appropriate differentiation within the classroom and keeping a record known as Class Teacher Concern; this will include strategies used to target concerns and the impact of provision in place for a child. This record can be used in later discussions if concerns persist.

If the concerns raised are considered by the SENDco to meet the definition of SEND (see earlier definition) then further action will be taken through the identification and support for pupils with SEND.

How we identify and support pupils with SEN

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual pupils.

Each term, through the Pupil Progress Meeting process, the teacher meets with the Head Teacher, SENDco and Assistant Head Teacher to discuss each child's progress and in addition, teachers are given the opportunity to meet with the SENDco each term for a formal Inclusion Review for the pupils in their class. Parents are invited to attend parents/carers meetings each term, where they can discuss the progress of their child. Teachers and the SENDco are available to meet with parents/carers to discuss any concerns they may have and parents can contact the relevant staff member through the classroom, contacting the office or telephoning the school; this information is shared with parents/carers at induction meetings and in the school newsletter. These systems support collaborative working to identify pupils with SEN.

Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the pupils' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where pupils continue to make inadequate progress despite support and high-quality teaching, the class teacher will work with the school's Special Educational Needs Coordinator (SENDco) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases, it may be necessary to seek assessment or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- 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 developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not positively changed by appropriate behaviour management strategies;
- 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 an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEN support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as **the graduated response – assess, plan, do, review**. The graduated response can be applied to all parts of the child's journey through school, as part of the Universal Offer (see appendix 2, the Child and Young Person's Journey, Children, Young People and Families Alliance)

For pupils with low level special educational needs identified as needing 'SEN Support', parents will be invited to a meeting with the teacher; the SENDco will also attend some meetings. A personalised plan will be established for the pupil, with the child and parents/carers being consulted in the process. This will identify the child as requiring SEN provision and will involve the graduated approach.

For those pupils with more complex needs or where a more frequent cycle needs to be employed, additional meeting dates will be set to consider provision through the through the Early Help Offer, reviews of a child's Action and Review' plan. Early Help provision will be considered if parents, the school or other agencies raise concerns about a pupil's complex needs or consider a more regular review procedure would be beneficial to the child and family. Parents/carers will work with professionals, identified with parents/carers from education, health or social care for their child, holding reviews through Team Around the Family (TAF) meetings (see Appendix 2).

The Graduated Response for SEN Support

Assess

- In identifying a pupil as needing SEN support the class teacher, working with the SENDco, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's/carer's views and experience, the pupil's views and, if relevant, advice from external support services. The SEN support will be recorded on a Personalised Plan; this may also involve additional assessment through an Early Help Assessment and Plan and Review documentation. The school and parents/carers will meet, where appropriate, with other agencies including those from Health and Social Care to create and up-date the personalised plan/Early Help Plan and Review Plan
- This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEN, the most reliable method of developing a more accurate picture of need will be the way in which the pupil responds to an intervention.

Plan

- Parents/carers with their child, will meet with the class teacher and the SENDco to decide on the interventions and support to be put in place as well as the expected impact on progress and development. This will be recorded on the SEN Personalised Plan/Early Help Plan and Review Document with a date to review the plan. The date for review will depend on the level of need present.
- The SEN Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the SEN Plan will be reviewed.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The SEN Plan will usually involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the SEN Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes – this could be on the school's SEN Personalised Plan or through the Early Help Plan and Review Document.
- **So, if it is agreed that a pupil requires SEN support, all parties meet and develop a Personalised Plan or Early Help Plan and Review Document detailing the support which will bring about the next part of the cycle –**

Do

- The class teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENDco will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.
- **The class teacher is responsible for the daily implementation of the plan and will contribute to –**

- There will be a review of the personalised plan or Early Help Plan and Review on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.
- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the pupils needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at review meetings with parents.
- This review will feedback into the analysis of the pupil's needs, then the class teacher, working with the SENDco, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parents/carers and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is **different from** or **additional to** that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEN register.

Statutory Assessment of Needs (EHC)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular SEN reviews will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. Schools have a duty to co-operate and will hold an annual review meeting on the behalf of Devon LA and complete the appropriate paperwork for this process.

Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

Pupil progress is tracked termly and where pupils are not making sufficient progress additional information is sought and appropriate action taken.

Supporting Pupils and Families

We value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

We will endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation

- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

Parents/carers of a child with SEN support will have the opportunity to meet with the SENDco through formal termly/annual review meetings or if parents request a formal meeting with the SENDco.

The SENDco is happy to meet with parents/carers, without prior arrangement, whenever possible, this informal contact, is usually offered through meeting on the playground at the beginning or end of the day or coming into the school office to see if the SENDco is available. The autumn term induction meeting with parents provides more detailed information about contacting all staff members.

Parents/carers are encouraged to seek help and advice from Independent Information Advice and Support services, including Devon Information Advice and Support. This organisation is able to provide impartial and independent advice, support and information on special educational needs and disabilities. Leaflets with contact information for DIAS are available in the school foyer entrance or if parents/carers ask the SENDco or the office for further information.

Parents/carers are also encouraged to visit the Devon County Council Local Offer website www.devon.gov.uk/send. This website provides valuable information about different agencies, services and resources for children, young people with SEND and their families in addition to school resources and information.

Children in Care

When a child is in care, the carers are accorded the same rights and responsibilities as parents. The school has both an appointed member of staff and a governor for Looked after Children- see Children in Care Policy. Children in care education and welfare provision is carefully considered through a personal plan and their progress is carefully monitored through termly pupil progress meetings.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their personalised plans, during target setting and reviewing with their teacher and at the end of a targeted intervention. We ask all pupils to contribute to the setting of their own outcomes.

Partnership with External Agencies

The School is supported by a wide range of different agencies and teams. The schools SEN Information report details which agencies the school have worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

Transition

A change of school, class and staff can be an exciting and sometimes anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEND. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

Training and Resources

Allocation of resources:

- Resources are allocated to support children with identified needs as identified previously.
- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, grouping children by ability across year groups, support from teachers or Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Specialist equipment, books or other resources that may help the pupil are purchased as required

Continuing Professional Development (CPD) for Special Educational Needs

- All teaching staff engage in weekly staff meetings, often relating to Quality First Teaching (see staff meeting programme for frequency). Training sessions can be led by the Senior Leadership Team, Middle Leaders, Curriculum Leaders or outside specialists to provide regular CPD to staff in school in specific aspects of meeting the needs of all pupils.
- The Deputy Head/Lead for Inclusion and SENDco, will provide relevant training throughout the year related to inclusion, including SEN, either through leading CPD or organising an outside specialist to lead training.
- All Teaching Assistants (TAs) and the Learning Mentor (LM), have a weekly meeting with the SENDCO or SENDco. TAs and the LM are invited to some whole school training, relating to Quality First Teaching and SEND, on Non-Pupil Days or staff meetings and twilight training (see annual TA Record of Training). Support staff are engaged in ongoing training whereby the role of the teaching assistant is developed.
- The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (for example, epilepsy, anaphylaxis) or to train staff in the use of specific inclusive approaches (for example, Dyslexia Friendly Classrooms).
- Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

Funding

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource through a statutory assessment request to the Local Authority.

The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is then paid from the local authorities high needs block into the schools budget.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENDCO.

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDco, all members of staff have important responsibilities.

Governing Body

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- designate a teacher to be responsible for co-ordinating SEN provision – the SEN co-ordinator, or SENDCO.
- inform parents/carers when they are making special educational provision for a child
- prepare an SEN information report and provide information on the Single Equality Scheme (SES), detailing arrangements for the admission of disabled children, the steps being taken to prevent disabled children from

being treated less favourably than others, the facilities provided to enable access to the school for disabled children and the accessibility plan showing how they plan to improve access progressively over time

Head Teacher

The Head Teacher has responsibility for the strategic management of all aspects of the school's work, including provision for children with special educational needs. The Head Teacher will keep the Governing Body fully informed on Special Educational Needs issues. The Head Teacher will work closely with the SENDco and the Governor or relevant member of staff with responsibility for SEND.

SENDco

In collaboration with the Head Teacher and Governing Body, the SENDCO determine the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENDco takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDco provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENDco develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDco liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principle responsibilities for the SENDco include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively, alongside the Senior Leadership Team
- Monitoring relevant SEN CPD for all staff
- Managing the Inclusion team
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Head Teacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDco to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDco on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

Meeting Medical Needs

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way, using the Early Help paperwork if required. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The 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. Please see the schools Medical Policy for further details.

Children in Hospital

The member of staff responsible for ensuring that pupils with health needs have proper access to education will liaise with other agencies and professionals*, as well as parents/carers, to ensure good communication and effective sharing of information. This will enable optimum opportunities for educational progress and achievement.

* E.g. *medical agencies, Hospital School, DPLS*

SEND Information Report

The school will ensure that the SEND information is accessible on the school website. Governors have a legal duty to publish information on their websites about the implementation of the policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. Details on the information required can be found in Appendix 3.

Monitoring and Accountability

The SENDco provides a termly report on inclusion, including pupils with SEN, this is shared with the Governing Body by the Head Teacher. An annual detailed report, including outcomes for children with SEN is shared by the SENDco with the Governing Body each autumn term.

