

ELLWOOD COMMUNITY



*** PRIMARY SCHOOL ***

Ellwood Community Primary School

Special Educational Needs Policy

Special Educational Needs Policy

Introduction

Ellwood Primary School is a small village school with 143 pupils educated in a discrete reception class and four further mixed year group classes. The contribution of every child in the school is valued and at Ellwood we welcome the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their learning needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEN are valued, respected and are treated as equal members of the school.

The term 'special educational needs' has a legal definition, referring to children who have learning problems or disabilities that make it harder for them to learn than most children of the same age. Many children will have special needs of some kind at some time during their education.

The School has produced a SEND information report that can be found in **Appendix A and on the school's website**. This document sets out additional information with regards to how we identify, teach and assess pupils with SEND in Ellwood School. **Appendix B** outlines the School's Offer of Early Help and how we can seek support for vulnerable pupils.

Equality of Opportunity

Our school does not discriminate against children on any grounds of e.g. race, gender, religious beliefs, sexual orientation or ability. We seek to enable all children to have reasonable access to the curriculum and respect the fact that children:

- have different educational and behavioral needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEND (Special Education Needs and Disability).
- To enable pupils with SEND to maximise their achievements.
- To ensure that the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEND are offered full access to a broad, balanced and relevant curriculum.

- To work in close partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the child into account.

Roles and responsibilities

1. The Governing Body

The Governing Body, in co-operation with the Head teacher and SENCO, approve and oversee provision for pupils with SEND.

The Governing Body will report to parents annually on the school's policy on SEND. The Governing Body will nominate one governor, with responsibility for SEND. The SEND Governor will liaise regularly with the SENCO and report back to the full Governing Body.

2. The Head teacher

The Head teacher (who is also the SENDco) has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND.

The Head teacher and the Governing Body determine how the funding will be allocated to support Special Educational Needs and how it is distributed through Finance Committee Meetings.

3. The Special Educational Needs Co-ordinator (SENCO)

The SENCO (Mrs Milford), in collaboration with the Governing Body, plays a key role in determining the strategic development of the SEN policy and provision in the school, in order to raise the achievement of children with SEND.

Key responsibilities of the SENCO are:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for children with Special Educational Needs and Disabilities.
- Liaising with and advising other teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Liaising with external agencies including the LA's support and Educational Psychology Services, Health and Social services, and voluntary bodies.
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made.
- Completing the documentation required by outside agencies.
- Collecting evidence of the effectiveness of interventions.
- Reporting regularly to the Governing Body.

The teaching staff

ALL teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process.

Teachers respond to children's needs by:

- Ensuring that all lessons are well differentiated with high quality teaching and learning to encompass the needs of the class.
- Providing targets and identifying support for children (not necessarily through a My Plan).
- Providing support for children who need extra help with communication, language and literacy, numeracy or other areas of the curriculum.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behavior and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly as a result of trauma or stress, to enable them to take part in learning.
- Having high expectations and tracking progress carefully.

5. The SEN Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs)

TAs and HLTAs work alongside class teachers and the SENCO, in providing support for children with Special Educational Needs and Disabilities across the school. They may be required to liaise with parents, other class teachers and professionals, maintaining records of the children they work with, and attending reviews and meetings as requested and assist teachers to track progress carefully.

6. Parents of Pupils with SEN

In accordance with the new SEN Code of Practice (2014) the school believes that all parents of children with SEND should be treated as equal partners and for the parents to be actively involved in their child's education. The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEND framework.

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

In accordance with the school's 'Open Door' approach, parents are encouraged to contact the child's class teacher and/or the SENCO as needed, either by telephone on 01594 833232 or through their child's link book.

Parents are involved in supporting the target setting process for My Plans/My Plan+ and EHC Plans (details on these below), their views are sought for reviews. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

Parents may also seek support from SENDIASS (Special Educational Needs and Disability Information and Support Service) 0800 158 3603. This is a free service which supports the parents of children with SEND.

