

- gender;
- those from all socio-economic backgrounds;
- children who are fostered or in care
- minority ethnic and faith groups;
- children learning in English as an additional language;
- children with special educational needs;
- gifted and talented children;
- any child at risk of disaffection or exclusion.

The National Curriculum (2014) and Foundation Stage Curriculum provide our starting points to meet the specific needs of individuals and groups of children. The school seeks to provide a cross-curricular approach to teaching and learning and aims to make the curriculum more accessible and filled with opportunities for creativity. We do this by:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals or groups of pupils;
- providing curricular opportunities beyond the national curriculum to meet the needs of individuals or groups;
- providing targeted additional extra curricular support.

We achieve educational inclusion by continually reviewing what we do, and through asking these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children we know are not achieving their best?
- Are our actions effective?
- Are parents actively involved in the education of their child?

Roles and responsibilities

The progress of all children is monitored by teachers, middle and senior leaders. Individuals and groups of children who may require additional or adjusted support / learning opportunities are identified and discussed during termly Pupil Progress meetings and Pathway Plan meetings. Nutfield Church (C.E) Primary School is committed to the training of all staff to meet the range of pupil needs within their care. Planning for inclusive education is included in the School Improvement Plan. This is shared with school staff and the Governors.

Teaching and Learning Style

(Please also refer to School Policies for Teaching, Learning and Assessment, Behaviour, Equal Opportunities and Racial Equality Policy).

We aim to offer all children the opportunity to succeed and reach the highest level of personal achievement. When planning their learning opportunities, teachers take into account the abilities of

all children and prioritise quality first teaching. We recognise that some children require additional support through targeted intervention and pre-teaching to provide consolidation of concepts. When individual or group attainment falls significantly below the expected level, teachers enable each child to succeed by planning learning opportunities in line with their needs.

Where the attainment of a child significantly exceeds the expected level, teachers challenge children to apply their knowledge in a range of contexts and to demonstrate a deep understanding before considering the use of materials from later years or key stages.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

Teachers ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow each individual to experience success;
- use materials which reflect a range of social and cultural backgrounds, without stereotyping;
- have common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of diagnosed disabilities or medical needs.

Children with Disabilities

Individual children in our school may have identified / diagnosed disabilities and consequently need additional support and resources. The school is committed to providing an environment that allows these children full access to all areas of learning. Our admission policy is inclusive and establishes a commitment to make “reasonable adjustments” for pupils with a disability.

Teachers and all school staff modify teaching and learning opportunities as appropriate for these children. Teachers’ planning ensures that children with disabilities are given the opportunities to develop skills in all aspects of the curriculum. When necessary the school supports learning by closely working with appropriate external specialists.

Teachers will ensure that learning opportunities for all children:

- take account of their pace of learning and equipment used;
- take account of the effort and concentration required;
- are adapted or offer alternative activities where children are unable or have difficulties manipulating tools or equipment effectively;
- allow opportunities for all to take part in educational visits and other school activities;
- use assessment techniques that reflect individual needs and abilities.

Disapplication and Modification

Nutfield Church (C.E) Primary School aims to meet the learning needs of all children, unless this is incompatible with parents' wishes or the efficient and effective education of other children.

The school can, where necessary, modify or disapply the National Curriculum (2014) and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every possible effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's planned learning opportunities, or through the provision of additional learning resources. When necessary, we also support learning through external specialists.

In exceptional circumstances it may be decided that modification or disapplication is considered appropriate. We would do this after detailed consultation with parents and the LA. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort is made from within the school's resources before considering such action. Should disapplication or modification be agreed, this would follow the guidelines in The Education Act 2002. This allows for modification or disapplication of the national curriculum, or elements of it, where appropriate, in conjunction with an EHCP.

Definition of SEND

At Nutfield Church (C of E) Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014).

SEND: A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010-that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Key roles

SENCO

The SENCO has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. Part of the role of the SENCO is to coordinate arrangements with class teachers regarding those pupils with SEN.

Our SENCO is Miss Millie Johnston

Contact details: 01737 823239

senco@nutfield.surrey.sch.uk

The SENCO works within and is supported by the Inclusion team, which is led by Mrs Anna Benjamin (DHT) and our Learning Mentor, Mrs Loraine Bainbridge.

Our SEN and Inclusion Governor is Chris Pearse

The SEN and Inclusion Governor champions all issues of Inclusion, including special educational needs within the work of the governing body and through regular liaison with the SENCO has specific oversight of the school's arrangements and provision for meeting special educational needs.