Accessibility

The school is compliant with the Equality Act 2010 and Accessibility legislation. It is fully accessible for wheelchair users as there is a lift to support movement between different levels in the school. There is a disabled toilet facility for pupils and one for visitors to the school. We continue to focus on developing our accessibility and the schools' accessibility plan detailing how this is being developed can be accessed in Appendix 4. Single Equality Policy

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (September 2014)
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Responding to Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement with regard to SEND provision, if this matter relates to an issue outside of the Academy's regulation please consult with school staff so that they can refer the concern to the relative body e.g. Local Authority, Devon Information Advice and Support

Appendices

Appendix 2: The Child and Young Person's Journey; Devon's Children, Young People and Families Alliance

Appendix 3: SEN Report Information

Appendix 4: Single Equality Plan, including the Accessibility Plan

Appendix 5: Useful Websites

Appendix 6: Inclusion Statement

ADMISSIONS CRITERIA TO A PRIMARY COMMUNICATION AND INTERACTION RESOURCE BASE (CAIRB)

In considering the parental request for placement within a CAIRB, the Local Authority must have regard to the following admission criteria:

The child/young person will have cognitive attainments which allow them to access a mainstream curriculum with appropriate support. They may have a medical diagnosis of Autistic Spectrum Characteristics (ASC) and/or a range of behaviours assessed by specialist professionals, including an Educational Psychologist, as reflecting needs on the autistic spectrum. The pupil will present with a combination of the following needs:

- Significant difficulties over time in accessing the curriculum despite having followed intensive integrated support programmes, designed in partnership with support services and parents/carers
- Impairment of reciprocal social interaction and communication
- Restricted and repetitive patterns of behaviour and a resistance to change
- Low levels of concentration
- Associated behavioural difficulties linked to high levels of anxiety and emotionality

and will need access to some or all of the following provision:

- A setting where at least one member of the teaching staff has specialist training and expertise in providing inclusive educational opportunities and assisting staff in planning appropriate programmes for children with needs on the autistic spectrum
- Highly structured, specialised programmes delivered individually or in groups of no more than 8 pupils, involving regular and frequent assessment, planning and review
- A highly inclusive 'autism friendly' school ethos and practice delivered by teaching and support staff of whom a higher than average proportion have undertaken professional development in this area

In view of their needs, pupils admitted are likely to need access to intensive multi-agency support from both Health and Social Care which may include:

- Access to assessment and intervention from a speech and language therapist and/or an occupational therapist
- Access to support from CAMHS services or clinical psychology/psychiatry
- Access to family support and respite opportunities

As a result of psychological assessment and/or pupil tracking, the projected attainment of pupils admitted to the CAIRB should be:

End of KS1	End of KS2
L1-L3*	L2-L5*

Pupils will normally be included in mainstream classes supported by appropriately trained staff. They will be withdrawn for individual and small group work by the Teacher in Charge as appropriate.

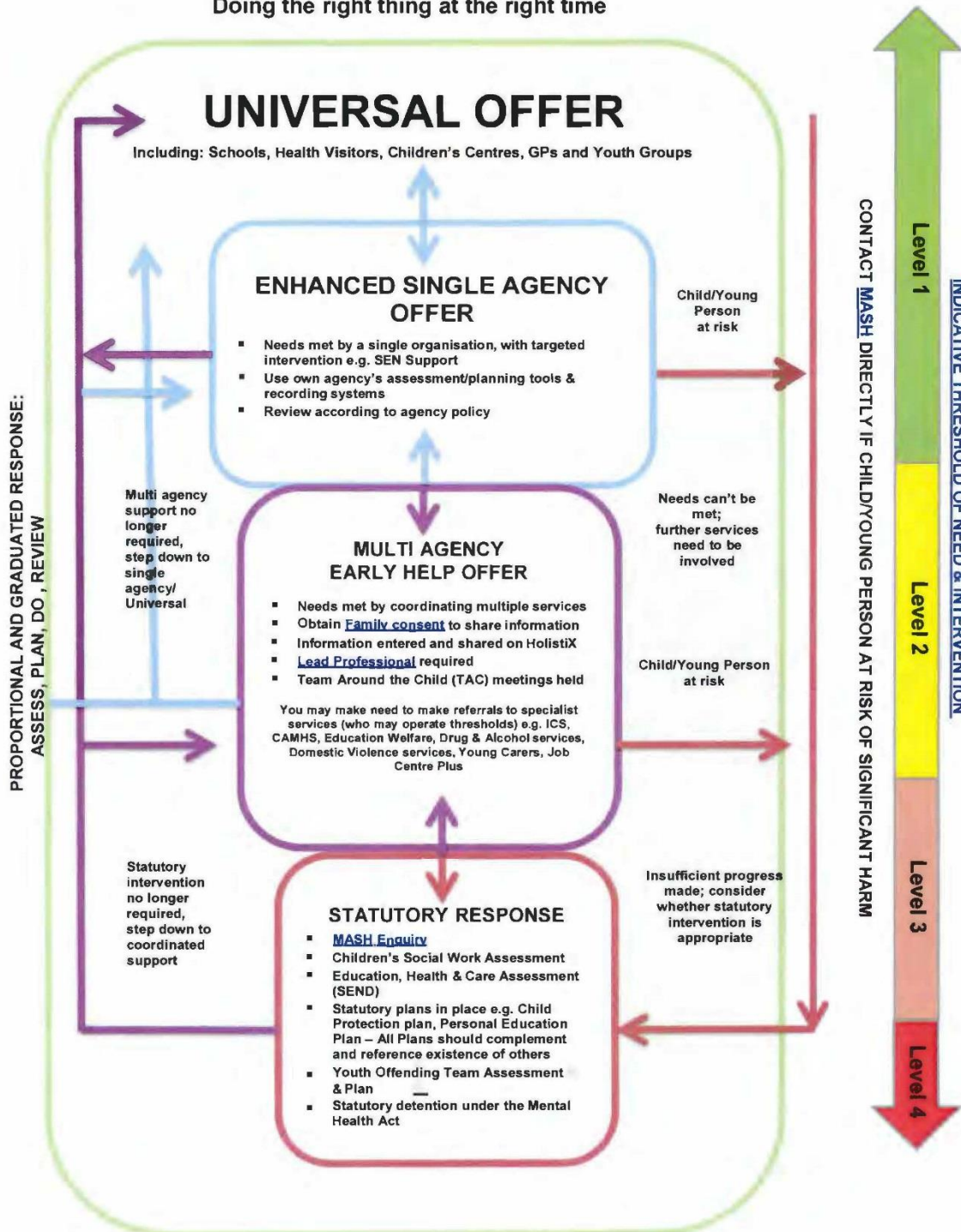
*These projected attainment levels are for guidance and children whose levels fall below may still be considered for a CAIRB place if it is considered that they would benefit from a place

CAIRBS are attached to the following schools:	Number of Places	Age range:
The Castle Primary School, Tiverton	8	5-11
Newport Community School Primary Academy	8	5-11
Tavistock Primary School	8	3-11
Manor Primary School, Ivybridge	8	5-11

Appendix 2 – SEND POLICY

The Child and Young Person's Journey

Doing the right thing at the right time



Roundswell Community Primary Academy

2020-2021, Special Educational Needs and Disabilities (SEND): Local Offer

Under the new Special Educational Needs and Disability Code of Practice (Department for Education, Department of Health, 2014) schools and settings are required to produce a SEN Information report. This needs to be published on the school's website, kept up-to-date- with changes and revised at least annually.

Please note that for ease of reference the term:

- **schools** has been used to represent all schools, colleges and settings that are required to have regard to the Code of Practice (2015)
- **parent** has been used to represent both parents and carers
- **pupil** has been used to represent the term pupil and student

If you need more information or a different format, phone 01271 443120 or email admin@roundswellprimary.devon.sch.uk

Regulation Information:

Children and Families Act: SEND Code of Practice Regulations, 2015

PART 3 Duties on schools Regulations 51-52

SEN information report: Prescribed information that must be included in SEN information report

Regulation 51

For the purpose of section 69(3)(a) of the Act the SEN information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in Schedule 1.

SCHEDULE 1: Information to be included in the SEN information report

1. The kinds of special educational needs for which provision is made at the school.

- Roundswell Community Primary Academy is a mainstream primary school with a nursery.
- Our school aims to be an inclusive school; this means that equality of opportunity must be a reality for our children. We have a responsibility to provide a broad and balanced curriculum for all pupils, providing effective learning opportunities with relevant and appropriately challenging work at each key stage. We respond to the diverse needs of our children, supporting them to access and participate in all areas of school life.

- We make provision for pupils with a wide range of needs:
 - Cognition and Learning (CL)
 - Communication and Interaction (CI)
 - Social, Emotional and Mental Health Difficulties (SEMH)
 - Sensory and/or Physical Needs (SP)

The Special Educational Needs and Disabilities (SEND) Policy details that some pupils with SEND may need some support within the classroom and within the differentiated Curriculum, personalising their educational opportunities to meet their needs

2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

The school's SEND Policy details the definition of SEND and the 'graduated response' (Code of Practice 2015) for the identification and assessment of pupils with SEN.

How does the school track my child's progress?

- **All pupils' progress is monitored** on a daily (lesson evaluations, teacher observations, opportunities for discussions with pupils and parents), weekly (planning evaluation overviews; colleague professional discussions and termly basis (Pupil Progress Meetings, Inclusion Class Overview record, Subject Leader Reports (assessment records updated), Head Teacher report to governors). See the school's Assessment Policy for further details.
- **Progress is shared with parents through speaking with teachers at informal meetings and more formal meetings**, during the termly Parent Meeting. Parents can also access their child's progress through the **School Pupil Tracker system (Y1-Y6) and EExAT system for children in the Early Years**.

What system is in place to respond quickly to difficulties in learning?

- **The Special Educational Needs Co-ordinator (SENDco) leads inclusion**, working closely with pupils, parents, staff and Governors to continue developing inclusive practice within the school community.
- **This system allows a quick response to difficulties in learning** as parents, teachers or outside agencies can liaise effectively with the Deputy, with efficient communication in place.
- **Parents are informed at all induction meetings about the role of the SENDco and how to make contact if they have concerns about their child**. The half-termly newsletter reminds parents about contact with teachers and the SENDco if they have further concerns about their child's progress.

What systems are in place for identifying pupils who may have unidentified needs (as opposed to missed opportunities or insufficient high-quality teaching)?