7. Pupil Participation

At Ellwood Primary School we adhere to the Code of Practice 2014 and strive to use a "Person - Centred Approach Principle", involving the young person throughout the whole process. Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including being involved in the setting of learning targets and contributing to My Plans, My Plan + and EHC plans. This will be achieved through a variety of different approaches, as appropriate to the age of the child. These include: Pupil interviews and discussions and self-evaluation. Where appropriate, pupils are invited to take part in 'Shared Conversations' and 'Team around the Child Meetings' (TAC) and Reviews.

8. Admissions

Children with Special Educational Needs will be admitted to the school in line with the school's agreed admissions policy. The school acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs and Disability, as well as identifying and providing for those not previously identified as having SEND. Where a preschool child has been identified as having special education needs and/or a disability (SEND), the SENCO and Reception teacher will liaise with the setting to gather information about the child's needs.

Identification, Assessment, Provision and Review

All pupils are entitled to a balanced and broadly based curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation which may include short term support from the class TA in the first instance, with direction from the class teacher.

The school is committed to early identification of Special Educational Needs and Disability and adopts a graduated response to meeting SEND in line with the Code of Practice - 2014 and the *GCC Graduated Pathway*. All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through assessment and monitoring as well as through regular discussions between the SENCO and the class teachers. If these suggest that any pupil is not making the expected progress or their needs have changed, the class teacher works with the SENCO to decide whether additional and/or different provision is necessary.

Provision and Intervention for SEND pupils varies between classes, depending on the needs of the pupils. Intervention is tracked at a whole school level and class level. See **Appendix C** for current provision throughout the school.

Categories of SEN

We identify different levels of SEND and support: My Plan and My Plan + is one category called "SEN Support". If additional and/or different provision is required for a child they will be placed on a "My Plan". A "My Plan" will be drawn up by the class teacher in consultation with the pupil, parents/carers and sometimes the SENCO, and a decision made based on the evidence available as to whether the child will receive additional individual or group support. The Class Teacher may need to work closely with parents, Higher Level Teaching Assistants (HLTA's) and Teaching Assistants (TA's), to plan an appropriate programme of intervention and support. The My Plan will be reviewed 3 times a year.

Pupils and parents will be invited to contribute to the target setting and review process. If the school has evidence that a pupil is making insufficient progress, despite significant support and intervention through a My Plan, then it may be necessary to seek further advice and support from outside professionals. (See appendix A - 'Which other services do we use in school?') This will mean that the child will be placed at My Plan +. These pupils will then have other professionals involved with them and this will be a "Multi-Agency Approach". The SENCO will also work closely with the class teacher, TA's, parents and other professionals at this stage.

Some children may need a higher level of support and if this is the case they may need to be put forward for an "EHC Plan". For pupils who have an EHC Plan, their targets, progress and

the support outlined in their EHC Plan will be reviewed annually and support from the Local Authority. Other professionals may contribute to this. In addition, the pupil may have a 'My Plan' which runs alongside the EHC Plan. This 'My Plan' will focus on more short term targets and will be reviewed 3 times a year.

When pupils are due to transfer to another phase, advance planning in Year 5 will allow appropriate options to be considered. The SENCO will liaise with the SENCO of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer. When a pupil moves to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education Regulations 2000.

Monitoring and Evaluating the Success of the Education Provided for Pupils with SEN

The school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Governing Body report annually to parents upon the quality of education provided for and the achievements of pupils with SEND.

The school employs a series of methods to gather data for analysis including:

- Regular observation of teaching by the Head teacher, SENCO and other senior teachers and subject Leaders
- Analysis of the attainment and achievement of different groups of pupils with SEND.
- Scrutiny of teacher's planning and pupil's work.
- The views of parents and pupils.
- Regular monitoring by the Governing Body.
- Maintenance of assessment records that illustrate progress over time.
- Regular meetings between the SENCO and Class Teachers, Subject Leaders, Leadership Team and TAs.
- As a result of the above, the school reports annually upon its successes and identifies aspects for future development.

