



Special Educational Needs and Inclusion Policy

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The effectiveness of our policy will be reviewed annually by the SENCO in conjunction with the Head Teacher and shared with staff and governors to ensure it reflects our current practice and any local or national developments.

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Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN).
- Explain the role and responsibilities of everyone involved in providing for pupils with SEN.

Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disabilities regulations 2014, which sets out schools' responsibilities for education, health care plans, SEN co-ordinators (SENCOs) and the SEN information report.

Definition of Special Educational Need

A child has Special Educational Needs if he or she has:

- **A learning difference** i.e. a significantly greater difference in learning than the majority of children of the same age, or a disability which makes it difficult to use education facilities generally provided locally, and if that learning/disability difficulty calls for
- **Special educational provision** i.e. provision additional to, or different from, that made generally for children of the same age in local schools. ***Special Educational Needs and disability*** Code of Practice 2014 page 15-16

Therefore, it is possible to have a mild learning difference but not be on the SEND register as it does not require special educational provision. It is also possible to require additional support without being on the SEND register.

Underlying Principles

The staff and governors support a whole school approach to Special Educational Needs. We work together as a team, collaborating and co-coordinating all that we do for the benefit of all children.

- We believe all pupils should feel respected, in order that their self-image and self-esteem is enhanced, in a safe and happy environment. Their feelings and opinions are important and valued.
- We actively seek to include children from all cultures and backgrounds, including disabled children and those with special educational needs, in accordance with our equalities and behaviour policies.

- Wherever possible, we aim to share learning objectives with all children, including those with special educational needs, to involve them in evaluating their progress and setting new targets
- We believe in including all children, socially and academically in all curriculum subjects.
- We aim to provide teaching methods, resources and learning opportunities that are adapted to meet the needs of all children.
- We endeavour, through interventions and support, to close the gaps in learning with their peers, for the children on the special needs register.
- We aim to work closely with parents/carers, keeping them informed about their child's learning and encouraging a partnership between home and school. Parents/carers have a vital role in supporting their child's learning.
- We endeavour to identify children with learning differences and special educational needs as early as possible and review progress regularly in order to support their learning.

Admission Arrangements

We welcome all children irrespective of need – physical, intellectual, social and emotional – as long as we are confident that the school can provide a quality educational experience which is effective in meeting their particular needs. This would be agreed in consultation with parents, outside agencies, the school and the Local Authority. These may require physical adaptations to the school, specialised teaching skills and equipment. Staff development, external support and specific resourcing may also be required to ensure that each child receives the educational experiences to which they are entitled.

Roles and Responsibilities

Working in Partnership with Parents/Carers

We believe that children do their best when staff and parents/carers work together. Parents/carers have a unique knowledge of their child and we encourage them to share this knowledge with the class teacher. Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's Pupil Profile. Parents are encouraged to read the SEN Information Report and the Local Offer provided by the school; these documents are available on the school's website. Appointments to meet with the SENCO, following initial contact with the class teacher, to discuss any concerns can be made via the school office.

There is a requirement on a local authority to publish a SEND Local Offer, which sets out a range of additional services and provision across education, health, social care and across the public, voluntary and independent sectors. This details information about what is available to support families both with and without an EHC plan. The SENCO will help parents of pupils with SEN to identify appropriate provision that may be available through the Local Offer. They may also signpost parents to the Parent Partnership Service who may offer specific advice, guidance and support, where required.

Roles and Responsibilities of Head teacher:

- Have regard to the Special Educational Need (SEN) Code of Practice 2014 in school planning.
- Determine the use of financial resources, staffing levels and staff deployment.
- Ensure staff development.
- Monitor data analysis, alongside the Leadership Team, and report back to governors.
- Have overall responsibility for the provision and progress of learners with SEN and/a disability.

Roles and Responsibilities of Governors:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and Disability provision within the school and update the governing body on this
- Work with the head teacher and SENCo to determine the strategic development of the SEN policy and provision in the school.