- The above sections detail the **rigorous systems in place to support difficulties within the four designated needs** according to the Code of Practice 2014 (CL, CI, SEMH, SP).
- **The SENDco will be experienced in supporting pupils with SEN and will work closely with pupils, parents, teachers and outside agencies** when further assessment and advice is required. Parents are always consulted when further assessment is needed for identification of SEN.

- Identification of pupils with SEND are supported through the following systems:

Identification:

- Early concerns
 - Initial concerns may be raised by parents, teachers, other agencies, these concerns may link to the pupil's voice or may have been identified by the identified parties. **Parents should raise initial concerns with the pupil's teacher and these may be followed up with the SENDco, if the parent or teacher requires further advice.**
 - These concerns **may be addressed through appropriate differentiation within the classroom or through the teacher keeping a record known as Class Teacher Concern.** This record will include strategies used to target concerns and the impact of provision in place for a child. This record can be used in later discussions if concerns persist.
 - If the concerns raised, are considered by the teacher or SENDco to **meet the definition of SEND, then further action will be taken through the identification and support for pupils with SEND.**

Definition of SEN

Pupils have special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for him/her, namely provision **which is additional to or different from** that normally available in a differentiated curriculum. (Section 20 Children and Families Act 2014)

How does the school decide when my child is having difficulties in accessing learning?

- There are a variety of measures we will use to decide if a pupil has SEN:
 - **If a pupil meets the above definition** from the information given by the class teacher and/or SENDco.
 - **Information provided by the pupil, parent, teacher, outside agency.**
 - **Assessment and monitoring information** provided on the pupil by the teacher and senior leadership team; this can involve screening and assessment systems in place across the school.
 - **Transition information** handed over by another educational setting.

What additional support is offered to a family in relation to accessing education and what are the links with outside agencies?

- **Teachers are available to liaise with parents at the start and end of the school day,** appointments for a meeting can be made during these times if further time is needed to discuss their child's access to education or their own needs in accessing the school's information.
- **The Deputy Head and Learning Mentor also work closely with families** and offer support for pupils and parents to access education. This can be through a variety of means; completing educational forms, making resources to support homework, referring on to outside agencies that may offer additional support for families.
- **The Literacy, Maths and Family Learning Leaders offer termly workshops for parents/families to attend,** which offer strategies on supporting pupils' education. In addition, further workshops and opportunities for parents to learn alongside their children start in the Early Years, for example phonics lessons.
- **The school links with advisory services and outside agencies when it is appropriate to seek further advice** and assessment to identify barriers to learning and the nature of a pupil's difficulties; this information can be shared by home and school. The following services and agencies are accessed by the school:
 - 0-25 SEN Team

- Integrated Children's Services, Virgin Care, Exeter – includes Speech and Language Service, Occupational Therapy, Child and Adolescent Mental Health Service (CAMHS)
- Babcock LDP SEN support services, including the Educational Psychology Service, Educational Welfare Service, Deaf and Hearing Impairment, Visual Impairment, Physical Difficulties, ICT and SEN, Behaviour Support Services, Communication and Interaction Team
- Specialist Teacher for Specific Learning Difficulties
- Pathfield School and Lampard Community School Outreach Service
- School Health Service and Health Visitor Team
- North Devon District Hospital: Paediatrician
- Occupational and Physiotherapy Service
- Ethnic Minority and Traveller Achievement Service
- Families in Grief (FiG)
- Early Years Consultant and Children's Centres
- North Devon Against Domestic Abuse Service with outreach services from SPLITZ and Domestic Abuse Counselling Service
- Police Community Support Officers
- Multi Agency Safeguarding Hub (MASH)
- Social Care, Taw View, Barnstaple

The SENDco at Roundswell Community Primary Academy is responsible for:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively, alongside the Senior Leadership Team
- Monitoring relevant SEN CPD for all staff
- Managing the Inclusion team
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Head Teacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The SEN Governor at Roundswell Community School is responsible for:

- Using their best endeavours to make sure that a child with SEN gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs.
- ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN

- designate a teacher to be responsible for co-ordinating SEN provision – the SEN Co-ordinator, or SENDCO
- liaise with the SENDco and make monitoring visits to school
- monitor that the school is informing parents/carers when they are making special educational provision for a child
- monitor the SEN Information Report and provide information with the SENDco for the Disability Equality Scheme (DES), detailing arrangements for the admission of children with disabilities, the steps being taken to prevent children with a disability from being treated less favourably than others, the facilities provided to enable access to the school for children with a disability and the accessibility plan showing how they plan to improve access progressively over time

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—
a) how the school evaluates the effectiveness of its provision for such pupils;

How do I know provision for my child's SEN is effective?

- Quality of provision is measured through the school's systems, processes and criteria for evaluating effective provision, which include:
 - **Clear systems in place for evaluating quality of provision**, the senior leadership team reviews staff expertise through classroom observations, discussions with pupils and staff and learning walks. In addition, book scrutinies and evaluation of teacher planning takes place each term by the senior leadership team.
 - **Termly Pupil Progress Meetings** (teacher, assistant head teacher, Head Teacher, head teacher); **Parent Meetings**, including personalised plan and DAF reviews; **Inclusion Reviews** between teachers and the SENDco and informal meetings with parents, teachers and the SENDco evaluate the impact of SEN provision on the progress, attainment and well-being of SEND pupils
 - The **Head Teacher reviews attendance and exclusion data** for SEND pupils on a termly basis and this is reported to the Governing Body.
 - The **SENDco tracks the progress** of different pupil groups within year groups, this is reported in the termly Inclusion Data Analysis report to the Head Teacher and shared with the Governing Body.
 - The **SENDco tracks the success of specific interventions** through comparison of pre and post intervention data which is reported through the **annual Inclusion Report** to staff and the Governors. This includes analysis of time limited interventions such as Language and Speech Link, the Learning Mentor's caseload, the Learning Support Teachers maths and literacy intervention groups and Thrive.
 - The **SENDco uses the feedback from the Devon SEN Evaluation Tool for Primary schools** to inform their evaluation of provision.
 - **The Inclusion Action Plan** contributes to the school improvement plan and this accounts for specific development of SEND provision and addresses any areas of weakness
 - The **Governor for SEN** makes monitoring visits to school and meets with the SENDco to ensure provision in school for children with SEN is effective.
 - The **criteria for evaluating the school's effective SEN provision**, is measured against Devon and national statistics of other comparable schools; outside agencies and advisory services own assessments and evaluations of progress; achievement of targets set for the pupils; parental and pupil feedback through meetings on their well-being and progress, completed questionnaires and the school council feedback.

b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- **The school monitors the effectiveness of its SEN provision** and progress of children with SEN so that we are clear about how your child is doing (see sections 2,3).
- **Your child's class teacher is available** to meet with you each term at a formal parents' meeting. **Teachers are available** at any other time during the term, if you contact them and make a request to meet with them. If you continue to have concerns about your child's progress, then you can request a **meeting with a senior member of staff**.
- The **school provides all parents with a password to access School Pupil Tracker/EExAT online** which provides further information on your child's attainment and progress and compares it to the national government expectations of attainment.
- **Teachers are available** in their classrooms at the start and end of the day for brief contact to be made but if a more detailed conversation is needed then parents can use this time to request a meeting.
- **If you continue to have concerns about your child** despite raising your initial concerns to the teacher, then you are welcome to make an appointment to meet with the SENDco. The SENDco is often available on the playground at the beginning and end of the day to make appointments or contact can be made through the school office.
- For some children with SEN where their parent is unable to communicate within the above arrangements then **some children may have a home-school book for communication** or other arrangements can be made by teachers for specific circumstances.
- **Parents are given information on their child's learning** and how to support them through **induction meetings** each new school year, termly **curriculum newsletters**, termly **workshops**, termly **parent meetings**, opportunities to attend an aspect of their child's topic that term and an **annual report** on their child's attainment and progress.
- There are further opportunities for parents with children with SEN to gain information on their child's progress through **'personalised plan' review meetings, Early Help review meetings, Annual Reviews** for children with Education Health Care Plans, the **SENDco is available** on parent evening meetings to discuss progress if parents request further information. The pupil and parent voice is recorded on personalised plans and Early Help action plan and reviews and there are opportunities within the meeting to contribute to a pupil's learning outcomes.

c) the school's approach to teaching pupils with special educational needs;

How will the school staff support my child?

- The **SEND Code of Practice 2015** emphasises that all teachers are responsible for **high quality teaching** for all pupils with SEN.
- **Teachers are responsible for a child's learning and progress**, in partnership with parents. Further advice and guidance by the **SENDco is available to all teachers and support staff** for individual, personalised programmes of support and interventions. **Outside agencies** can also offer assessment and guidance with a child's SEN.
- **Roundswell Community School has a breadth of staff that supports children with SEN** in their learning and emotional well-being, this will always include their teacher and the SENDco. Further staff that may offer support if identified as a need by parents in consultation with the teacher and the SENDco, this may include the early years workers and teaching assistants, the Learning Mentor, the Learning Support Teacher and Assistant Head Teachers. The SENDco will coordinate support for children with SEN with their teacher and parents are always involved in the outcomes we are working towards.

How will the curriculum be matched to my child's needs?

What is the education setting's approach to differentiation and how does that support children?

- **We monitor teaching to ensure all pupils access high quality teaching** which takes account of pupil's differing needs, through a differentiated curriculum ensuring each child is challenged in their learning but achieves success. **Differentiated lessons** are planned and taught to match the pupil's level of learning and is part of the schools universal provision.
- **We have a consistent graduated approach to meeting pupil need** by reviewing class teaching, access strategies and removing barriers to learning before developing a more personalised approach. For pupils with an identified SEN, further support for learning is offered that is appropriate for the individual pupil; for example, further differentiation of teaching resources and curriculum outcomes, adapted homework opportunities, learning

resources to support the identified need (IT based equipment, mobility aids, personalised visual aids), further adult support (scribe, reader, prompt, aid to mobility needs).

