THE SHERWOOD SCHOOL

SEND and INCLUSION POLICY

Our Mission Statement:

We are dedicated to providing the best possible education for every pupil in a safe, inclusive and stimulating environment. UNICEF's convention on the Rights of the Child is embedded within our ethos and curriculum and is valued and supported by our staff, children and families.

STATUS	FREQUENCY OF REVIEW	APPROVAL
Statutory	**Annually**	**TLC**

Special Educational Needs and Disability Coordinator: Tayla Woodman

Head teacher: Andriana Samouel

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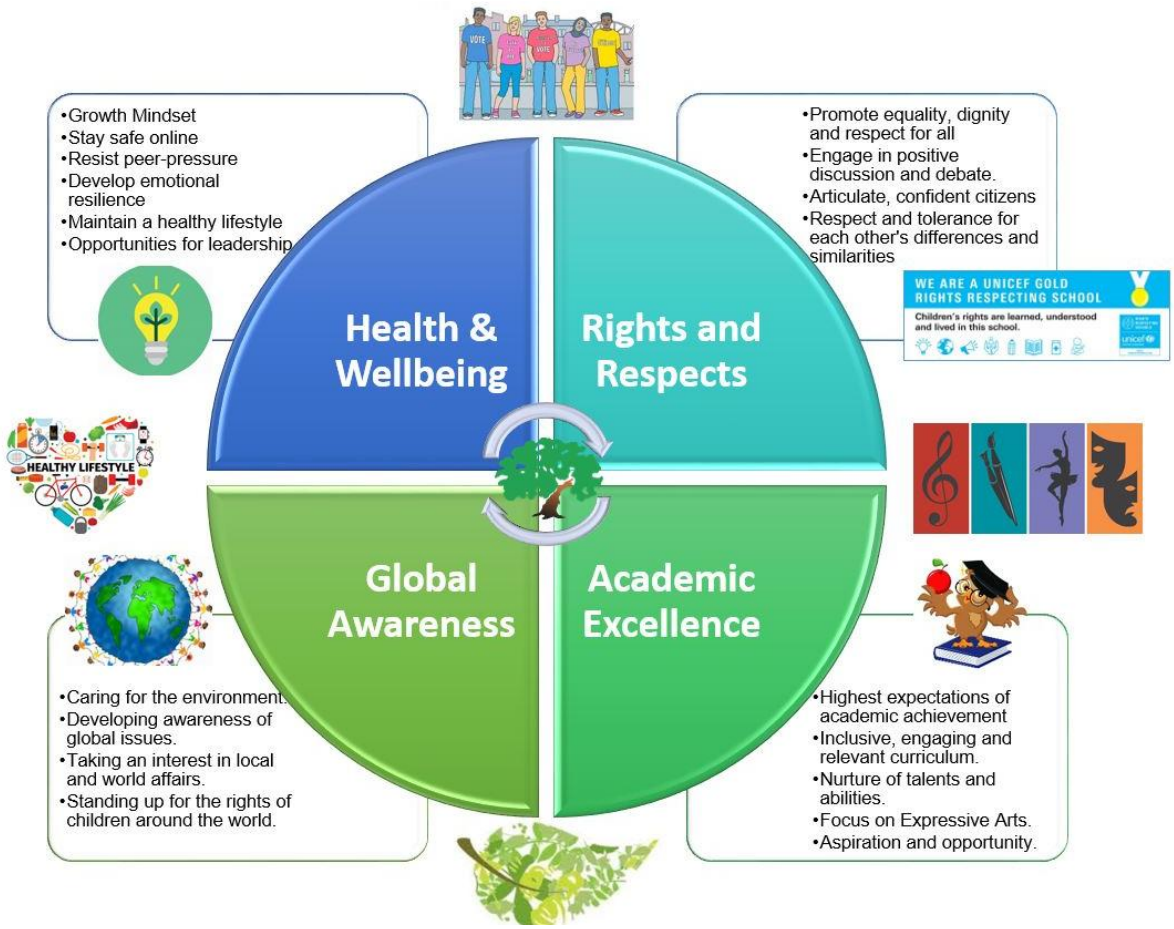
MISSION STATEMENT
Inspire. Learn. Grow



The Sherwood School is proud to be a Gold UNICEF Rights Respecting School

Article 28 (right to education)
Every child has the right to an education.

