



Governors SEND Statement

To be read in conjunction with the Local Authority Core Offer-

Kelmscott School is an inclusive school offering a range of interventions for children and young people. These will differ according to age range. Some interventions will be offered to all children and some may only apply to children depending on their needs.

In partnership with the Headteacher, the Governors have responsibility for deciding the school's general policy and approach to meet the needs of pupils with SEND.

The well-being of every child is a key priority for our school. All staff are trained to provide a high standard of pastoral support. Members of staff are readily available for children who wish to discuss issues and concerns.

The school has appointed a school nurse to support pupils with medical conditions, so that they have full access to education, including physical education and educational visits. The nurse ensures that school staff involved in the care of children with medical needs is fully informed. The appointment of the school nurse complies fully with the Equality Act 2010 for children who may have disabilities or special educational needs. Relevant staff have paediatric first aid training and we have a medical needs policy in place.

All SEND provision is overseen by the Special Education Needs Coordinator (SENDCO) and the Senior Leadership Team (SLT) in school. The SENCO monitors, reviews and evaluates all SEND provision on a regular basis throughout the year and reports to the school governing body on how individual needs are being met and SEND funding for inclusion is being spent.

All children are treated as individuals and the class teacher, alongside other support staff, plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resource. Clear support plans (formally Individual Education Plans) are put in place and reviewed termly with evidence gathered of impact of the interventions used. Key assessments are then made to ensure children are on track to meet targets and that planning accurately addresses need. Progress and plans are regularly reviewed and evaluated to inform next steps.

Children need to be involved in setting their personal targets and reviewing their progress alongside teachers and support staff. Parents are vital partners in the child's journey through school and are invited to attend termly review meetings of their child's progress and are encouraged to engage in supported learning.

An appropriate and accessible learning environment is provided within school.

Staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEN e.g. speech and language and autism. Support is sought from other agencies where necessary in order to maximise learning potential e.g. Educational Psychologist Speech and Language Service, Occupational Health Service, Educational Welfare, and

Early Help, The Child and Mental Health Service (CAMHS)

The schools policies on the website reflect the school's commitment to inclusion, safety and wellbeing of inclusion.

A handwritten signature in black ink, appearing to be 'W. C. H.', written in a cursive style.

Signed by Chair of Governors (5/05/2016)