Staff and Governor Responsibilities

Role	Person responsible, qualifications and contact details
SENCO	<p>Mrs D Milford, NDEBM, BEd (Hons), PGCE (Literacy difficulties), MEd (Inclusive education), NPQH</p> <p>Contact through the school office on 01594 233232 or email admin@ellwood.gloucs.sch.uk marking the email For the attention of the SENCO</p>
Designated Safeguarding Lead	<p>Mrs D Milford, NDEBM, BEd (Hons), PGCE (Literacy difficulties), MEd (Inclusive education), NPQH</p> <p>Contact through the school office on 01594 233232 or email admin@ellwood.gloucs.sch.uk marking the email For the attention of the SENCO</p>
SEND Governor	<p>Mrs Ceri Ulyatt</p> <p>Contact by email on chair@ellwood.gloucs.sch.uk</p>
Designated Safeguarding Governor	<p>Mrs Helen Cornock</p> <p>Contact by email on h.cornock@ellwood.gloucs.sch.uk</p>

The governors comply with the appropriate legislation.

Signed: *D Milford*

Date: Nov 2019

To be reviewed Nov 2020

Ellwood Primary School SEN Information Report

The School's SEN policy can be requested from the school office or it can be found on the school website. The policy sets out guidance on SEN teaching, identification, role of the Governors, the SENCO responsibilities, admissions, monitoring and assessment.

How do we identify SEN pupils within our school? Identification, Assessment, Provision and Review

The school is committed to early identification of Special Educational Needs and adopts a graduated response to meeting SEN in line with the new Code of Practice 2014. All children within our school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular discussions between the SEN Coordinator/clusion Coordinator, Teaching Assistants, Parents and the Class teachers. If these suggest that any pupil is not making the expected progress or their needs have changed, the class teacher works with the SEN Coordinator in order to decide whether additional and/or different provision is necessary.

At Ellwood Primary School we categorise SEN at three levels.

The first level is "My Plan". This is where a child has been identified as having a Special Education Need. This need is then met through additional and different provision from within the school's own resources.

The next level is called "My Plan +". This is similar to the first level, however this level indicates that the child, parent and/or school have received outside professional support and/or advice about the child. On occasions other professionals may work with the child, such as an Advisory teacher, Educational Psychologist, Physiotherapist or Occupational Therapist.

The third level is when a child has an "EHC" Plan (Education, Health and Care plan). The Education, Health and Care plan (EHC Plan) requires the child to be assessed by other professionals and multi-agency work is undertaken. If the child has an EHC Plan it will have clear guidance as to what funding is needed, the expected outcomes for the pupil, interventions and timescales required to reach these objectives.

Triggers indicating the Need for Intervention at My Plan Level

The pupil who, despite receiving differentiated learning opportunities:

- 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 that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not enhanced by the behaviour management techniques usually employed in the school.
- 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 a differentiated curriculum.

Triggers indicating the Need for Intervention at My Plan + Level

Despite having had an individualised programme and/or concentrated support under My Plan, the pupil:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues working at below age expected
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

An EHC Plan would be put in place for pupils with significant SEN or disability and for others an EHC Plan may be needed if the My Plan and My Plan+ has not achieved sufficient progress.

First Steps our school will take if a SEN is identified:

- Historical information and data will be gathered
- Baseline assessments and ongoing data will be analysed
- Observations from class teacher and SENCO (if needed)
- Targets/Interventions will be put in place
- Progress monitored regularly
- Discussion with the Parent/Guardian

How are parents involved in the SEN Process?

We really value input from parents in helping to identify any areas of strengths and areas of concern about a child. Parents are encouraged to talk to us about their worries before the child starts with us, in Parent's Consultation meetings and whenever they feel the need throughout the academic year.

My Plans are reviewed in consultation with parents during shared conversations three times a year. In these meetings parents are encouraged to help set targets and review previous targets with the class teacher. The views of the child are also gathered. The class teacher is responsible for keeping parents up to date with progress and issues relating to their SEN child. The SENCO will liaise with parents and outside agencies when needed. For pupils and families with social, emotional and mental health needs, FSW involvement will be available.