- **Where complex SEN are identified**, a tailored and personalised approach for individuals to access the curriculum and all aspects of school life will be offered. Advice may be sought from external specialists, for example, the outreach teams from Pathfield School and Lampard Community School, the Advisory Teacher for Physical Difficulties, the Child and Adolescent Mental Health Service.
- The school makes appropriate use of the resources in our delegated budget to support children and young people with additional needs.
 - **The school has directed additional teaching assistant support into the Early Years and Key Stage 1** to support additional needs at an early stage. This supports early identification of a pupil's lack of adequate progress and an ability to respond and review individual needs. Some children may only need modifications to the teaching approaches, classroom organisation or provision of ancillary equipment or resources as part of the differentiated curriculum. We use our knowledge and understanding of the four primary areas of need to plan provision and to focus on interventions that are relevant and evidence-based. In the early years and Key Stage 1, the intervention that may be offered could be additional, smaller group work for fine motor skills, phonics, literacy and maths, speech and language support and Thrive. This intervention may be planned and taught by a teacher or teaching assistant.
 - **In Years 1 and 2 (Key Stage 1)**, there is opportunity for children to be grouped by ability across their year groups for phonics (Year 1) and literacy and maths (Year 2) at a time in the year that meets the children's needs.
 - **In Key Stage 2**, the children are ability grouped in their year group for literacy and maths with the class teachers taking a streamed group. There is sometimes a teaching assistant or an additional teacher in the class that is teaching children with identified SEN. The additional teacher may withdraw a group of children and be responsible for their planning and assessment, creating smaller class groups for the children. The focus of the additional teacher working in KS2 is decided upon through the outcomes of children's assessments and the Pupil Progress Meetings. **The way in which the school spends its resources on additional teachers and using teaching assistants to support teaching within the mainstream class (EY, KS1 and KS2)**, allows children to access first quality teaching, encourages independent learning, allows for smaller class sizes in Key Stage 2 and allows the school to use staff flexibly to meet the needs of each cohort.

How does the school approach the identification of need and the matching of those needs to appropriate provision?

- **The SEND Policy and section 2 of this report**, give further detail on identification of need. Appropriate provision is planned for from the identified needs through:
 - **Teachers assessing the outcomes of their universal differentiated provision** to meet the needs of pupils within their class.
 - **Teachers and the SENDCo meet** as required and formally each term for Pupil Progress Meetings. This monitors identification of SEN has been matched to appropriate provision and reviews the outcomes of the provision.
 - **The teacher, Assistant Head Teachers, SENDCo and Head Teacher meet** each term through the **Pupil Progress Meeting** to review provision and consider changes and outcomes for pupils. This informs part of the 'review' process in the graduated response.
 - **The SENDco analysing pupils' assessment and intervention outcomes** to match provision to areas of need across the school and lead a graduated response to provision through the 'assess, plan, do, review' model (see SEND Policy).

- **At any stage a pupil, parent, teacher or outside agency may raise a concern** about a child's progress that will be listened to by the teacher or SENDco and an appropriate plan agreed (see Identification, section 2).
- **The school uses its specialised staff** to plan for provision; the SENDco has post graduate qualifications and over twelve years' experience of being a SENDco and teaching literacy to pupils with SEN; the CAIRB teachers have a combined experience of over twenty years in teaching children with communication and interaction needs; the school has many qualified and experienced teaching assistants with specialist areas.
- **Identified need can also be matched to appropriate provision** through a child's personalised plan or Early Help plan. These plans allow for the pupil and parent voice to be listened to and family contributions can be made through the plans.
- **Further advice from advisory services and outside agencies** regarding strategies for developing practice and removing barriers from learning through the provision offered, can be sought through the SENDco. Referrals for outside support will be discussed with parents; the following consultations and assessments made will contribute to provision made within school.

How are the school developing their high-quality teaching?

- **The School Improvement Plan identifies developing high quality teaching** as a priority within school (see School Improvement Plan, 2018-2019). **The school's senior, middle leaders and phase leaders in school work alongside staff to improve teaching and learning**, through a variety of means, for example supporting planning, being observed, team teaching, leading learning walks, learning conversations.
- **The senior and middle leaders** at times, complete joint observations and book scrutiny work to ensure quality assurance
- **The staff have been able to access ongoing professional development** relating to 'outstanding teaching' and inclusion (Staff Meeting training record).
- **Teaching assistants receive feedback from** their individual observations from their line manager and have opportunities to be included in some whole school training (literacy, phonics, maths, teaching and learning, inclusion) and more specific training to their role through their own team meetings (Teaching Assistant Appraisal books and training evaluation records).

d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

How does the school adapt the curriculum and learning environment?

- **The school's Vision and Aims statement includes a core message on inclusion:**

Inclusion: To allow all pupils to access the school's curriculum and participate in all areas of Academy life
through

 - **an effective equal opportunities policy**
 - **highly inclusive and supportive learning environment**
- **The Teacher Standards (2012) and SEND Code of Practice: 0-25 Years (2015)** require all teachers to ensure all pupils in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved.
- Some of the ways in which we provide a **highly inclusive curriculum and learning environment** are:

- ensuring staff have opportunities for **relevant continued professional development** relating to SEND
 - teachers planning with **differentiated and personalised learning opportunities** that allow access and success but ensure challenge
 - providing **visual timetables, writing frames, using mind maps**
 - responding to outside agency advice and providing **specialised resources** where required, for example, move and sit cushions, handwriting boards, technology for support with writing
 - **focused teaching opportunities** within a smaller group
- **The school is compliant with the Equality Act 2010 and Accessibility legislation.** It is **fully accessible for wheelchair users** as there is a lift to support movement between different levels in the school. There is a disabled toilet facility for pupils and one for visitors to the school. We continue to focus on developing our accessibility and the schools' accessibility plan.
- We will **make "reasonable adjustments" to allow fair access for all users of the school**, to date some of these adjustments have included:
- provision of a lift in school, allowing **access to the whole school site** which is split between two levels
 - provision of **adult and pupil disabled toilet facilities**
 - provision of **specialist equipment for individual pupils**; this has involved equipment that supports pupils with hearing impairments, physical disabilities, vision impairments, complex learning and communication needs, specific learning disabilities.
 - **liaison with the Occupational Therapy and Physiotherapy Team** and equipment given to the school and some items purchased
 - **liaison with Babcock LDP** for specialist equipment relating to IT, Vision and Hearing Impairment
 - **liaison with the school's IT technician** for specific IT programmes or access
 - **liaison with the Advisory Teacher for Physical Difficulties** to ensure children access residential opportunities and the PE curriculum including swimming
 - **additional staff to support access to extra-curricular clubs and opportunities**
 - **liaison with all medical and health professionals** including, school nurse, community nurses, CAMHS, physiotherapists, occupational therapists, speech therapists for advice relating to access to the mainstream curriculum
 - **referrals to outreach staff** at Pathfields School, Lampard Community School, Orchard Vale Speech and Language Centre for specialist teaching resources and pupil observations.

e) additional support for learning that is available to pupils with special educational needs;

How is the decision made about the type and how much support my child will receive?

- **Decisions made about additional support** are based upon the '**assess, plan, do, review**' cycle of the graduated response for SEN support (**Code of Practice 2015, SEND Policy**). This involves parents and pupils and they can contribute to this process with teachers, the SENDco and outside agencies if relevant, through the personalised plan and Early Help reviews.
- **Funding sources:**
- Element 1- funding for all pupils (this is set nationally by a child's age but is then allocated by Local Authority formulas)
 - Element 2- funding for the school based upon the Local Authority formula for LCHI (Low Cost High Incidence SEN - AEN funding based on FMS6, IDACI & Prior attainment factors)
 - Element 3- funding for 'high needs block' for /EHC Plans
- **The funding received by the school** is allocated to sustain specific roles within school which provides additional support for pupils with SEN- see appendix 1.

- **The SENDco will liaise with the Assistant Head Teacher for Y1-6 and the year 2 and 6 teachers** to arrange access arrangements for children with SEN. The school will **comply with the Department for Education's Access and Reporting Arrangements requirements.**
- The **SENDco will keep a record of provision across the school**, detailing provision within school.

f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs and;

How will my child be included in activities outside the school classroom including school trips?

- **All parents and pupils have access to their class opportunities** for school clubs, trips and residential which are sent out to parents via the school office. All pupils with SEN will be able to access all of the opportunities given in school, unless advice is provided by parents from a medical source which advises otherwise.
- **The member of staff responsible for the planned club**, trip or residential will complete a risk assessment for the organised activity and as part of this plan, will **identify children with SEN** that may need to be offered additional support or have reasonable adjustments made, to ensure they can access the opportunity given. During this planning, the member of staff responsible will **liaise with parents, child's teacher and SENDco** if specialist provision is to be made.
- **The SENDco will work with the staff member, the provider, the Residential Coordinator, parents, pupils and sometimes outside agencies** to support the pupil's access to activities for their class.
- **The school provides a high level of staffing at break and lunchtimes** to ensure pupils with social vulnerabilities are supported to engage with their peers or are given the option to, if they chose to do so. Some pupils prefer to spend time alone, playing alongside or on the outskirts of the playground as this is relaxing for them; these pupils are always identified and monitored to ensure this is the best provision for them. The school has provided a Circle of Friends and Buddy system to support children with social, interaction needs and the children's Red/Blue Top systems of mentoring younger children helps some children with SEN to engage successfully with peers. The SENDco liaises on a daily basis with the Meal Time Assistant Supervisor and with the Teaching Assistants and Meal Time Assistants that support children with SEN. The SENDco provides information on Children with Additional Needs to all staff members on Non-Pupil Days and throughout the term so that all staff are aware of children with SEN and healthcare needs across the school.
- **The teaching assistant team** are directed to work so that their hours are targeted to support children with SEN and this includes the beginning and end of the school day. This can involve support for the transition into school, having handovers with parents or from local authority transport, shadowing to ensure safe arrival at a club or access to the library.
- **Children with SEND are actively encouraged to contribute to all parts of school life**, there are many examples within school where children with SEND have represented the school in PE events, music events, showed a visitor around parts of the school, taken on roles of responsibility including all children in year 6 being part of the school council. The children are encouraged to reflect on their time at school at the end of year 6 and all children contribute to the exit survey, offering their views and opinions. The children are supported in these many and various opportunities through a variety of strategies, the main ones being that they can contribute to planning their inclusion in these events and that at times, parents, teaching assistants, teachers or the Learning Mentor may support them to achieve their goal. The ethos of the school is that all staff support, encourage and expect children with SEND to contribute to all parts of school life.
- **The SENDco, Head Teacher and SEN Governor are responsible for ensuring that the school carries out its duties under the Equality Act 2010.** The **SENDco monitors pupils** with SEND engagement in extracurricular activities and identifies any action points within strategic planning. These are then discussed with the Head Teacher and shared with staff and Governors through the Single Equality Scheme and School Improvement Plan.

g) support that is available for improving the emotional, mental and social development of pupils with special educational needs

What support will there be for my child's overall well-being?