DSL (Designated Safeguarding Lead)

Our Designated Safeguarding Leader is:

Miss Imogen Woods (Headteacher)

Our Deputy Designated Safeguarding Leaders (DDSLs) are:

Mrs Anna Benjamin (Deputy Headteacher)

Mrs Philippa Assender (Bursar)

Mrs Mandy Lane (HLTA and Play Leader)

Mrs Loraine Bainbridge (Learning Mentor, Home School Link Worker and Pupil Progress Support)

Miss Millie Johnston (Class Teacher)

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Aims

At Nutfield Church (C.E) Primary School all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points. We will work together with parents and outside agencies to ensure provision is tailored to the child's needs. We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

Identification of needs

There are four broad areas of need outline in the Code of Practice 2014.

These are:

Communication and Interaction

Cognition and learning

Social, emotional and mental health

Sensory and/or physical

Most pupils' educational needs are met through quality first teaching DCSF (department for children, schools and families) guidance defines quality first teaching as:

- Highly focused lesson design with sharp objectives
- High demands for pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of questioning, modelling and explaining on the part of the teacher
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work
- Regular use of encouragement and authentic praise to engage and motivate pupils

Pupils are assessed regularly in core subjects and progress reviewed with the Headteacher at least termly.

Process of identification

Where a pupils needs are not met by quality first teaching they are identified in the following way:

- A class teacher identifies a concern through ongoing observation and assessment, or through parent consultation.
- The class teacher puts a short term plan in place to address the concern in consultation with the parent.
- If concerns remain the class teacher informs the SENCO through a cause for concern form.
- Where a special educational or medical need is identified the class teacher and SENCO work together to put an individualised programme in place for the pupil. This is recorded and shared with parents on a Pathway Plan. The pupil may be placed on the SEN register at SEN support.
- All staff who work with the child will be made aware of the plan. The class teacher will ensure the plan's implementation and monitor the progress being made.
- The plan, including the impact of support and interventions, will be reviewed each term by the teacher, SENCO, parent/carer and pupil where appropriate. This will inform the planning of the next steps for a further period or where successful the removal of the pupil from SEN support.

Where a pupil has ongoing difficulties despite the support offered in school further support and advice may be sought by the SENCO from outside agencies such as Speech and Language Therapy, Learning and Language Support, Behaviour Support Team, Educational Psychology and Physical and sensory Support. Pupils may be referred to health services such as the community paediatrician or CAMHs.

All provision is based on the Assess, Plan, Do, Review model as outlined in the Surrey SEND 14 Pathway Guidance

(http://www.surreycc.gov.uk/data/assets/pdf_file/0004/888376/SEND14_Pathway-Plan-Guidance_290814_v1.4.pdf)



SEN support can take many forms. This could include:

- a special learning programme for the child
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working with the child in a small group
- observing the child in class or at break and keeping records
- helping the child to take part in the class activities
- making sure that the child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with the child, or play with them at break time
- supporting the child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing
- emotional learning support

Key responsibilities

Headteacher	Overall responsibility
Whole staff	To foster good relationships with SEND pupils and display an awareness of and empathy for their particular needs. To seek to understand specific needs by accessing training and INSET.
Inclusion Leader and SENCO	To oversee the implementation of SEN policy and coordinate provision in line with government guidelines. To liaise with outside agencies including specialist teachers and health professionals. To liaise and advise other staff delivering INSETs as appropriate. To liaise with parents concerning their SEN child and arrange annual review meetings for pupils who have an EHCP. To review and update the SEN register regularly.
Class Teachers	To deliver planned differentiated lessons appropriate to the specific needs of pupils. To write, review and deliver IPM targets to pupils. To liaise with the Inclusion Leader, Teaching Assistants and parents.
Teaching Assistants	To support the Class Teacher in the delivery of 'additional to and different from' provision to SEN pupils.
Parents/carers	To communicate concerns with class teachers. To attend meetings with class teacher, SENCO and outside agencies as required.

Other useful sources

<http://www.surreycc.gov.uk/learning/special-educational-needs-and-disability-send/changes-to-send-support-in-2014>

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND Code of Practice approved by Parliament 29.07.14.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/342440/SEND_Code_of_Practice_approved_by_Parliament_29.07.14.pdf)

Effective Pupil Premium Spending

Background

The Pupil Premium is allocated by local authorities, or the DfE, to publicly funded schools and academies with pupils between Reception and Year 11, on roll in January of each year, that are known to have been eligible for free school meals (FSM) at any time in the last six years (so-called Ever 6 Pupils). The grant per eligible primary-aged pupil is £1320 for the financial year 2018-19. Schools have the freedom to spend the Premium, which is additional to their underlying budget, in a way they think will best support raising the achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and

potential. Whilst we recognise that eligible children are referred to as 'disadvantaged' by Ofsted in reports, and on RAISE online, we prefer to use the terms 'Pupil Premium' or 'Pupil Premium Plus' because of their more positive connotations.