How does our school teach and support children with SEN? The school (Teachers, TAs and the SENCO) respond to SEN children's needs by:

- Ensuring that all lessons are well differentiated with high quality teaching and learning to encompass the needs of the class, groups and individual pupil needs.
- Adapting the curriculum to meet the needs of the pupil.
- Providing targets and identifying support for children. This may be through an intervention plan, through lesson planning and possibly a My Plan/My Plan +/EHC Plan
- Providing support for children who need extra help with communication (i.e. signing), language and literacy, numeracy or other areas of the curriculum.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely. We follow a detailed and structured behaviour policy. Some children may need an individual behaviour program
- Helping individuals to manage their emotions, particularly as a result of trauma or stress, to enable them to take part in learning.
- Having a positive "Can do" approach and boosting the pupils confidence and self-esteem through the use of growth mindset activities and assemblies
- Having high expectations and tracking progress carefully.
- Using TA's and other adults to support learning and move learning forward where they will be most beneficial. This may be through support in lessons, 1 to 1 and small group work.
- Seeking advice and working with outside agencies and professionals.
- We adapt teaching strategies and resources to meet the needs of different learning difficulties, for example: Autistic Spectrum, Hearing Impairments, Visual Impairment and Speech and Language Difficulties.

- Children who have an EHC Plan will be given the support and resources needed for them to meet their full potential. They will be involved in the planning process, alongside trained staff, parents and health professionals.
- Where appropriate and relevant children may work in small groups with other children who have similar needs. The additional support is decided upon by the SENCO and class teachers, in consultation with the parents.
- The school is expected to provide, from our budget, staff and resources to meet the pupil's needs. Where an EHC Plan is in place, additional funding may be given (see county council website for more information).
- The progress of the pupils is monitored regularly. Additional provision is monitored weekly, data is collected termly and evaluated and action plans set as a result. "My Plans/+ are reviewed 3 times a year with pupils and parents. EHC plans are reviewed annually.

Expertise within our school

Ellwood Primary School works very hard to ensure our SEND pupils achieve well. We have trained members of staff within our school, who specialise in certain areas. Such as :

- Speech, Language and Communication
- Early reading
- Early phonics
- Maths strengths
- Supporting children who can show challenging behaviour in school and working in partnership with outside agencies i.e. behaviour support team
- Supporting emotional difficulties, through in school support and liaison with outside agencies such as: Teens in Crisis, CPP, Toucan and CYPS.
- Pastoral care - family support worker/pupil mentor
- We have a number of staff that are trained to monitor and/or administer medication such as: inhalers, Epi Pen/support diabetes/epilepsy/cerebral palsy

(Please see whole school provision map for more details)

Which other services do we use in our school?

- Educational Psychologists
- Advisory Teaching Service- physical, cognition and learning, hearing impaired.
- CYPS (previously CAHMS)
- TIC (Teens in Crisis)
- CPP
- Early Help Advisor
- OT (Occupational Therapist)
- Physiotherapists
- Speech and Language Therapist
- Behaviour support
- Medical advice - school nurse
- Health and Social care team
- Toucan Play Therapy

Health liaison regarding the administration of Medication and Medical needs

The school:

- Can administer medication if needed. Parents are required to complete and sign a school medical form.
- Liaise with medical professionals e.g. GPs, hospital consultants, medical health practitioners.
- Provides health packs for each class detailing any medical needs pupils have.
- Posters and photographs of children's serious medical details/conditions, where relevant, are displayed in the staffroom and school kitchen for all staff to be made aware of.
- Has an individual protocol for children with significant medical needs.
- Implements risk assessments where needed.
- Has staff who are trained in first aid and child protection.
- Has a Health and Safety policy.

Meeting needs of wheelchair users and support with personal care

At the present time, we do not have any wheelchair users, however we have staff who are trained in manual handling, if the need arises. We would also ensure that additional staff were trained as and when needed. The school site has wheelchair access and additional toilet facilities.

**Access to the wider curriculum:
Trips, outings and after school clubs**

We include SEND pupils in all aspects of school life. We strive to be as inclusive as possible when offering after school clubs. SEN children are included in school trips and relevant transport and supervision is put in place.

**What can you do if you are unhappy with your SEN Child's
progress or provision?**

The class teacher is initially the first point of contact. If the problem is not resolved then the SENCO may be able to help deal with the issues. If you are not satisfied with the outcome, the Head Teacher will be available by appointment to respond to your concerns. A copy of the school's complaints policy can be obtained from the school office.

If you require any further information please contact the school.