We are dedicated to providing the best possible education for every pupil in a safe and stimulating environment. Our Vision and Values have been agreed by the children, parents, carers, staff and governors of The Sherwood School and can be found on our website: https://www.thesherwoodschool.co.uk/mission-vision-values/
The Sherwood School is a friendly, caring, inclusive school. We aim to provide rich and stimulating learning and social opportunities where every pupil is encouraged to grow as a learner. We strive to deliver stimulating, fun and challenging daily learning experiences through our broad, balanced and creative curriculum which engages and motivates all learners.

COMPLIANCE

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- Schools SEND Information Report Regulations 2014;
- Statutory Guidance on Supporting Pupils;
- The Early Years and Foundation Phase Curriculum;
- The National Curriculum in England Key Stage 1 and 2 Framework;
- Safeguarding Policy;
- Policy for supporting pupils at school with medical conditions;
- Teachers' Standards;
- Information Report for parents and carers;

The policy has been compiled by the school's Special Educational Needs/Disability Coordinator (SENDCo) with the SEND Governor, in consultation with the Senior Leadership Team (SLT) and all staff.

Article 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full.

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AIMS

As a UNICEF Rights Respecting School, our staff and Governors are committed to providing equal and high quality learning opportunities for all children regardless of their age, ability, aptitude and special educational needs and/or disabilities (SEN/D). We value all children as individuals. We are committed to providing a happy, secure and stimulating learning environment where each child can strive to reach their full potential, with the support and encouragement they need, as they develop skills and knowledge for the next stage in their education. We strive to ensure that every child receives a broad, balanced and relevant education.

At The Sherwood School, we place our emphasis on a whole school approach. We welcome pupils with SEND and aim to meet special educational needs and disabilities

in a positive manner. The Governing Body, the school's Head teacher, SENDCo and all other members of staff have important day- to- day responsibilities. **All teachers are teachers of children with special education needs and disabilities.** Teaching children with SEND is therefore a whole school responsibility.

CONTEXTUAL INFORMATION

The Sherwood School is a two-form entry school with around 270 children aged between 3-11 years. Around 21% of children are currently on the SEND register with a range of learning, physical and medical needs including dyslexia, speech, language and communication needs, hearing and visual impairments and Autism Spectrum Disorder (ASD). Approximately 3% of pupils at The Sherwood School have an Education, Health and Care plan (EHCP).

The school has a number of ramps providing access, including one from the car park and at several playground entrances. There are two disabled toilets, situated in the Nursery and the Year 5/6 wing. There is also a handrail fitted in the Year 1 toilets. There is no wheel chair access to the first floor. However, the classroom of any child with a physical disability would be situated on the ground floor to ensure they can access the school environment.

OUR OBJECTIVES

We intend:

- For all staff to have regard to the SEND Code of Practice (DfE, 2015) and Merton guidelines on the identification and assessment of special educational needs.
- To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- To operate a "whole pupil, whole school" approach to the management and provision of support for pupils with special educational needs as every teacher is a teacher of children with SEND.
- To identify and provide for children with special educational needs using a range of teaching and learning strategies, differentiation, monitoring and assessment to support their progress.
- For pupils who are identified as having special educational needs a Support Plan will be written to support the child's needs. SMART (specific, measurable, achievable, relevant and timebound), targets will be set and SEN Support plans will be reviewed termly in Years 1-6 and every half term in the Early Years. The process will involve the child, parent, teacher and all support services.
- To make reasonable adjustments to enable children to be included within the class, wherever and whenever possible.

- To employ a Special Educational Needs and Disabilities Coordinator (SENDCo) to oversee, monitor and support staff and pupils in line with the SEND policy.
- For staff to receive appropriate training to develop their skills of identifying and assessing pupils and providing effective classroom provision for them.
- Make full use of all the support agencies that have been made available through the LEA.