- **Teachers are responsible for the day to day care pastoral care of all pupils** in their care. If the well-being of a pupil is of concern to a parent or teacher then they will initially discuss this together, unless the concern is a safeguarding concern that may put the pupil in danger.
- If there is a **child protection concern raised about a child** then the **Designated Safeguarding Lead, or Deputy Safeguarding Lead**, will act upon the concern following the school's **Child Protection and Safeguarding Policy**.
- **Every teacher has a 'worry box' within their classroom** that the pupils will be aware of and can use to access help and support from their teacher. The pupils can talk to any member of staff they are comfortable with about an emotional, mental health or social problem they may have. The children have regular assemblies and PSHCE lessons on looking after their well-being and strategies given for taking care of themselves with the support from others.
- **The school has a Learning Mentor** and this role provides further emotional, social and mental health support for pupils; they are the school's Emotional Well-Being Champion. This is done through a referral process in school and can be accessed through the pupil's teacher, the Learning Mentor, SENDco or contact through the school office. There are many reasons for referrals, some of which are:
 - Family bereavement or separation
 - Transition difficulties
 - Attendance concerns
 - Friendship difficulties
 - Changes in behaviours
 - Young carers

Referrals are not limited to a specific category and arise out of a need that often pupils or families will approach the school with and ask for guidance, advice, support and to work in partnership with the school to support their child/children.

- **The Learning Mentor works closely with the SENDco and other agencies** (see page 5) and can offer support to pupils and families through attending meetings out of school. The Learning Mentor has experience of planning and delivering social, emotional, mental health and well-being intervention programmes, liaising with families to offer action plans for home use, supporting the work that is completed with a pupil in school.
- **The school can contact the Early Help Team** who may also offer help and support to pupils and families through **Early Help intervention, multi-agency working with families**.
- The school's **Pastoral Policy, Behaviour Policy and Anti-Bullying Policy** which all provide further information on pastoral care in school.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- **The pastoral support team within school** for a child provides support for behaviour; this will include the **pupil's teacher, SENDco and the Head Teacher** and possibly a teaching assistant and/or the Learning Mentor.
- **Parents are encouraged to work with the school** to support a pupil's behaviour and this can involve creating a personalised Individual Behaviour Plan together and engaging with **Early Help intervention**. Further services can be accessed through engaging with **Early Help intervention**; for example, the Behaviour Support Services, CAMHS, Parent Support Advisor and Educational Psychologist.
- **Pupils will be offered intervention programmes** to support their behaviour, learning strategies for self-care and responsibility alongside being supported by trusted adults in school and at home; intervention programmes could be social, emotional well-being based or the teaching assistant and/or Learning Mentor working with the **Behaviour Support Services** to plan a personalised support package that parents will be involved with, attending meetings and reviewing outcomes.
- **The support offered for behaviour and avoiding exclusions** would be based upon a pupil's individual needs but would offer:
 - **Support in class** as needed to support a pupil to settle into a good pattern of behaviour.

- **Support offered to the teacher** through working alongside the SENDco, Learning Mentor and/or Behaviour Support Services with strategies to maintain improved behaviour.
 - **Support offered to the parent** to share consistent approaches and strategies for managing a pupil's behaviour at home and in school; this could involve the parent and school working with outside agencies to support a child's behaviour through **Early Help intervention**
 - **An Individual Behaviour Plan and Behaviour Care Plan** if required, this would share a pupils' strengths between home and school, building on success and addressing concerns for development. A reward system linked to a behaviour expectation of reward and consequences would be set up with the pupil, parent and school staff.
 - If an **exclusion** has occurred, then the **SENDco and Head Teacher would meet with the family** and often a Local Authority representative and a **Pastoral Support Plan** would be put in place for the pupil. Then the above areas of support which are likely to already be in place would be continued to be assessed, planned, acted upon and reviewed.
 - The school will consider a **managed move to another setting** if it was felt this was in the child's best interest and suited their needs.
- The **support and usual practice offered for increasing attendance** is that the Head Teacher would meet with a family to discuss the concerns. A referral to the Learning Mentor or the Education Welfare service by the school if further support is required. Further information can be found in the Attendance Policy.

How does the school manage the administration of medicines and providing personal care?

- **The SENDco leads the support for children with medical needs** and liaises closely with the school health team to organise a **Health Care Plan** for any child that has complex medical needs.
- **If your child needs to have prescribed medicine within the school day**, then contact the office to complete the permission form for administering medicines in school.
- **If your child has asthma** there is a school policy that will give further detail but **contact the school office to complete the asthma registration card** and **you will be informed on a daily basis when your child has had their inhaler in school.**
- **The SENDco will liaise with you** and complete a **Toileting Plan/Intimate Care Plan** if your child has personal care needs that will impact on their school day.
- **Please see the schools' Medical Policy** for further information.

How does the school ensure the safety of the children/ young people? How are the children/young people able to contribute their views?

- **Detailed information** can be found in the **school's Safeguarding and Child Protection Policies and the Safeguarding Audit** completed by the school.
- Some ways in which the school ensures the safety of children are:
 - There are **anti-bullying assemblies, annual e safety education for children and families and visiting NSPCC** who discuss safeguarding within the family. Assemblies also inform pupils how they can support their concerns both at home and school – worry box, Child Line etc.
 - **Outside agencies** such as RNLI, visit in Y6 to safety day as well as day to day safety advice. Children are encouraged to take risks and manage them from nursery to Y6.
 - **Pupil surveys** and the **School Council allow children to contribute their views**, alongside daily feedback in relevant lessons. The evaluation of surveys supports the view that children feel safe but it is very difficult to assert this comment. **100% of parents on Parent View, to date, agree their child is safe at school.** There are **security arrangements in place for the grounds and building** and these have recently been reviewed with **door entrances to the nursery path sealed to visitors. The school has a security risk assessment in place.** Visitors have one entrance and are supported by a member of staff.
 - **Suitable risk assessments are provided for on and off-site visits** and especially for residential visits. Contacts with groups are maintained 24hrs whilst off site. There are supporting policies in place for such excursions. Whilst planning for residential visits, the SENDco liaises with the child/children and families if there are more

complex needs and supports the planning process and risk assessment for the residential.

4 In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN co-ordinator.

What are the contact details for the school's SENDco?

- **The SENDco is yet to be appointed. For further information please contact the Administrator on 01271 443120 or email admin@roundswellprimary.devon.sch.uk**

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

What specialist services and expertise are available at or accessed by the school?

- Page 5 details the **specialist services** that may be accessed through school and page 10 the expertise of staff within school to support pupils with additional needs.

What training have the staff supporting SEND had or what training are they having?

- **The SENDco attends relevant training each year**
- **The staff have a rolling programme of training relating to SEND and the School Improvement Plan priorities;** a recent focus has been on supporting children with Literacy Difficulties/Dyslexia and Attachment Theory. The support staff (teaching assistants, learning mentor) are invited to key SEND training and have their own programme of SEND training relevant to their own role.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured.

How accessible is the school both indoors and outdoors?

- **The school building is fully accessible for wheelchair users**, with a lift supporting access to the two levels within school and a pupil and visitors disabled toilet. The school's recent building project (2020) was designed with wheelchair users accessibility, for example, width of door and corridor areas, one level building, ramped access from build to lower playground ensuring outdoor and indoor areas are accessible to all, including all fire escapes and emergency areas. The equipment and resources used for the early years new building is also designed with an accessibility focus.
- **See the Diversity Policy** for further details of accessibility.

7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

How are parents involved in the school? How can I get involved?

Who can I contact for further information?

- **Parents are involved in the school in a variety of ways:**
 - **attending parent workshops and open mornings**
 - **attending their child's class curriculum, parent invitation**
 - **volunteering in school-** listening to readers, being invited in as speakers for a specialist area or area of interest to them that links to the curriculum or supporting events in school, for example the school discos and summer fayre
 - **supporting pupils** on trips and activities within school
 - being a **Parent Governor**
- If you would **like to get involved further with school life**, there will be a variety of people you will be able to **contact through the school office**;
 - The school will have a member of staff who leads the organisation of volunteers in school and will provide the paperwork for a Disclosure and Barring Service check for all interested volunteers.
 - The school will have a member of staff who leads family learning and organises termly events for families to engage with school.
 - **Parent Governors** can be contacted through the school office, they will be given your details and contact you back.

- There is a **display of all staff' and Governor' photographs and names in the entrance to the school**, by the school office.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

- **Children attend meetings or have an advocate** for them at a meeting, depending on the appropriateness of the meeting and the age of the child; for example, at meetings for personalised plans, Early Help reviews and annual reviews
- **The child may share their views with a chosen member of staff**, teaching assistant, learning mentor or class teacher to represent them at the meeting
- **There are various ways in which children's views are collected** within school Pupil voice in school; **school council, subject audits, Y6 exit questionnaire, SEND consultation**

9 Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

- In the first instance, **parents should ask to meet with their child's teacher or the school SENDco**. If the matter is not resolved, they can ask to **meet with the Head Teacher**. Following this, complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the **School's Complaints Policy**.
- **If there continues to be disagreement with regard to SEND provision**, if this matter relates to an issue outside of the Academy's regulation please **consult with school staff so that they can refer the concern to the relative body e.g. Local Authority, Devon Information Advice and Support for SEND**.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.