Ellwood Primary School Offer of Early Help

Ellwood Primary School will use the procedures and guidance set out in the 'Gloucestershire Safeguarding Children Handbook for DSL in Educational Settings'.
www.gscb.org.uk

Through this, we will follow the guidance from the DFE 'Keeping Children Safe in Education' 2019.

Our school will use the Graduated Pathway of Early Help and Support and Gloucestershire's Levels of Intervention guidance to keep children safe and to help determine the level of support needed for children and families. We will intervene as early as possible to prevent families and pupils reaching crisis point and the need for statutory intervention.

We will also seek advice from our Early Help Co-Ordinator (Georgina Lewis), Community Social Worker (Kiera Shortman) and/or the MASH Team Practitioners (01452 426565) and refer to Early Help or Social Care where appropriate.

To access information on Gloucestershire's Offer of Early Help visit www.glosfamiliesdirectory.org.uk

The school's Safeguarding and Child Protection Policy need to be read in conjunction with this document.

Universal source of Early Help for all families in Gloucestershire:

Gloucestershire Family Information Service (FIS) - advisors give impartial information on childcare, finances, parenting and education. FIS are a useful source of information for parents and professionals. They support families, children and young people aged 0-19 years of age (25 for young people with additional needs) and professionals working with those families. They can help to link parents up with other organisations that might help or provide information themselves e.g. signposting to holiday clubs across Gloucestershire.

Contact the FIS by emailing familyinfo@gloucestershire.gov.uk or by telephoning 01452 427362. FIS also have a website which has a wealth of information www.glosfamiliesdirectory.org.uk

Gloucestershire Safeguarding Children's Executive (GSCE):

<http://www.gscb.org.uk>

Important information for parents and professionals across Gloucestershire in relation to keeping children safe and avenues of support including Early Help options.

As a school:

- We will provide a supportive caring ethos where children are treated as individuals and their difficulties treated sensitively.
- We will build positive relationships with parents so they feel able to ask for help.
- We will provide opportunities for children to express their concerns.
- We will keep written logs, where there may be a slight concern, so that any patterns can be identified and tackled before things escalate.
- We, as a staff, will talk to each other to ensure we have a full picture of any difficulties a family might be facing.
- We will use our school Family Support Worker (Marilyn Charles) to help identify children's needs and contribute to their My Plan/My Plan+ as part of the Graduated Pathway of Early Help and Support.
- We will call in external agencies, including Family Lives, Teens in Crisis, Domestic Abuse Support, Winston's Wish, Toucan, CPP, Behaviour Support to provide early intervention and support.
- Staff are aware of the escalation policy and would use this if they felt the need.

School based support

In school we support children in a number of ways, particularly for pupils with SEMH (social, emotional and mental health needs) through different support and intervention such as :

- Lego therapy
- TIC (teens in crisis)
- CPP referrals
- Talk boost
- Anger management
- Feelings art book
- Social stories
- FSW time
- Sessions to help deal with worries and anxieties

- Social games and activities
- Support from ATS and EPs
- Zippy's friends
- Apples's friends

Our school will support all children by raising awareness of the signs and symptoms of:

1. Child sexual exploitation (CSE)
 - We will use the Gloucestershire constabulary CSE screening tool as a check list, if we have any concerns
 - We will raise awareness through the Pink PSHE Curriculum
 - We will contact the Front Door (Children's Helpdesk) 01452 426565 and send completed screening tool directly to them.
 - Awareness of useful websites: Barnardos, Pace UK
2. Children missing in Education
 - We will work with the missing persons co-ordinator by contacting Gloucestershire Police on contact 101
 - We will use the GCC Protocol on Partnership working when children and young people run away and go missing from home or care
 - We will contact the LA if a pupil does not attend school after 10 consecutive days and we have concerns of their wellbeing.
 - The school administrator will contact the parents/carers by 9:30am, if we have an unexplained absence
3. Bullying including cyber bullying
 - We will listen to the voice of the child
 - Being a School where children understand that it is right to ask for help if they are in trouble or worried about bullying, abuse or any other concern. We are a "TELLING" school.
 - We will be proactive in dealing with any accusations or incidents of bullying
 - Responding to non-verbal communication such as anti-social behaviour
 - We will use sections of the CEOP resources as part of the teaching resources to raise awareness of on-line bullying
 - Parents are invited to parent awareness session led by CEOP trained representatives
 - CPO visits in all classes to discuss all forms of bullying (age appropriate to the year groups)
 - NSPCC delivers workshops to year Y5/6 pupils
 - Pupils raised awareness of Child Line 0800 1111