We will achieve these objectives by…

- Staff receiving regular training and support from the SENDCo to ensure their knowledge of the SEND Code of Practice and local policy is up-to-date.
- Arranging regular meetings (e.g. SEN Support Plan meetings, Annual Reviews) to discuss progress with all individuals involved with the child.
- By planning suitably differentiated lessons, including a range of learning styles which are engaging and relevant to the child and by offering a range of intervention programmes and in-class support across Key Stages.
- The identification of pupils with SEND will be continued through ongoing teacher observation and assessment (tracked by Senior Leadership Team on a termly basis), outcomes from the Early Years Profile assessments and performance against Early Learning Goals (Early Years Foundation Stage), termly tracking of progress and attainment against the Merton Assessment System steps (across KS1 and KS2) as well as end of year assessments for Reading, Writing and Maths.
- By planning and reviewing SEN Support Plans of all pupils with SEND on a termly basis involving both pupils and parents.
- By modifying the school environment and adapting learning to ensure that children with physical and learning needs are able to make progress.
- SENDCo to write and monitor the SEND and Inclusion policy with staff, parents and governors.
- Staff training to be organised and delivered where possible. Teaching and learning to be overseen and strategies and resources to support pupils with SEND implemented.
- Staff receive regular SEND training through school INSETs and LEA courses.
- Make effective use of support offered from different agencies including Educational Psychology Service, Speech and Language Therapists, Occupational therapists, MAOS (Merton Autism Outreach Service), Merton Sensory Team and CAHMS (Child and adolescent mental health services).

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

The law says that a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Article 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

At The Sherwood School, a continuous cycle of planning, teaching and assessing takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements. Children whose overall attainments or attainment in specific subjects fall outside the expected range may have special educational needs. All staff have a responsibility for providing all children with realistic learning goals in a broad, creative curriculum to help SEND pupils overcome barriers to their learning. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects of school life through a range of learning styles and methods to ensure that children feel safe, happy and able to achieve to the best of their ability.

Article 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their … abilities or any other status…

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. At The Sherwood, additional needs may be identified through teacher assessment (both verbal and written), staff or parental observations, termly or end of year tracking of progress and screening / observations or assessments from outside agencies. It is important that a child's needs are identified quickly and that appropriate support is put into place in order to close the gap and support pupils with SEND to make good progress.

AREAS OF NEED

The SEND Code of Practice does not assume that there are definitive categories of special educational need, but recognises those children's needs and requirements fall into four broad areas. Schools categorise pupil additional needs and requirements into at least one of four areas, although some children will have inter-related needs. At The Sherwood, we identify special educational needs by identifying the needs of the child as a whole, rather than their special educational needs. The areas of need categorised in the SEND Code of Practice are:-

- communication and interaction
- cognition and learning

- social, emotional and mental health
- sensory and/or physical

Where a child has received additional support or interventions and differentiated approaches used by their class teacher do not enable a child to make adequate progress, they may be identified as having a special educational need and will be placed on the SEND Register. A SEN Support Plan will be put into place to set targets each term and ensure that provision is tailored to meet the needs of the child.

Slow progress and low attainment does not mean a child has a special educational need. Other factors which may impact on a child's progress and attainment include:

- Disability. At The Sherwood, reasonable adjustments are made to ensure that all pupils are able to access the curriculum. Access to different areas of the school are adjusted where possible.
- Attendance and Punctuality. Attendance should be at least 95% and children must attend school at 8.50am each day to ensure they do not miss out on important learning.
- Health and Welfare.
- English as an Additional Language. Lack of fluency in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the difficulties they have in the classroom are due to having EAL or arise from special educational needs.
- Eligibility for the Pupil Premium Grant.
- Being a Looked After Child.
- Being a Child of Servicemen/women

Behaviour is no longer classified as an area of special educational need. It can, however, be caused by an unmet need in another area or due to other factors. We offer a range of emotional literacy and nurture provision for children if they require support in this area.

A Graduated Approach to SEND Support

At The Sherwood, teachers are responsible for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. We operate an Assess- Plan-Do-Review approach when planning for a special educational need.

QUALITY FIRST TEACHING

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Staff receive regular training to develop their understanding of SEND to ensure that the provision made for pupils is effective

SEND CONCERN SUPPORT

As a parent or carer, you may have concerns about your child. Where you have concerns, we encourage you to discuss these with the class teacher who can discuss your concerns. Where staff or other professionals have concerns, they will initially monitor the child's progress. These concerns may also be highlighted to the family so that we can work in partnership to decide how best to support the child. The pupil will at this point be placed on SEN/D Concern Support.