- There are a variety of ways in which the governing body meets the needs of pupils with SEND:
 - **Commissioning services for the Academy**- for example Educational Psychology, Behaviour Support Service.
 - **Reviewing the effectiveness of the service delivered** on an annual basis.
 - There is a **nominated Governor for SEN, child protection, early years** so they oversee SEN, child protection, and early years work in school.
 - **The governing body is part of the recruitment and appointment of the SENDco**.
 - **Governors oversee the School Improvement Plan** which refers to **training planned for staff relating to SEND**.
 - **Governors have opportunities to review policies, including the SEND Policy, SEN Information Report and Disability Equality Policy and Scheme**.

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.

- **In the school entrance, there are leaflets of many support services available for parents**, including information on **Devon Information Advice and Support for SEND** devonias@devon.gov.uk
- **The new curriculum provides references to support offered through out of school services**; for example, the **year 6 Disability Awareness annual workshop**.
- **At parent meetings in school**, through the **CAIRB parent meetings** or **meetings with the SENDco or Learning Mentor**, parents are signposted to agencies that can offer support for families.

12 The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

- There are transition arrangements in place to support children joining and leaving the school. For example:
 - **In the early years, home visits are made to all children and a home-school liaison form completed with parents which refers to questions about SEND, mental health, medical needs for children and families.** Parents are also invited in to an **induction meeting** and they have the opportunity to have a tour of the school. Children are invited in for a nursery session or to their new Reception class for a morning, before their starting date. **The SENDco/Inclusion Lead attends all early years induction meetings** and attends some home visits so that parents can share any concerns they may have.
 - In year 6, **children start transition from year 5** when they are involved in curriculum projects (DT, IT, Languages, PE) with the local secondary schools. In year 6, all children have opportunities to visit their new school, the secondary staff also visit the children at our school, often bringing old pupils to talk to them about their experiences. Children spend a morning visiting their new school with their parent.
 - **For vulnerable pupils transferring to The Park Community School, they attend a transition group for six weeks** to help support them in their strengths for secondary school and also to allow them an opportunity to address any concerns or anxieties. Children are identified for the group by staff, parents or self-referral. This work continues into year 7 when the same Park member of staff meets with the children as necessary to smooth their transition.
 - **For other secondary schools**, Pilton Community College, South Molton Community College, West Buckland or another setting, **the SENDcos from both schools work together to offer a personalised plan of transition**, where it is required.
 - **The SENDco and CAIRB Teacher will liaise with the relevant secondary school SENDco (Lampard Community School, Pathfields School) and parents, for children with complex SEND.** SENDCOs are invited to annual reviews from year 5 and if the child does not have an Education Health and Care Plan then the SENDCO will discuss with parents and agree if a transition meeting should be held with the secondary SENDco. Children are given additional visits and a personalised programme of transition to meet their needs, in liaison with the secondary SENDco.
 - For mid entry transitions, if a child has complex SEND, the SENDco invites parents to an initial meeting to discuss the transition information shared from the previous school and the parents' views of their child's educational progress and SEND.

13 Information on where the local authority's local offer is published.

- **The Devon Local Offer's website is published at:**
<https://new.devon.gov.uk/send/>

Acknowledgement and Thanks to Plymouth City Council "The Plymouth Local Offer- School Element" and Hampshire "Illustrative Regulations as a guide for schools completing SEN Information report"

ROUNDSWELL COMMUNITY PRIMARY ACADEMY



SINGLE EQUALITY PLAN including the ACCESSIBILITY PLAN

Date Adopted: Propose January 2019
Author/owner: Tarka Learning Partnership Board of Directors
Anticipated Review: September 2020

Three-year period covered by the accessibility plan: November 2018 - November 2021

Introduction: The Duty to Promote Equality

The Single Equality Plan, including The Accessibility Plan provides a format for addressing the statutory duties of The Equality Act 2010 and The Children and Families Act 2014. Roundswell Community Primary Academy welcomes its general responsibilities under The Equality Act (2010) and schools: departmental advice for school leaders, school staff, governing bodies and local authorities 2014

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

The Equality Act 2010 introduced a single Public-Sector Equality Duty and replaces all previous equality legislation. This Act requires public sector bodies, including schools to promote equality for people with a disability in every aspect of their work and protect people from discrimination and harassment.

The Act defines a disability as:

'When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' (Disability Act 2010, 4.4)

The Public-Sector Equality Duty (section 149), sometimes referred to as the 'Equality Duty', introduced by the Equality Act, extends this positive promotion to have due regard to promote equality for all people and this extends to all protected characteristics- race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment (gender identity). Age and marriage and civil partnership is to be considered by the school as an employer.

In relation to school life, prospective pupils and pupils, parents, carers, employees and members of the community will be treated fairly and without discrimination; individuals and groups of people will not be put at a disadvantage.

The Equality Duty has two parts, the 'general' and 'specific' duties. The general duty is the school's legal responsibility to consider how our policies, practices and day-to-day activities impact on pupils and staff. As a school we will have due regard to:

- **Eliminate discrimination, harassment, victimisation** and any other prohibited conduct
- **Advance equality of opportunity between** people who share a protected characteristic and people who do not share it
- **Foster good relations between people and across all characteristics-** between people who share a protected characteristic and people who do not share it

(General Duty, section 149)

The two specific duties for schools aim to assist us in meeting our general duty:

- To **publish information** to show how we are **complying with the Equality Duty**.
- To **prepare and publish** one or more **specific and measurable equality objectives**, at least every four years
- The school will publish its Accessibility Plan through this policy, which strategically plans to increase access over time to:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment of the school to enable those with disabilities to take better advantage of education, benefits, facilities and services provided
 - Improve the availability of accessible information to those with disabilities

The Single Equality Plan and the accompanying action plans set out how the governing body will promote equality of opportunity for individuals and groups of people, developing a culture of inclusion and diversity. The school aims to ensure all those connected with the school feel proud of their identity and are able to participate fully in school life. This is underpinned by a commitment to promoting positive relationships and understanding between all groups within our school community.

This plan incorporates the school's aims to improve outcomes for disabled pupils, parents/carers, staff and users of the school in all aspects of school life; proactively mainstreaming disability equality into all decisions and activities. The law on disability discrimination protects people with disabilities through treating pupils with a disability more favourably than non-disabled pupils- making reasonable adjustments to provide equal opportunities within the school's provision for pupils with a disability. The school's provision for pupils with disabilities is closely connected to the Special Educational Needs and Disabilities Policy.

1. School Ethos, Vision and Values

Our vision statement is:

'Our School aims to be a positive, caring community in which each individual is valued and respected. We endeavour to provide a high-quality learning environment to enable children and staff to learn about the world and embrace learning for life.'

At Roundswell Community Primary Academy, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents/carers and all those receiving services from the school, with any form of disability or protected characteristic. We will ensure that disabled people are not treated less favourably in any procedures, practices and opportunities offered. We do not tolerate any form of harassment to any person within our school community; we promote inclusion and working in partnership (see Equal Opportunities Policy and Harassment Policy).

We aim to develop a culture of inclusion and diversity in which people are free to disclose their disability and identity and participate fully in school life. Our Admissions Policy does not discriminate against disabled pupils.

The achievement of pupils with a disability and/or protected characteristic will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure the school environment is as accessible as possible.

1.1 What do we understand by 'disability' and 'protected characteristic'?

The Equality Act (2010) defines a disability as:
SEND including SEN Information Report and Single Equality Plan

'When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' (Disability Act 2010, 4.4)

The Public Sector General Duty (section 149), introduced by the Equality Act, extends this positive promotion to have due regard to promote equality for all people and this extends to all protected characteristics- race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity gender and gender reassignment (gender identity).

As a school we need to have a regard to:

- Eliminate discrimination, harassment, victimisation and any other prohibited conduct
- Advance equality of opportunity
- Foster good relations between people

(General Duty, section 149)

This school also recognises the "social model" of disability:

"disability is not caused by the individuals, but by the physical, environmental and attitudinal barriers which exist in the education system and in society as a whole." This model states that it is the world and society that creates barriers that limit or prevent people with a disability from enjoying the same opportunities as people without a disability (Scope.org.uk). The school uses this as a basis for its work to improve equality for and tackle discrimination against people with a disability.

We understand that the definition of disability under the Act is different from the eligibility criteria for special educational needs provision. This means that disabled pupils may or may not have special educational needs. Disability Equality in Education (DEE) recommends that all pupils with SEN and those with long term medical needs are to be treated as disabled for the purposes of the Act and for equality. The school recognises that social, educational and behavioural difficulties are part of this definition.

This scheme should be read in conjunction with the school's Equal Opportunity Policy and SEND Policy.

1.2 How we will meet the General Duty and Specific Duty?

The Equality Duty has two parts, the 'general' and 'specific' duties. The general duty is the school's legal responsibility to consider how our policies, practices and day-to-day activities impact on pupils and staff. As a school we will have due regard to:

- **Eliminate discrimination, harassment, victimisation** and any other prohibited conduct
- **Advance equality of opportunity between** people who share a protected characteristic and people who do not share it
- **Foster good relations between people and across all characteristics-** between people who share a protected characteristic and people who do not share it

(General Duty, section 149)

The two specific duties for schools aim to assist us in meeting our general duty:

- To **publish information to** show how we are **complying with the Equality Duty**
- To **prepare and publish** one or more **specific and measurable equality objectives**, at least every four years

The school will publish its Accessibility Plan through this policy, which strategically plans to increase access over time to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable those with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to those with disabilities

The Single Equality Plan and Accessibility Plan provides us with a framework for integrating equality into all aspects of school life and demonstrates how we are seeking to meet the specific duty.