- Our children attend events and performance such as : in the net/Click

4. Domestic Abuse

- We will listen to the voice of the child
- Completion of DASH (Domestic Abuse, Stalking & Harassment) Risk Assessment where appropriate
- Referral made to the Front Door via the online portal and completion of a MARF (Multi Agency Referral Form) who will then refer to safeguarding professionals working within the Gloucestershire Multi-agency Safeguarding Hub (MASH).
- Gloucestershire Domestic Abuse support Service www.gdass.org.uk 0845 602 9035
- DARP was developed in order to provide a multi-agency response to referrals of domestic abuse where children are involved.
- Contact Strategic County Domestic abuse and Sexual Violence Co-ordinator sophie.jarrett@gloucestershire.pnn.police.uk Contact 101
- Monitor attendance
- Attend TAC/TAF meetings
- Understanding of MARAC (Multi-agency risk assessment conference)
- Work with the LA's Operation Encompass

5. Drugs

- InfoBuzz provides individual targeted support around drugs and emotional health issues, development of personal and social skills and information and support around substance misuse. www.infobuzz.org.uk

6. Fabricated or induced illness

- For information on behaviours and motivation visit <https://www.nhs.uk/conditions/Fabricated-or-induced-illness/>
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>

7. Faith abuse

- <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Honoured based Violence

8. Female genital mutilation (FGM)

- DSL's and other members of staff will complete the on-line Home Office training - e modules
- Staff aware of FGM
- We have a legal duty to refer any concerns to Gloucestershire Police

- We will raise awareness through the GHLL Pink Curriculum
- We will contact Children's Helpdesk or the LADO Nigel Hatten
- Attendance of pupils is monitored

9. Forced marriage

- We are all aware that it is illegal and a form of abuse
- Staff will report concerns
- Attendance of pupils will be monitored
- Refer to the Police, Social Care or Forced Marriage Unit as appropriate
- Forced Marriage Unit - 020 7008 0151

10. Gangs and youth violence

- Pupils will complete the GHLL online pupil survey which will inform the school of any issues
- Contact the Avenger Task Force at Gloucestershire Police - 101

11. Mental health

- Our values each term will promote respect, emotional intelligence, resilience, perseverance, trust and compassion
- The pupils will complete the GHLL biannual on-line pupil survey so that we are informed of any worries or concerns our pupils have.
- We will discuss concerns through the GHLL Pink Curriculum
- Our SMSC policy will promote health and wellbeing
- We receive alerts from GCSB and GHLL
- Staff will attend GHLL training
- Our Family Support Worker supports our vulnerable pupils
- Referrals to relevant professionals e.g CYPS/Social Care/School Nurse

12. Private fostering

- A private arrangement between a child's parent and the foster parents. Children are privately fostered if they live with someone for 28 days or more, or are placed with the intention that they will stay for 28 days or more
- The law requires the private foster carer to notify the Local Authority of the agreement at least 6 weeks before the arrangement or within 48 hours of the child's arrival if it is an emergency placement
- If our school becomes aware of a private fostering arrangement, we will contact the Front Door (01452 426565) to ensure that the LA have been notified
- www.gloucestershire.gov.uk/fostering - 01452 425320 - private.fostering@gloucestershire.gov.uk

13. Preventing Radicalisation

- From 1st July 2015 we are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, to have a due regard to the need to prevent people from being drawn into terrorism.
- DFE Advice for schools on the Prevent Duty: all staff will read
- SLT have completed the on-line prevent training to raise awareness
- HT has attended training form Channel/DFE
- Teaching of British values and our school ethos and values will raise awareness in pupils
- We would contact the Prevent Lead for GCC
- Prevent: Notice, Check, Share
- Follow the Prevent referral process which can be found on the GSCB website
- Gloucestershire Police: Adam.large@gloucestershire.pnn.police.uk

14. Sexting

- Included as part of the safeguarding policies for staff and pupils
- Juniors are made aware of this through PHSE and IT safety teaching
- www.ceop.police.uk

15. Trafficking

- We will make an immediate referral to Social Care and also contact the Police if there is evidence of a crime having been committed
- <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

16. Violence Against Women and Girls

VAWG is an equality and human rights issue.