At this stage, staff monitor the provision in place, assess pupils and make plans to ensure that barriers to achievement are removed. Observations of teaching and learning, class work and assessment data (levels of achievement and Early Years Foundation Stage Profiles) are used by the Senior Leadership Team to ensure that all pupils receive high quality, differentiated learning which allows them to progress. Children's work (including non-written), early screening and assessment information each inform decisions made by our staff so that children receive interventions and timely support that helps them to progress in their learning.

After an intervention is implemented, the impact on a child's progress will be reviewed. Most pupils do not need more than school SEND Concern support and many pupils only require this support for a time. However, if intervention and differentiated teaching do not support a child's progress, they may be put onto the SEND Register.

SEND SUPPORT

Following a period of targeted support and intervention, assessments are made by an adult familiar to the child and supported by the SENDCo to ascertain the stage of develop of the child. If assessments suggest that any child would benefit from further targeted and individualised support, a plan is made to consider whether a pupil should be placed on the SEN register and offered further support. This decision is made with the parents or carers of the pupil. We believe it is important the children and families are involved in their learning and if a child is on the SEND Register, termly SEN Support Plans will be written collaboratively between class teachers, the SENDCo, parents and the child so that progress is reviewed and targets are set. We operate an Assess- Plan-Do-Review approach process to support pupils with SEN/D.

ASSESS

Assessments will be made by adults who are familiar to the child to understand the support that is required to best help the child to make progress. Initial assessments are usually collected by an adult who works closely with the child and may involve screening a pupil to check their phoneme recognition, tricky word reading, mathematical knowledge and understanding of reading comprehension tasks. All assessments will be appropriate to the age and development of the child.

PLAN

Children's progress is discussed and planned for by teachers, support staff and the SENDCo using the information collected. Our aim is to support the pupil through well planned, targeted interventions. We will discuss the support and interventions available in school and explain how you can also help at home. A SEN support plan is written, and parents / carers are encouraged to reflect on the suggestions and work with the school. Our intention is to best support the child to make progress in the term ahead. Pupil and parental voice will be added to the plan and a copy of the support plan will be offered.

DO

Throughout the term, the pupil will receive targeted interventions aimed to support any identified need. Depending on the area of need and the intervention identified, pupils may work in small groups to support literacy and/or mathematics. A Teaching Assistant may work with your child either individually or as part of a group; if this is seen as necessary by the class teacher and SENDCo. This will be explained to parents when the support starts. Occasionally, a student will require support to access the curriculum or to develop their emotional or social skills. In this case qualified learning support assistants or teaching assistants may also support your child.

REVIEW

Once an intervention completed, the impact on a child's progress will be reviewed. Most pupils do not need more than school SEND support and many pupils only require this support for a time. However, if intervention and differentiated teaching do not support a child's progress, they may remain on the SEND Register at this point. We believe it is important the children and families are involved in learning and if a child is on the SEND Register, termly SEN Support Plans will be written collaboratively between class teachers, the SENDCo, parents and the child so that progress is reviewed and achievable targets are set.

If a child requires further support, we may ask for support from external agencies such as the Educational Psychology Service or Speech and Language Therapy who will provide further advice to suggest how best to meet the child's needs.

If additional support or specialist services work with your child, we encourage parents to be part of this process to meet with these agencies to share your views.
Where a pupil continues to make slow progress, despite interventions being put into place and further advice being implemented, staff may discuss an assessment for an EHC (Education, Health and Care) plan with parents to request extra support from the Local Authority to help the child.

REQUESTING AN EHCNA ASSESSMENT

Where special education needs or disabilities are identified and educational progress remains slow, the Senior Leadership team may invite parents to apply to the Local Education Authority for an Education and Health Care plan needs assessment (EHCNA). The Education and Health Care Plan application for assessment can be made by the school or parent /carer on behalf of the child.

