



Codicote C of E Primary School Policy for SEND/Inclusion

This policy was reviewed and updated in December 2018, in consultation with the staff and governors.

Rationale

This policy describes our provision in identifying and minimising barriers to learning and participation. These issues may be experienced by any pupil, regardless of age, sex, ability, ethnicity, language and social background. It includes the arrangements made for children who have a greater difficulty in learning than the majority of children of the same age, or who have physical, behavioural or social difficulties which could prevent or hinder them from benefiting fully from school life.

The meeting of special educational needs takes the form of an inclusive approach involving the whole school.

Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. 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.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

(Taken from SEND Code of Practice January 2015)

Our Aims:

- For every pupil to have an entitlement to develop their full potential through the provision of educational experiences which develop pupils' achievements and recognise their individuality.
- To recognise each pupil's right to a broad, balanced, relevant and challenging curriculum, appropriate to their individual abilities, talents and personal qualities.
- To provide quality education for children with specific needs, in order for them to overcome barriers to learning and to enable them to reach their full potential in all areas of the curriculum.

Objectives:

- To identify specific and special educational needs early in a child's schooling and make an assessment so that the necessary provision is made.

- To meet any needs professionally according to the law.
- To make efficient use of available resources.
- To ensure that provision made for children with special educational needs is coherent, progressive and related to classroom practice.
- To monitor and evaluate children's progress, and plan for their needs accordingly.
- To develop each child's potential to the full.
- To provide a broad and balanced curriculum giving access to the National Curriculum, at a level appropriate to the child's needs, ensuring that it is relevant and accessible to all pupils
- To do all we can to make sure that each child leaves school with the core skills needed for the next stage in their education.
- To work in partnership with parents through the sharing of relevant information, so that they are enabled to support their child appropriately.
- To liaise with all staff concerned on a regular basis, both verbally and in written form.
- To promote positive attitudes amongst staff and children, building upon pupils' strengths and interests, so that each child feels equally valued within the school community.
- To fully involve pupils in planning to meet their specified objectives including: sharing information about their special educational needs, encouraging them to express opinions, and taking account of that opinion in any matters affecting them, and including them in their own assessment.
- To work productively with external agencies to access relevant advice and support.

Co-ordination of Inclusion

The SEN co-ordinator is Emma Gloyn, supported by the Headteacher, Liz Pollard. All staff are responsible for the implementation of the inclusion policy throughout the school. The SENCO and Headteacher are responsible for monitoring inclusion.

The Inclusion Governor is Mrs Sue Harry.

The Role of the SENCO

The SENCO is responsible for:

- The day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

(Taken from the Code of Practice 2015)

Identification

Class teachers make regular assessments of progress for all pupils. Children are identified for further support where they are making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs in order to make a successful transition to their next stage of learning.

Children with SEN are identified as early as possible, so that their needs can be pinpointed and a programme of appropriate work can be devised. Initial assessments are made through classroom observations by the teacher. Further assessments take place through individual observation and assessment performed by the class teacher or SENCO and diagnostic testing as appropriate. This may include an evaluation of the child's work, scrutiny of data, discussion with staff, and discussion with the child and/or parents.

Where appropriate, agencies such as the Educational Psychologist carry out assessments of individual children. Criteria have to be met to enable this to take place. Advice given informs the targets on the child's Pupil Passport.

Disabilities are identified by health professions.

Broad areas of need

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

SEN Provision

Access to the curriculum

The school strongly believes in inclusion for all pupils. We offer provision to meet the diversity of all pupils' needs. In class support is available from teaching assistants, learning support assistants, and the nursery nurse. Resources including ipads, laptops and computers are available to support learning.

We enable all children to access the full curriculum through considering ways of overcoming barriers to learning. This may be through:

- The differentiation of tasks.
- The initial input for the task- for example, in giving instructions, giving simplified, or fewer instructions.
- Support materials and prompts.
- The learning process within the task- for example, by providing specific apparatus.
- The ways in which children can respond and give evidence of their learning- for example by providing more opportunities for them to record their work. I.e. orally, using pictorial representation, using a tape recorder etc.
- Resources within the classroom.

When a child has been identified by their teacher as having special educational needs, the SENCO works with the class teacher to decide what action is appropriate. The school follows the Graduated Response, as detailed in the Code of Practice - assess, plan, do and review.

The first stage usually involved delivering a targeted programme in school. This is then reviewed, and it might be considered necessary to draw up a Pupil Passport. This details the identified needs, the short term targets, strategies to be used and resources needed, the provision to be put into place, comments by children, and the involvement of parents. All Pupil Passports are reviewed termly, or more frequently if necessary. The Pupil Passport is written and reviewed in collaboration with the SEN co-ordinator, the class teacher, the parents, and the child – as appropriate.

If advice from external professionals such as the school's educational psychologist is needed, this is sought, and implemented through the Pupil Passport. When a child is deemed to need more resources than can be provided by the school from its own resources, Exceptional Needs Funding may be applied for.

In a very small number of cases, the child's needs are so substantial that they cannot be met effectively within the resources normally available to the school. In these instances, the school applies for an Education and Health Care Plan, from the LEA. Further details may be found in the Code of Practice.

Children with special educational needs work alongside their peers in an ordinary classroom situation for the majority of the school curriculum, with appropriate modification as

necessary. They work on the National Curriculum, at the level appropriate to their needs. This level is ascertained through teacher assessment across the curriculum, and from SATs results. Teaching assistants and learning support assistants work alongside the child as directed by the class teacher.