Roles and Responsibilities of SENCO

The SENCOs are Mrs Pita and Mrs Davies. They will:

Work with the head teacher and SEN Governor to determine the strategic development of the SEND policy and provision in the school.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the schools' delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies.
- Ensure that relevant background information about individual children with special educational needs is collated, recorded and updated.
- Maintain the upkeep of an appropriate Special Educational Needs register and review when necessary (updated & shared with staff at least termly).
- Seek advice and support and liaise with outside agencies.
- Monitor provision maps, alongside LT, completed by teachers to show who is being supported and how.
- Monitor the impact of intervention strategies alongside staff and the LT to act upon the findings.
- Support class teachers and teaching assistants in the identification, assessment, planning and evaluation process.
- Support writing of Pupil Profiles.
- Write Higher Level Need and ENF bids when appropriate and attend moderation meetings on a termly basis.
- Discuss pupils who are on the SEND register with Secondary SENCOs and Year 6 teachers at the end of Year 6.
- Monitor the use of, maintain and develop SEN resources.
- Liaise with parents and other agencies at formal and informal meetings.
- With the Head teacher, co-ordinate the support of external agencies.
- Contribute to the in-service training of staff.
- Monitor the impact of intervention strategies alongside the LT and act on information found.

Roles and Responsibilities of Class Teachers:

- Take responsibility for the needs of all their children.
- Ensure planning is fully inclusive.
- Liaise with TAs to ensure they have a full understanding of individual needs and that pupils are supported appropriately.
- Liaise with TAs to write appropriate Pupil Profiles and review sheets.

- Be responsible for initial identification, assessment, planning and evaluation to meet individual needs.
- Meet on a termly basis with the Key Stage Leader/Head teacher to monitor the progress of vulnerable pupils and act upon their findings to 'close the gap' in learning. After each meeting update provision map and pupil profiles.
- Discuss any interventions with parents.
- Map provision on the whole school provision map.
- Be involved with consultation and planning with parents and SENCO and attend review meetings.
- Implement in-class support and differentiate the teaching of the curriculum.
- Liaise with, assist and guide support staff within their classroom, to ensure delivery of the curriculum.
- Ensure support staff have copies of planning in advance.
- Show care and concern through a flexible and positive attitude when dealing with pupils with special educational needs and the difficulties which these children may encounter.
- Where appropriate, share with the individual their learning targets and enable them to participate in decision making regarding their special needs.
- Should a child move schools, liaise with the new class teacher regarding the child's needs etc.

Roles and Responsibilities of Teaching Assistants:

- Liaise with class teachers to ensure they have a full understanding of individual needs and that pupils are supported appropriately.
- Liaise with class teachers to support the writing of appropriate Pupil Profiles.
- Support children to achieve their targets.
- Implement interventions under the direction of the class teacher, monitor their impact and feedback to the class teacher and SENCO.
- Work with groups and individuals to help them become independent learners.
- Attend review meetings when necessary.

Pupil Participation

Children who are capable of forming views have a right to receive and make known information, to express an opinion and have that opinion taken into account. Whenever appropriate, children's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their strengths and preferred learning style will always be taken into account when planning their learning.

Facilities and Access

The school has been adapted to accommodate children with a physical disability. The car park has a designated disabled parking space with ramped access to both buildings. The entrance to the two main school buildings has a ramped approach and doors suitable for wheelchair access. There is a purpose built disabled toilet with hoist facilities in both infant and junior buildings. The steps leading into Year 2 classrooms, the infant block and playground have hand rails; yellow paint identifies the edge of steps and pillars around the whole school for children with a visual impairment

Identification, Assessment, Review and Intervention

KS1 Identification Methods:

- Foundation Stage entry profile assessment
- Parental concern
- Parent meetings
- Teacher and teaching assistant observations
- Medical reports
- Pre-school transfer records
- Outside agencies e.g. Speech Therapist
- Pre-school liaison e.g. local Nursery and Playgroups
- Classroom monitoring
- Termly meetings with the Head teacher, assessment coordinator and Key Stage Leaders to monitor children's progress
- WellComm assessments

KS1 Assessment Methods:

- Teacher/group/individual Assessment
- Individual Literacy Assessment
- Phonology test
- Read Write Inc. Monitoring system
- SNAP checklists and assessments (not standardised)
- PIVATS & P Levels
- Phonic/Phonology Screening Test
- Salford Reading Test
- Benchmark Reading Assessment

KS1 Intervention:

- Bespoke intervention according to need
- RWI target groups
- HUB Nurture group

In addition, the following may be used:

- Wave 3 Fischer Family Literacy support
- Phonic Track
- Numicon Intervention Programme
- Phonology target group
- S+L groups led by therapists

KS2 Identification Methods:

- Teacher observation
- Parental concern
- Medical reports
- Transfer records
- Outside agencies
- KS1 records
- Cohort tracking/pupil progress
- Termly meetings with the Head teacher, assessment coordinator or Key Stage Leader to monitor children's progress