Evidence is collated and submitted with the EHCN application. The Local Authority, will write to the school and parents within the statutory timeframe to inform of their decision to assess. If the LA agree to carry out an assessment, a team of professionals will work closely with the child to ascertain the level of need and the support that is required to help the child make progress towards their outcomes. The EHC assessment planning process can last for up to 20 weeks. The family and child are at the centre of this process and will be supported by a key worker (usually the Special Educational Needs and Disabilities Coordinator) who will discuss the needs of the child and identify outcomes for them. Where an application is successful, an EHC plan will be written and a draft of this plan will be provided to the family and school. Parents / carers and school will plan to meet with the Local Authority at this point, to discuss and agree on the provision that best meets the child's needs. For further information on this process, please see: https://www.gov.uk/children-with-special-educational-needs/assessments

MIASS

Merton Information, Advice and Support Serevice (MIASS) offer impartial advice and guidance to parent/carers and young people with regard to the identification of special educational needs and the requirement for multi-agency support and intervention in the form of an Education Health and Care Plan (EHCP).

Parents and young people are advised to first contact their school SENDCo, learning support advisor, class teacher and other professionals who know the child/young person. Merton's SEN Local Offer also has a large number of useful guidance documents and services listed.

MIASS is aimed at families who have explored these options but require some additional direct and specialist help and advice.

Contact Name
Fran Turko / Shazia Khan (Child and young person's support worker)
Telephone: 020 8543 8854
E-mail: miass@merton.gov.uk

MANAGING THE SEND REGISTER OF NEEDS

The SEN Register of need is reviewed regularly by the SENDCo and Head Teacher.

The SENDCo will meet with each class teacher every term to discuss the children's additional needs concerns and to support in reviewing and writing new targets for SEND Support Plans.

• At other times, teachers will alert the SENDCo and discuss any newly arising concerns.
• Targets arising from SEND meetings and reviews will be used to inform and support whole class approaches to inclusion, for example, differentiation or varied teaching styles.
• The SENDCo will advise and offer support on the planning for children with SEND, and, in certain cases, seek external guidance, as necessary.
• The SENDCo, together with the SLT, monitors the quality and effectiveness of provision for pupils with SEND at pupil progress meetings.
• SEND support is primarily delivered by class teachers through Quality First Teaching. Additional support is provided by trained support staff (TAs) throughout the school. This is funded from the school's annual budget.
•The provision map is reviewed termly by the Teachers, SENDCo and the SLT, in line with current pupil needs, educational initiatives such as Literacy and Maths initiatives and the allocated budget. Additional support is funded through individual allocations from the LA.
• Details of the support and services available to children with SEN and/or disabilities are available on the school website and LA's Local Offer.
• With the consent of parents/carers, the SENDCo may seek the advice/support of outside agencies or refer a child to specialist services. This is funded from the SEND budget.
• Support staff, class teachers, the SENDCo and external agencies liaise and share developments in order to inform reviews and plan for the children's future level support or type of provision. Specialist external services may also meet with parents/carers, as required.

FUNDING

There are three levels of support for pupils with SEND:
● **Universal level funding** is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources;
● **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEND from their notional SEND budget. This is also known as element 2 funding
● **Specialist or personalised level top-up funding** above £10,000 (elements 1 and 2) is provided on a per learner basis by the commissioner placing the pupil. It is important to note that the level and combinations of provision may change over time.

Funding is allocated to support pupils on the SEN/D register; annually the SEND budget is allocated to buy specialist services from the Educational Psychology Service and additional service is purchased from Merton Virtual Behaviour School as required.

CRITERIA FOR EXITING THE SEND REGISTER

The progress of all children on the SEND Register is monitored by the SENDCo, SLT and class teacher during termly pupil progress discussions. Where possible, the views of parents will also be sought. Pupils are not always removed from the SEND Register once their level of achievement reaches age related expectations. Where a child is making good progress and this is sustained over a period of time, the pupil may be taken off of the SEND Register. Parents are always informed when their child is added to or removed from the SEND Register.

SUPPORTING PUPILS AND FAMILIES

We provide opportunities for new pupils and parents or carers to visit school prior to starting. New pupils joining Nursery and Reception will receive a home visit to support communication between staff and families. For children with SEND, we would encourage further visits to support the transition when starting school or transferring to secondary school. We request that parents of pupils joining the EYFS complete an All About Me form to inform staff about their child's likes, dislikes and additional needs. Year 6 transition groups can be supported by trained ELSA staff to ensure that vulnerable children are supported throughout the transition process. We liaise closely with all professionals when receiving or transferring pupils to different schools. We ensure all relevant paperwork is shared and SEN/D needs are discussed.