Pupil Premium Plus pupils are children looked after (CLAs) and are entitled to £2300 in the financial year 2018-19. Schools are now accountable to the LA Virtual School Headteacher for the ways in which funding is spent, so it may be held back until the VSH is satisfied with the school's plans in respect of each pupil.

The targeted and strategic use of Pupil Premium will support us in achieving our overall vision.

Principles

- The Deputy Headteacher will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by our Pupil Premium Champion, Loraine Bainbridge and members of the Senior Leadership Team or wider school staff as appropriate
- A link Governor, Chris Pearse will work with the Pupil Premium Champion and other staff where appropriate, to ensure that the governing body is directly involved in monitoring the use of Pupil Premium funding, and making decisions about provision
- We will ensure that teaching and learning opportunities meet the needs of all pupils, since our primary purpose is to ensure that quality first teaching (QFT) is provided throughout the school, and we value the contribution that Pupil Premium funding is able to make to training for staff in key knowledge and skills
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive, or have received, free school meals will be socially disadvantaged
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for Free School Meals (FSM), so we will ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding
- For KS1 pupils, who all entitled to receive Free School Meals, we will liaise with the Local Authority to identify those who are eligible for Pupil Premium funding
- Pupil Premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium children alike
- The majority of our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations (ARE) especially in English and maths, but even further where they have the potential to achieve beyond ARE
- We will also use Pupil Premium in areas where eligible pupils show a particular aptitude, but where their parents' financial circumstances prevent them from accessing specialist coaching or instruction
- The Pupil Premium funding will be allocated to a series of interventions grouped progressively, the ultimate outcome of which will be that pupils will achieve their academic and personal potential (see detail below)

- Funded interventions will include pastoral support where appropriate e.g. attendance support, family liaison, development of social skills (see detail below)
- Additional provision for SEN pupils will be funded through a combination of any SEN funding and their Pupil Premium allocation where applicable
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. Assessment Manager on SIMS, Pupil Progress Meetings)
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes

Provision

The Senior Leadership Team and the Governing Body will consider evidence from a variety of sources, including: school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, Ofsted Case Studies and visits to other settings, when choosing which of the following QFT approaches or interventions will be appropriate for a particular group of Pupil Premium children, or an individual pupil:

Group	Examples
1 Family Engagement	<ul style="list-style-type: none"> • Breakfast / After School Club (Turtles) • Learning Mentor / Home-School Link Worker
2 Attendance	<ul style="list-style-type: none"> • Breakfast / After School Club (Turtles) • Learning Mentor / Home – School Link Worker
3 Engagement in Learning and widening experiences	<ul style="list-style-type: none"> • Educational visits, including residential trips (or pro rata contribution to the overall cost) • Visitors (.. theatre companies) • Lifestyle initiatives (.. Golden Apple reward scheme) • Development of outside provision (training) • Staffing of after-school clubs • Transition support
4 Accelerated Progress	<ul style="list-style-type: none"> • Y6 rapid progress provision • Providing small group work with an experienced teacher focused on overcoming gaps in learning • Additional staffing in specific targeted year groups • Additional group teaching and learning opportunities provided by trained TAs or external agencies • Additional curriculum resources (fully or partly funded through Pupil Premium) for school and home use

	<ul style="list-style-type: none"> • Staff CPD for outstanding teaching and high-impact interventions (e.g. feedback, questioning, conferencing, metacognitive activities)
5 Pupils as enablers	<ul style="list-style-type: none"> • Monitor and mentor opportunities for pupils with support from Learning Mentor

Reporting

It will be the responsibility of the Headteacher to produce termly reports for the Governing Body, including the following:

- an account of the progress made towards closing the gap for socially disadvantaged pupils (Pupil Premium against non-Pupil Premium pupils);
- an outline of any changes to provision that have been made since the last meeting;
- an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support (using attendance, attitudinal and academic measures depending on the intervention)

The Governing Body and its committees will share responsibility with the Senior Leadership Team for evaluating and improving the interventions used to close the achievement gap through Pupil Premium funding.

Members of the Governing Body will ensure that an annual statement is published on how the Pupil Premium funding has been used to address the issue of ‘closing the gap’, for socially disadvantaged pupils, and what the impact has been. Publication will include posting the statement on the school website.

Appeal - Any appeals against decisions made in line with this policy will be through the school’s complaints procedure.

Policy to be read in conjunction with:

- Accessibility plan
- Complaints procedure policy
- Equality policy
- Intimate care policy
- Medical conditions policy

This policy has been co-produced with parents, staff and governors.

Copies of this policy can be obtained either from the school’s website under the Inclusion tab. Hard copies can be requested from the school office.

Please let the school know if you need this document to be made available to you in a different format e.g. enlarged font.