



Context

Our vision for our school includes the wider community beyond the school gates. St Ebbe's is diverse. Our children are a rich, colourful, unique mix of abilities, energy, life stories, complexities. Our task, to nurture wise and compassionate citizens with the power to make a difference.

To nurture and support all the children in our school we believe in Equity and Equality. We accept difference and foster individuality. We welcome a child's curiosity, allowing them to question and wonder as they begin to make sense of our world and themselves. Feeling safe and knowing you are accepted is key to a child's ability to thrive.

Our school community wholly accepts the many ways our children manage and engage with their learning journeys, albeit differently but with equal expectation from the school community. We do not judge diversity. We accept difference in all areas of school, allowing our SEND children to feel accepted, included, supported and an equal part of the St Ebbe's family where we courageously strive to make a difference together.

Our staff are skilled in communicating in a variety of ways and strive to make connections and find common ground to build strong healthy relationships that allow our children to feel safe, accepted, and heard, so that effective and enjoyable learning can take place.

This policy is based on the following foundational principles:

- Relationships and Communication are key in supporting our SEND children, between home and school, staff and with the children themselves.
- Our aim is to activate and grow the potential of each child, focusing on what they *can* do and love, and building from that point
- We seek to unleash creativity and support children to discover their personal passions regardless of SEND
- We work as a team around a child rather than 1:1 in school to foster independence
- We want all children to have a voice and be courageous in their communication with all staff

Equally, communication with home is a vital element to a child's success at school. The staff work hard to forge good relationships and connections with families of SEND children and connect with parents to discuss concerns.

Policy

The SENDCo will:

- Connect with parents at each stage of their child's journey through school
- Begin tracking any concerns at the earliest opportunity using a 3Ws approach (Watch, Wait, Wonder) in Reception/Year1 and a 2Ps approach (Prevalence and Persistence) from Year 1 upwards.
- Use formal descriptors and assessments to gather evidence before a referral is made
- If necessary, offer an **EHA** – Early Help Assessment or **TAF** – Team Around the Family to support a family
- Include parents, staff and student voice in decision making
- Seek advice and support from external professionals through the formal referral process, after consulting with parents
- Invite parents to termly SEND Review meetings
- Include relevant staff in review meetings



- Take opportunities to train staff in specific areas of SEND
- Provide, where possible, an interpreter/documentation in different languages to aid communication with parents of SEND children

Staff will:

- Scaffold planning so that children with SEND are supported to achieve whole class objectives rather than use worksheets as proxies for learning
- Use skilled questioning to ensure deep learning
- Know and act upon actions set in EHCP/Pupil Profiles/Individual Behaviour Plans
- Follow a SEND child's Individual Timetable
- As part of a SENTAC, support SEND children in class and, where appropriate, at unstructured times
- Deliver/facilitate specific interventions and record data on tracking forms
- Be trained in specific areas of SEND: in-house, TA training, Twilight, Inset led by SENDCO/HT/DHT and from outside agencies.
- Meet with SENDCO to discuss SEND children and plan support
- Meet with SENDCO/HT/DHT to plan interventions
- Meet with SENDCO/HT/DHT to monitor SEND
- Report all concerns to SENDCO
- Feedback to parents through Reviews/Parent Meetings

Children will:

- Will be supported in class by a SENTAC – Team Around the Child consisting of teacher and class TA team
- Will know who their SENTAC team is in school
- Will be supported towards independence both in class and at unstructured times
- Will understand that their views are important and encouraged to contribute at their reviews either in person or through Pupil Voice
- Will be positively encouraged to use the resources set out for them in their plan/timetable
- Will be positively encouraged to participate in whole class learning
- Will take part in agreed intervention groups

Parents are requested to:

- Support their child's learning journey and follow the recommendations offered by school and outside agencies
- Contact the class teacher with concerns about classroom learning
- Contact the SENDCO at the earliest opportunity with concerns about their child's progress or support
- Make time available to attend SEND Reviews, EHA, TAF meeting

Support school by -

- Attending SEND Review meetings
- Positively encouraging their child in their learning journey
- Follow guidance recommendations from school and outside agencies to support their child's progress
- Contacting the class teacher at the earliest opportunity if there are concerns