Advice for parents regarding services and support available for their child can be accessed:

- As part of the London Borough of Merton's Local Offer - (http://www.merton.gov.uk/learning/edinclusion/sendis/sen.htm)

- Through the SEND Information report - _____ Will need updating
- On our school website,
- By referring to the Supporting Pupils with Medical Needs policy.

As a school we work closely with any external agencies to identify and support individual needs and we encourage the active involvement of parents. External agencies which are available within our school include: Educational Psychology, the Merton Language, Speech and Language Therapists, GPs, School Nursing Service, community paediatricians, Early Years and Targeted Inclusion services, occupational therapists, physiotherapists, hearing and visual impairment teachers, CAMHS (Child and Adult Mental Health Services), Virtual Behaviour Service, MASH and social services.

Pupils with SEND may require additional support or adjustments to be made during assessments such as SATs tests. The SENDCo and Headteacher/assessment coordinator, along with class teachers are able to request modified materials for pupils with visual or hearing impairments and other access arrangements are available if required. Please speak to the SENDCo for further information about these arrangements.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

The Children and Families Act 2014 places a duty on maintained schools to make arrangements to support pupils with medical conditions. All pupils with medical conditions are welcome and supported at the Sherwood School. We aim to provide equal opportunities for all pupils with medical conditions. We recognise our duty to support pupils with medical conditions so that access to education, including school trips and physical education lessons are available. Children with medical conditions may also present with a physical disability and we aim to fully comply with our duties under the Equality Act 2010. Pupils with medical conditions may also present with special educational needs and disabilities (SEND). An Education, Health and Care plan may be available for the pupil to support any health and social care needs, as well as special educational provision.

Children with medical conditions will have a Health Care plan (written in conjunction with the School Nursing service). This is stored in the class file, in the pupil's file in the office and in the SENDCO office. All staff who need to be aware, including those who are in regular contact with the child, will be made aware of pupils' needs including how to respond in an emergency. Staff receive regular training on childhood medical conditions such as anaphylaxis and asthma. The school also has clear guidance on the administration of medicines. More information can be found in the school's policy **Supporting Pupils with Medical Needs**.

MONITORING AND EVALUATION OF SEND

Monitoring and evaluation of SEN/D takes place throughout the academic year and includes the following:

- classroom observations,
- learning walks,
- progress meetings,
- SEN Support Plan meetings
- Pupil voice and questionnaires
- Audit of staff to understand training needs
- Staff questionnaires
- Parents' / carers questionnaires
- SEND Action planning
- Book looks and work samples
- Provision mapping

The SENDCo reports to the Governors every term reporting on the progress of pupils with SEND; this report does not refer to individual children and confidentiality is maintained at all times. A designated SEND Governor meets regularly with the SENDCo. Information collected is used to inform future provision, by training staff, resourcing SEND or acquiring new intervention programmes.

REVIEWING THE POLICY

The SEND Inclusion policy is reviewed annually by school staff, parents and the Governing Body.

TRAINING AND RESOURCES

Staff are actively encouraged and supported to undertake training and development to enable them to meet the needs of all pupils. Staff needs are audited to ensure appropriate training and support is available. Training is delivered using a range of agencies for example;

- Educational Psychology Service,
- SENDCo,
- Merton Special Teaching Alliance.

All teachers and support staff receive induction training when joining our school which includes a meeting with the Assistant head Teacher and/ or SENCO. The SENDCO attends a termly SENCO Forum meetings to ensure school staff are updated with local and national changes in SEND or SEND policy.

ROLES AND RESPONSIBILITIES

Special Educational Needs and Disabilities Coordinators: Miss Tayla Woodman
SEND Governor: Simbi Wickliffe

SEND Teaching Assistants: Line Manager- Miss Tayla Woodman

Designated Teacher with specific Safeguarding responsibility: Ms. Kam Matharu, (DSL), Mrs Andriana Samouel (DDSL) and Miss Tayla Woodman (DDSL).