We aim to include all users of the school, including those with disabilities and protected characteristics, in the full life of the school. Our strategies to do this include;

SEND including SEN Information Report and Single Equality Plan

- promoting a welcoming environment for all
- following the Local Authority admissions policies and recruitment policies in adherence with equal opportunities; which do not discriminate against people with disabilities or protected characteristics or treat them unfavourably
- raising awareness of The Equality Act amongst staff (teaching and non-teaching) through a programme of training
- planning the physical environment of the school to cater for the needs of all users of the school, including those with disabilities
- finding ways in which all pupils can take part in the full life of the school, including; a full curriculum, extra-curricular clubs, school excursions and residential trips, devising teaching and learning strategies to remove barriers to learning, having high expectations, working in partnership with parents and local agencies
- examining our curriculum, library and reading books to ensure there are examples of positive images of diversely represented individuals and groups, including people with disabilities
- providing written information in a form which is user friendly and where needed, providing alternative forms of communication to convey information, for example, tape recordings, face-to-face meetings, telephone conversations
- using language which does not offend in its literature and raising awareness within the school of the importance of language

We aim to demonstrate, using the following headings (1.3-5), how the school is systematically establishing and implementing good practice in equality and diversity through all aspects of school life.

1.3 How we have involved all participants in developing this plan?

In the development of this plan, a consultation process was incorporated to include parents and carers, their children, the staff, the governors and other users of the school. A questionnaire was sent out to all those within the school community, to gather information on their views in relation to the Equality Act (see Appendix 1). This included a named designated staff member (Head Teacher) that people could approach in relation to the scheme and offered confidential support in discussing any issues that may have arisen out of the consultation process.

This was very useful in gathering information in identifying barriers that people faced in their access to the school's provision and environment. The consultation also provided information on finding out what the strengths of the school were in supporting the diverse needs of the school community, identifying any ongoing concerns, requesting ideas and views about any further reasonable adjustments that could be made to support people with a disability or protected characteristic and considering the communities opinions in relation to priorities for our action plan and ways in which to promote diversity and equality throughout our school. The views from the different stakeholders in school will be incorporated into the Action Plan.

2. How we intend to gather information on the effect of our policies and practices on disabled people.

Currently, we gather the views of our pupils through a variety of systems including, the school council, Personalised Plan (SEN), pupil reviews and Year Six exit questionnaires; these procedures can be used to gain information from pupils to monitor and evaluate this plan.

We have systems in place for staff, governors and parents to communicate their views and opinions on a variety of matters (Admissions Information, Parents' Evenings, PintAs, Induction Evenings, and Questionnaires etc.) and these can be amended to ensure consultation for future plans. It will be important to adapt and develop these communication procedures to ensure the voice of people with disabilities is regularly listened to and involved in the life of the school, to ensure disabled people are informing future plans.

Within school, we have opportunities for regular continual professional development in relation to new legislative actions. The Head Teacher updated staff at a staff meeting in the summer term 2018 on the Equality Act. It will be important that the monitoring of this scheme ensures the wider school community has a knowledge and understanding of the Duty to sensitively encourage disclosure and to be positive about the reasonable adjustments that can be made.

2.1 Recruitment, development and retention of disabled employees

In relation to recruitment of staff, the school examines information on recruitment equality information to look for trends and pose questions. The school welcomes applications from potential staff with disabilities. The school will then comply with the disability legislation and the equal opportunities policy to train and provide a suitable set of working conditions which allows individuals to meet their potential.

Having been recruited, staff meet with the Head Teacher to discuss professional and personal matters through termly meetings or through more informal meetings promoted through an atmosphere of trust.

Although there is no legal obligation to disclose a disability, our school is committed to enabling all staff to feel comfortable about doing so by promoting awareness of the Equality Duty and the legal protection that it offers and explaining why the information is needed. Through promoting awareness in sharing current legislative information, staff are made aware of the support available to disabled members of staff and those with protected characteristics. They are aware that disclosures can enable the school to make appropriate reasonable adjustments and they are reassured of the confidentiality of any disclosures made. Within the school environment, we have displayed information on harassment and bullying (See displayed notices throughout school).

The school has adopted a range of policies to support employees in their roles; for example, therapeutic return to work and the school works towards enforcing such policies.

2.2 Educational opportunities available to and achievements of disabled pupils

During the consultation process and from information within school we have gathered information to show there are disabled pupils in school from a variety of impairment groups (see Appendix 2).

As pupils are admitted to school, information is collected on the needs of pupils through the admissions procedures and relies upon parents disclosing this information (see admissions form and Home Visit Form). We organise home visits for all pupils who join the school in Nursery, Reception; this encourages trust and allows time for parents to discuss the needs of their child in a comfortable setting where they are relaxed.

Within the school we have an established pastoral care programme which allows pupils to raise any issues or difficulties they may experience as a result of an impairment. Ensuring accurate information on disabled pupils is gathered during admission and passed on during transition phases is important in ensuring equality of opportunity.

The strong, inclusive ethos of the school (SEF) provides educational opportunities for disabled pupils, allowing equal opportunities to access all parts of school life. The school has worked hard to remove possible barriers to learning and accessing school life and disabled pupils are included in many areas where previously there were difficulties; for example, after school clubs, transition support and special arrangements for residential trips, outdoor field and swimming sessions, specialised support staff for small group work. Reasonable adjustments have been made to support inclusion for disabled pupils, for example; staggering some teaching assistants lunchtimes so that support is available for specific children at lunchtime in the playground and using the resources within school to provide a Learning Mentor.

The progress data for disabled pupils is tracked through a variety of systems, as with all of the pupils within school, for example; target setting, data tracking of annual exam results, end of Key Stage outcomes with SATS results, cohort assessments, Personalised Plan targets, Inclusion Reviews (see Assessment Policy). The governors receive an annual report and presentation on the progress of the pupils within school and all disabled pupils are included within this. Gathering information on disabled pupil achievement and learning opportunities will be paramount when monitoring and reviewing this policy.

The achievements of pupils are celebrated within the school through a variety of methods (Achievement Assembly, PSHGE, displayed work, musical concerts, dramatic productions, communication with parents, sharing of achievements with peers and adults in classrooms).

In addition to achievements, the school also monitors information for disabled pupils in relation to levels of behaviour and anxiety; areas of the curriculum which present particular challenges for them or to which they have restricted access; areas of the school where they have no or impeded access. This is completed through a variety of monitoring methods, including planning and assessment files, pastoral care records, CPOMS and records of professionals meetings.

Promoting and monitoring social relationships within school to build relationships between diverse groups of pupils, staff, parents and carers and users of the school is important in building equality between people. This is supported through the Family Learning programme in school and termly network meetings held for parents across north Devon with children with an Autistic Spectrum Condition.

2.3 Information on other disabled people using our school community

The school's consultation questionnaire to users of the school community, provided information on the Equality Duty, gave a definition of 'disability' and explained why information was being requested in relation to this area. All participants were reassured that any information disclosed would be treated with respect and in confidence. From the feedback, the school was given many positive comments in relation to the support on offer in school for disabled people and those stakeholders with a protected characteristic; the disclosures made, reflects the trust that exists between partnerships within school.

The DCC admission form, home visit and relevant parent induction evenings give parents an opportunity to discuss their child's disability or their own in complete confidence.

3. How we will use the information gathered

The information gathered from various areas of the school community in relation to disabled users of the school, will help us to develop our Accessibility Plan and Single Equality Plan. We now plan to have clear systems established to encourage disclosure of needs and to ensure those people with disabilities and/or protected characteristics are offered opportunities to contribute to monitoring and reviewing this scheme. The ideas and views given to promote disability equality will be considered within our action plan and will further develop procedures and systems within school that are in place to provide support and provision for disabled users of the school.

4. How the impact of our school policies and practices will be assessed

In school we recognise the importance of assessing the impact of current policies and practices on equality, in order to ensure that they do not have an adverse impact on our stakeholders and to inform future planning.

The impact of our policies and practices on disabled children and adults will be assessed and analysed, through existing mechanisms and practices. Currently, we are aware of the 'Inclusion Statement's' ethos being incorporated into new policies or those that are being reviewed. We consider the best way to ensure that policies promote equality of opportunity for disabled people and do not inadvertently disadvantage them. Within school we have a timetable for reviewing policies (Policy Schedule and Monitoring and Evaluation Policy) and we will prioritise any policies that have previously been reviewed without consideration to this scheme.

We will also consider when gathering information from disabled people and those with protected characteristics, any comments they make in relation to policies that they consider to limit them in achieving full access to school life. Disabled pupils and adults could be involved in the impact of assessments made by highlighting the dates for renewal of policies through newsletters and inviting feedback from users of the school.

We recognise that our school policies may have an impact on participation and outcomes for pupils, parents/carers, staff and members of the local community with disabilities or protected characteristics. We have an agreed programme for the review of school policies and intrinsic to the review will be that they reflect our commitment to promoting equality for all. Initially, impact assessment will focus on the following policies:

Curriculum (Disability Issues)	Homework	Premises and Lettings
Teaching and Learning	Behaviour	Medical and Personal Care
Assessment for Learning	Health & Safety	Staff Recruitment and Retention
Monitoring & Evaluation	SEN	Staff Sickness and Leave
Equal Opportunities	Anti-Bullying	
Sex and Relationships	Drug Education and Drug Related Incident	
PSHE	Complaints and Procedures	

The impact of proactively promoting equality of opportunity for disabled users of the school is evident from the information gathered:

- **Recruitment, development and retention of disabled employees**

Appropriate adjustments and support will be put in place for disabled employees or those with protected characteristics to enable them to return to work or continue in service. Advice will be sought by the school from health and HR services.