Allocation of resources

Children with SEN are supported using a range of different approaches, including through programmes delivered by teaching assistants under the guidance and supervision of the class teacher and SENCO. The school acquires resources appropriate to the child, as the need arises, funded from the SEN budget. A pool of resources is held by the SENCO, such as reading schemes, with a high interest, low reading age.

Individual arrangements are in operation for children with EHCPs and Exceptional Needs Funding.

Partnership with Parents

As soon as a child is receiving extra support in any area of the school curriculum, the parents are notified, and invited to discuss the needs of their child with the class teacher and/or SENCO. Parents are informed of the provision to be made for their child. Updated information is given as available/appropriate, and at each Parent Consultation evenings. If this changes, during the course of the year, parents are advised by letter, phonecall, email or in person.

Each term a copy of their child's Pupil Passport is given to them, and any comments are welcomed. Parents are asked to note any comments on their child's Pupil Passport, and return this to the SENCO. Should the child's needs change, parents are informed. Class teachers and the SENCO meet with parents as appropriate to the child's needs. The class teacher liaises regularly with parents on a day to day basis.

The school seeks to work actively in partnership with parents and pupils, and any information the school holds is shared with parents. Whenever the school seeks to involve outside agencies, parents are kept fully informed.

When a parent raises concerns about their child, and the child has not been identified as having special educational needs by the school staff, the SENCO and class teacher monitor and assess the child to establish any area for concern. Having decided what action is to be taken, if any, the SENCO reports any findings back to the parent.

Record keeping

The school uses a pupil progress tracker from Nursery to Year.

In addition to the records kept for all children, specific records are kept for children with special educational needs. These are held centrally by the SENCO. Individual education plans called Pupil Passports are working documents kept on file in the classroom with a copy kept by the SENCO, and a copy sent to the parents. Targets are shared with children. The Pupil Passports are reviewed and updated termly, or sooner if the need arises. All relevant records are passed up with the child as s/he moves through the school, and are sent with the child as and when s/he changes schools.

On-going assessments and records are kept by the class teacher and passed on to the SENCO as appropriate. Records on behaviour are kept by the class teacher as appropriate, and inform the pupil profiles. All records are available to staff, parents and other professionals involved with the child's educational and social well being. Where outside advice is sought, parent's

permission is obtained. Any documentation sent to the school is also sent to the child's parents, unless it is concerned with Child Protection issues.

Review procedures

The reviews of Pupil Passports are conducted in consultation with the class teacher, child, SENCO, parent and any professionals concerned with the child. The reviews take place termly, and consider:

- The effectiveness of the Pupil Passports i.e. progress towards meeting the targets/have targets been met?
- Targets for the new Pupil Passports
- Any assessments carried out
- Arrangements for support
- Parental involvement
- Other relevant information
- Views of the child
- Does the child continue to need a Pupil Passport?

When a child is removed from SEND support, parents are informed.

All reviews for children with EHCPs are conducted following HCC guidelines, following the procedures identified in the Code of Practice.

Involving specialists

Where a child continues to make less than expected progress, despite support and interventions matched to the pupil's area of need, the school considers requesting advice from specialists. External advice is always sought when a child continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite support delivered by appropriately trained staff. The child's parents are always be involved in any decision to involve specialists.

The school has developed effective working relationships with the services involved with children with special educational needs, and meets with them on a regular basis to share information, and to co-ordinate provision.

Health Professionals

Schools don't diagnose conditions. Only doctors and other clinicians do.

Where parents are concerned about their child's health, mental wellbeing and/or development they are signposted to their local GP, who can request the involvement of other services such as: paediatricians, psychiatrists, nurses and allied health professionals such as occupational therapists, speech and language therapists, physiotherapists and psychologists and CAMHS (child and adolescent mental health service).

Where possible and appropriate, staff implement programmes in school, designed by health professionals, to support learning. This might include speech and language sessions, mentoring and/or occupational therapy programmes.

Links with other mainstream and special schools, including arrangements when pupils leave or change schools

The school meets with staff from other mainstream and special schools as the need arises. The Year 6 teacher meets with representatives from each child's secondary school to discuss the needs of the child. All relevant SEN records are summarised and passed on at primary-secondary transfer, or when a child moves to a different primary school.

The school is able to access advice and support from Woolgrove Special School.

In-service training

As part of the whole school planning for INSET opportunities for the staff of the school, the SENCO and INSET co-ordinators provide a range of INSET opportunities; relevant both to the needs of individuals, and those of the school as a whole. Where children join the school with medical and/or complex conditions, advice and support is always sought, and training attended as available, by teaching and support staff.

Arrangements for considering complaints about provision within the school

Complaints will be considered as detailed in the School's Complaints Procedure document.

Criteria for evaluating the success of the inclusion policy

When evaluating the effectiveness of this policy, we consider the following criteria:

- Pupil achievement
- Pupil progress
- Pupil self esteem
- Success of Pupil Passports
- Resources acquired
- Resources used
- Number of pupil exclusions
- Lesson plans showing evidence of differentiation
- Schemes of work reflecting special needs
- Extent of inclusion, and of curriculum breadth for all pupils.

The policy is reviewed regularly according to the timetable for review of policies.