Violence against women is a violation of women's fundamental human rights:

- The right not to be treated in an inhuman way
- The right to respect for private and family life (including the right to physical and psychological integrity)
- The right to life

VAWG Includes:

- Domestic violence
- Forced marriage
- Honour-based violence
- Female genital mutilation
- Rape and sexual offences
- Prostitution
- Trafficking
- Child abuse

- Pornography

Violence against women shall be understood to encompass, but not be limited to, the following:

- (a) Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, nonspousal violence and violence related to exploitation;
- (b) Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutes and elsewhere, trafficking in women and forced prostitution.
- (c) Physical, sexual and psychological violence perpetrated or condoned by the state, wherever it occurs.

ACES

We are also aware of ACES (Adult Childhood experiences) that children may have been exposed to.

Adverse Childhood Experiences (ACEs), are potentially traumatic events that occur in childhood between the ages of 0-17 years, such as experiencing violence, abuse, or neglect, witnessing violence, family bereavement due to suicide or family member attempting suicide. Also included are aspects of the child's environment that can undermine their sense of safety, stability, and bonding such as growing up in a household with substance misuse, mental health problems, or instability due to parental separation or incarceration of a parent, sibling, or other member of the household.

Adverse Childhood Experiences have been linked to

- risky health behaviors,
- chronic health conditions,
- low life potential, and
- early death.

As the number of ACEs increases, so does the risk for these outcomes. The presence of ACEs does not mean that a child will experience poor outcomes. However, children's positive experiences or protective factors can prevent children from experiencing adversity and can protect against many of the negative health and life outcomes even after adversity has occurred.

All staff can refer to Ellwood Primary School's Safeguarding Policy for a list of signs or risk indicators to help them recognise the signs of child abuse:

- Physical abuse
- Emotional abuse (including Domestic abuse)
- Sexual abuse
- Neglect

This policy is to be reviewed annually.

Signed: *D. Milford*

Head Teacher

Reviewed: November 2019

Due for review: November 2020

Appendix C

Whole School Provision Map

(Provisional - this may change depending on the needs of the children)

Year group	In-class specific differentiation strategies (WAVE 1) whole class	(WAVE 2) Small groups	(WAVE 3) Targeted at individuals
R - Oak	Letters and sounds Regular group teaching - literacy/numeracy/ Individual Reading Guided Reading Fine motor control activities	Specific group teaching- literacy/Numeracy/ Speech and Listening activities Individual phonic support Language groups - Sp & L Black Sheep: Language	My plan EP support FSW Support
Yr 1/2 Chestnut	Regular group teaching literacy/numeracy Letters and sounds Set for guided reading Targeted TA support	Small group teaching literacy/numeracy targeted support Individual reading Additional Targeted Phonic groups Focussed comprehension activities SPAG booster Fizzy Talkabout- self awareness	My Plan/ Individual work FSW Support Individual behaviour plan EHCP work Lego Therapy Precision teaching Social stories EHCP work Dancing bears Toucan Play Therapy Social stories ATS/EP advice
Yr2/3 Beech	Regular group teaching literacy/Numeracy Set for guided reading Targeted TA support	Individual reading Additional phonic work Project code Dancing bears Fizzy Talkabout - self-awareness	My plan/My Plan + Individual reading/phonics ATS/EP advice Individual spellings Lego therapy Dancing Bears Family First Individual behaviour plan FSW support Hornet - Phonic awareness Social stories
Yr 4/5 Sycamore	Targeted group teaching literacy and maths Set guided reading groups Targeted TA support	Individual Reading Targeted spelling Project Code Fizzy Talkabout - self awareness	Targeted reading My Plan/My Plan + work FSW Support
Yr 5/6 Willow	Targeted group teaching English - SPAG, writing and maths Set guided reading groups Targeted TA support	Individual reading TA group intervention Targeted maths, reading and spag work Booster - read, write and maths	Targeted reading My Plan/My Plan + work FSW Support