Member of staff responsible for managing PPG/LAC funding: Mrs. Andriana Samouel

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Miss Tayla Woodman

STORING AND MANAGING INFORMATION

To comply with Data protection regulations, all documents are stored electronically on password protected computers and laptops. Pupil files are stored securely in locked cabinets. Further information can be found in our confidentiality policy.

Article 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

ACCESSIBILITY

Statutory Responsibilities

At the Sherwood School, we have due regard to our duties to promote disability equality. Under the Equality Act 2010, we take seriously our duty towards individual disabled children and young people. We make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent pupils being at a substantial disadvantage. Our wider duty to prevent discrimination, to promote equality of opportunity and to foster good relations is taken seriously. The ethos of The Sherwood School is of a friendly, caring inclusive school that strives to provide learning and social opportunities for the individual to enable them to reach their full potential. We are committed to giving each child every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs and making adjustments to ensure that barriers to learning are removed so that all pupils are included in the learning and life of the school. As a school, we recognise the importance of planning to ensure that the needs of disabled pupils are met. This includes improving physical access to the school, adjusting the curriculum where necessary and offering information about the school in different ways so that appropriate formats are made available. All pupils are encouraged to attend clubs, with adult support if necessary and school trips are considered carefully to ensure all

children can attend. The SENDCo is available if you have any questions. The School Information Report is available on the school website should you require further information about accessibility at The Sherwood.

DEALING WITH COMPLAINTS

At The Sherwood, we pride ourselves on building positive relationships with parents. We are open and honest with you and hope that you are able to do the same with us. If you have any concerns, please meet with your child's class teacher, or the Special Educational Needs and Disabilities Coordinator in the first instance. We will do our best to resolve any concerns. The Head Teacher and SENDCo are available to discuss any concerns that persist or cannot be resolved in this manner. We have a complaints policy which sets out how we plan to manage complaints. This policy is available in our school office or on our website. Resolution support is offered through the school, governing body and through the Local Authority.

BULLYING AND SUPPORTING VULNERABLE LEARNERS

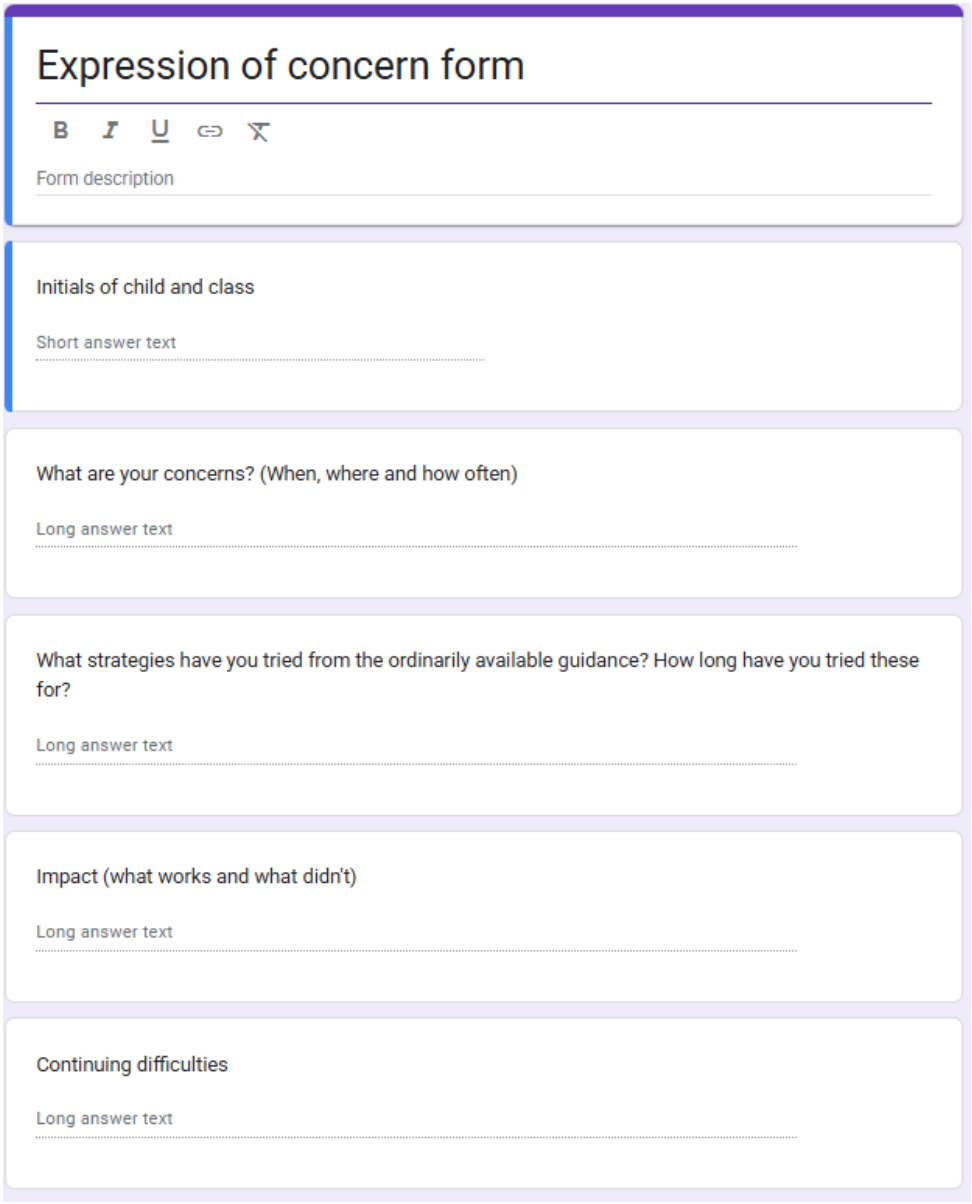
As a **UNICEF Rights Respecting school** we take our responsibility towards safeguarding children and protecting pupils from bullying seriously. All children have the right to come to school and learn without fear of being bullied or excluded. We firmly take the view that bullying should never happen and it will not be tolerated at The Sherwood School. Staff and children also have a responsibility to ensure bullying is not tolerated at Sherwood by reporting any incidents immediately so they can be dealt with straight away.