The school strives to eliminate harassment and bullying through policies such as whistle blowing and through formal and informal opportunities for discussion with staff. Information on appropriate action to take in these circumstances is displayed in the school. In addition, application forms, personnel forms and Continuing Professional Development records reflect how the school examines information on recruitment and retention.

- **Educational opportunities available to and achievements of disabled pupils**

Most vulnerable groups within the school, including disabled pupils, achieve expected progress (SEF); all pupils access a broad and balanced curriculum which meets their needs (CAIRB, Learning Mentor provision); feedback to pupils and carers in Home/School Communication books on achievements made.

- **Information on other disabled people using our services**

Consultation provided information on significant needs for some users of the school that were previously unknown awareness of alternative methods of communicating written information for specific cases (Tape recorder; telephone conversations); the need for further training and awareness of the Equality Duty.

Roundswell regularly monitors the impact of the school's policies. This is part of the school's equalities monitoring process which will involve consultation with disabled users of the school, in order that areas for change can be identified and analysis of information from data collection relating to disability. We have previously carried out consultations in relation to online safety, homework, uniform, representation for the Governing Body and newsletters.

This plan is a working document and therefore one which will be subject to review and alteration in response to the school's impact assessments, views expressed by its disabled and protected characteristics members and will be used to drive forward the promotion of diversity and equality. It will therefore be key to the review and development of all school policies and practices in order to achieve the school's vision of a positive, caring community in which each individual is valued and respected.

The Head Teacher will review this policy for presentation to the Governing Body for further discussion. The Head Teacher and Head Teacher will consult other stakeholders such as parents, health professionals, building professionals in formulating further action plans. From these discussions priorities will be drawn up which reflect need and available financial resources. This policy will be reviewed in accordance with the School's Policy Schedule.

5. Action Plan

We have produced an Accessibility Plan action plan to ensure that we fulfil our general and specific duties under the Equality Duty. Our previous accessibility plan outlines the steps we have taken to improve curriculum access, provision of information to disabled pupils and physical access. We have incorporated this plan into our overall Single Equality Plan and Accessibility Plan.

This plan is the school's commitment to meeting the general duty and make practical improvements for disabled pupils and other service users connected with our school.

Key areas we are including as action points cover:

To confirm from consultation...

Revisiting the Scheme

Our scheme will be reviewed and revised after a period of 3 years and all stakeholders, including those with disabilities and protected characteristics, will be involved in the process. A new action plan will be produced, responding to issues identified through our impact assessment and included in our annual reports. The outstanding priorities from the previous action plans will remain in the current plan and a review will be undertaken with school stakeholders in 2021.

The Single Equality Plan has been written with reference to:

SEND including SEN Information Report and Single Equality Plan

- **North Yorkshire County Council, Equality Framework for Local Government**
- **Warwickshire County Council, disability equality statutory duties for schools**
- **Devon's Accessibility Strategy 2017-2020**

Plan to incorporate:

- **The Accessibility Plan**
- **The school context, training, school provision, outcomes for pupils., mechanisms for involvement, action planning, reporting and publication.**

5. Accessibility Plan: 2020-2022- reviewed annually

Priority (i.e. what you are hoping to achieve)	Action Required (including necessary resources)	Success Criteria	Timescale (i.e. when the outcome will be achieved)	Responsible Person (s)
Promotion of community cohesion- eliminate discrimination and promote equal opportunity				
To promote positive attitudes to disability and protected characteristics. To promote positive relationships and understanding between all groups within our school community.	- Invite volunteers, (pupil, parent, staff, Governor, community) from consultation in Autumn 2020 to address outcomes and incorporate into 2020/21 review of priority action. -Complete the Devon accessibility audit tool to identify further priorities and action, relating to school context, training, school provision, outcomes for pupils, mechanisms for involvement, action planning, reporting and publication.	- Stakeholders from the school are actively included in the annual review of the accessibility plan. - Outcomes of audit are incorporated into the 2021 review of the Accessibility and Equality Plan.	Spring 2021	- SENDCo - Working party of stakeholders - Inclusion Governor monitor progress
To review the Equality Policy alongside the Single Equality Plan and ensure equality objectives are focused and incorporated into one plan.	-To review the Single Equality Plan alongside the Equality Plan and incorporate legislation into one plan and policy.	- A final policy for equality incorporating current legislation is completed.	Autumn 2020	- SENDCo - Working party of stakeholders - Inclusion Governor monitor progress
Curriculum Access				

<p>To narrow the gap in attainment and progress for children receiving pupil premium funding and with SEND in relation to other pupils within school and nationally- see SIP objective.</p>	<p>To follow the School Improvement Plan action for addressing equality of provision and outcomes for pupils identified as 'disadvantaged' or with SEND.</p>	<p>- The 'gap' in attainment and progress between disadvantaged/SEND pupils narrows in comparison to 'other' pupils nationally.</p>	<p>July 2022</p>	<p>- SENDCo - SLT</p>
<p>To anticipate the needs of incoming pupils from a new group related to disability equality and protected characteristics.</p>	<p>To promote the aspects of the Accessibility Plan and equality plans within the school community. To action the school's awareness and provision for groups of pupils and stakeholders related to disability and protected characteristics- for example, addressing LGBT+ within policies.</p>	<p>Potential vulnerable groups are represented in policies and action taken from the audit process to ensure the school is able to respond to all stakeholders needs.</p>	<p>Summer 2021</p>	<p>- SENDCo - Working party of stakeholders - Inclusion Governor monitor progress</p>
<p>Provision of Information</p>				
<p>To review the school's accessibility of information for all stakeholders- the website, communication channels for families with needs related to disability and protected characteristics, a variety of languages.</p>	<p>To review the website and ensure information is accessible and easy to locate for all stakeholders. To audit families/stakeholders needs related to communication and identify areas to improve- for example, information on DIAS, identified person in school to support queries,</p>	<p>Feedback from all stakeholders represents positive access to information.</p>	<p>Summer 2021</p>	<p>- Head Teacher - SLT - IT Technician - Louisa Buttel</p>

	information available in a variety of formats. etc To ensure information for families is provided in different languages.			
Physical Access				
To review the accessibility of the school site in relation to the Devon accessibility audit tool.	To use Devon's accessibility audit tool to identify further site provision for people with a disability.	The health and safety premises plan identifies long term strategic plans to address areas of need identified through the audit of physical access to the school site.	Summer 2020	- SBM, Site Manager, Head Teacher
To review the signage for the pupil/adult disabled toilet, ensuring it is re-singed as an accessible toilet for pupils with a disability and protected characteristics.	To change the signage of the pupil/adult disabled toilets.	The signage for accessible toilets in school is positive for people with a disability and protected characteristic.	Summer 2020	- SENDCo, Louisa Buttel, Site Manager

Review Date: Annual review and September 2021

Senior Member of Staff Responsible: SENDCo

Designated Member of Staff: SENDCo

Governor Responsible: TBC

Strand B: Improving the extent to which disabled pupils can participate in the school curriculum

Issue of accessibility identified	Action to be taken	Who/when	Estimated cost	Success criteria
To be identified when building occupied	Site review	Estates Leader/Officer TLP	Unknown	Accessibility to all parts of the RCPA curriculum.

Strand B: Improving the Physical Environment of the School

Issue of accessibility identified	Action to be taken	Who/when	Estimated cost	Success criteria
To be identified when building occupied	Site review	Estates Leader/Officer TLP	Unknown	Accessibility to all parts of the RCPA site

Strand C: Improving the delivery of information of the School

Issue of accessibility identified	Action to be taken	Who/when	Estimated cost	Success criteria
No parent accessible information on school approach to SEN/disability on website	To produce one document detailing information on the school's approach to SEN, inclusion, disability. To have available to all parents SEN information at parent point	SENDco Autumn 2020	None	One document detailing inclusion, disability and SEN policies

Impaired or Disabled Pupils in School- Primary Need
Unknown at present new school

Mobility difficulties		Allergies	
Blind or vision impairment		Learning difficulty	
Deaf or hearing impairment		Specific learning difficulty/ Dyslexia	
Autistic Spectrum Disorder		Communication interaction /speech and language difficulty	
Mental health condition		Other, please state:	
Chronic progressive medical condition			
Chronic recurrent condition, for example, asthma, epilepsy			

Total:

Useful Websites

- **See website, SEND list**
- **Local Offer/SEND & transfer of statements**
<https://new.devon.gov.uk/send/>
This link also has guidance on the transfer plan from statements to EHCP's – you can navigate your way through the site
- **Early Help**
<https://www.devonchildrenandfamiliespartnership>
- **Devon Information Advice and Support** have also developed updated information in relation to the changes, including information booklets for parents and carers.
<http://www.devonias.org.uk/>

Inclusion Statement

Our school aims to be an inclusive school; this means that equality of opportunity must be a reality for our children. We have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum statutory inclusion statement on providing effective learning opportunities for all pupils outlines how teachers can modify, as necessary, the programmes of study to provide pupils with relevant and appropriately challenging work at each key stage.

It sets out three principles that are essential to developing a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers for individuals and groups of pupils

We aim to provide an inclusive community in our school through recognising that different groups of children may be at risk of not being included. These groups are:

- Children with Special Educational Needs
- Children whom are Very Able and Talented
- Children with disabilities
- Children with medical conditions
- Children for whom English is an Additional Language
- Disadvantaged pupils including, Looked After Children or adopted from Care, Children on Free School Meal (FSM) or eligible for FSM in past six years
- Young Carers
- Minority ethnic and faith groups
- Children who are at risk of disaffection or exclusion
- Children in Service Families

We therefore take action to ensure these groups are not disadvantaged through ensuring that inclusive practice is underpinned by duties described in current legislation and statutory guidance. This includes, sharing a termly report with the Governing Body on Inclusion and Safeguarding, including the impact of Pupil Premium funding.

In addition, the Head Teacher works closely with pupils, parents, staff and Governors to continue developing inclusive practice within the school community.