A range of strategies are in place to ensure that all children feel safe and secure both in school and at home. These include addressing bullying issues using P4C and Circle Time activities, whole school assemblies, class rules and reward structures. Cyber bullying and the safe use of social media are also shared regularly with all children. We have trained learning mentors and emotional literacy support assistants (ELSAs) who can support more vulnerable learners. Some pupils, for example those on the autistic spectrum, may work on creating social stories to develop their social understanding. Visual aids and puppets are also used by staff to ensure that all pupils can communicate their needs or concerns in a way that makes them feel secure.

We take immediate and positive action to prevent bullying from occurring using our clear and consistent school policy.

APPENDICES

SEN Concern Form



Expression of concern form

Form description

Initials of child and class

Short answer text

What are your concerns? (When, where and how often)

Long answer text

What strategies have you tried from the ordinarily available guidance? How long have you tried these for?

Long answer text

Impact (what works and what didn't)

Long answer text

Continuing difficulties

Long answer text

SEN Support plan

THE SHERWOOD SCHOOL **SEN Support Plan No:** ☐

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Photo here

Name:	DOB:		Date:			Review date:		
Other agencies involved	☐	Occupational Therapy	☐	SALT	☐	CAMHS	☐	Other
Area of need	☐	Communication and Interaction	☐	Cognition and Learning	☐	Social, Emotional or Mental health	☐	Sensory or Physical

What can I do well? Child: Teacher: Parent/carer:	What do I need help with? Child: Teacher: Parent/carer:	How to support, communicate and work well with me? Child: Teacher: Parent/carer:
What do I like and what makes me happy? Child: Teacher: Parent/carer:	What's important for me now? Child: Teacher: Parent/carer:	What's important for me in the future (my aspirations)? Child: Teacher: Parent/carer:

Provision in class and additional resources from ordinarily available guidance:	
Support provided:	**Resources:**

Plan Do Review 1

Long term outcomes (By the end of Year… I will be able to…):

Assess	*Plan*		*Do*	*Review*
Area of need (e.g. Cognition and learning)	Current baseline	My targets: What can I achieve? *(SMART)*	Interventions / Strategies What/who/where/when/how often?	Impact/progress

How to help at home:

Signed by:

Child ☐ Parent ☐ Teacher ☐

Date: ☐