KS2 Assessment Methods:

- Teacher/Class/Group/Individual assessment
- NFER – Non-Verbal Reasoning
- NFER Suffolk and Salford reading Tests
- Vernon Spelling Test
- KS2 SATs
- Read Write Inc. Monitoring system
- PIVATS & P Levels
- HUB Nurture Provision
- Phonology screener
- SNAP checklists and assessments (not standardised)
- Individual Assessment

KS2 Intervention

- Bespoke intervention according to need
- RWI target groups
- HUB Nurture group

In addition, the following may be used:

- High 5 (Year 5)
- Wave 3 numeracy
- Springboard
- ALS (additional literacy support) Year 4/5
- Phonic Track
- Sound Linkage
- Toe by Toe
- Plus 1/Power of 2
- Rewrite Programme
- Simple Syllable Analysis
- Number Shark
- Word Shark 3
- Talkabout

Allocation of Resources and Evaluation

When deciding whether special educational provision is required the LT, will start with the desired outcomes, including expected progress and attainment, and the views and wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. This provision is evaluated termly.

The Graduated Approach in the Primary Phase

Following termly pupil progress meetings, during which every child's welfare and progress is discussed, all children who need individual small group work are identified. One to one intervention is only given in exceptional circumstances. This information is then used by the LT to organise interventions. These interventions may be accessed by children both on, and off, the SEN register. New interventions are recorded on the Provision Map. Progress is closely monitored by teacher observation/assessment, pupil progress in relation to objectives in the curriculum and standardised screening or assessment tools.

Parents/carers are kept informed of their child's progress through parents' evenings and informal meetings. If the child continues to make little or no progress or there are other areas

of concern the class teacher speaks to the SENCO and strategies are implemented. Non-standardised assessments may be used to screen for learning difficulties.

SEN Support

If, however, after differentiation, support and monitoring, satisfactory progress is not made, the class teacher and SENCO may decide to move the child to SEN support. This is where interventions additional to or different from those provided as part of the school's usual differentiated curriculum are required.

Parents/carers are informed and additional support over and above the usual differentiation is put into practice. The child's hearing/sight/health is checked if necessary. The class teacher constructs a Pupil Profile and shares it with parents/carers and the child, who are then invited to join the formal review process, once a term. Parents will be asked to sign documentation at each review.

If after reviews at SEN support, the child's progress is not satisfactory, external specialist support relevant to the child's needs will be sought. Parents/carers would be informed of the course of action to be taken.

A bid can be made to the ENF panel (who have control of the devolved LA Funding) for extra resources to meet the needs of children with **exceptional** levels of need. All bids are subject to moderation with bids from schools within the cluster.

Reviews

The Class teacher/SENCO will arrange a formal review, three times a year.

Review meetings will usually be attended by the class teacher, but can be with the SENCO and the teaching assistant, and parents/carers and will focus on the progress made by the child, effectiveness of the Pupil Profile, contribution by parents/carers at home and future action. The structure and content of new interventions will be discussed and agreed with the parents/carers. If considerable progress has been made the class teacher and SENCO may feel there is no longer a need for the child to remain on the Special Needs Register.

SCHOOL REQUEST FOR AN Education, Health and Care Plan

If satisfactory progress is not being made at school then it may be necessary, in consultation with parents and any supporting agencies, to consider discussing statutory, multi-disciplinary assessment with the Local Authority (LA).

If the LA feels it necessary to carry out a statutory assessment of Special Educational Needs this may result in a formal Education, Health and Care Plan. The child would continue in mainstream education unless the EHCP specifies otherwise.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, but can be requested by the family. These assessments take place where the complexity of need or the lack of clarity around the needs of the child is such that a multiagency approach is needed.

Information from a variety of sources, including parents, teachers, social care and health care professionals is combined to form an Education, Health and Care (EHC) Plan assessment. If it

is decided that the child's needs are not being met by the support that is ordinarily available an EHC plan is provided. Parents have the right to appeal against the content of an EHC plan. Once the plan has been agreed it will be reviewed annually.

Resources

There is a wide variety of phonic games, learning support materials, equipment, reading books, assessment materials and teacher resources.

Funding

Extra resources are not automatically given to children with identified SEND and the school has to work within budgets given by the Local Authority. However, the school may be able to apply for additional funding for some children with exceptional and rare special educational needs, these children may benefit from extra adult support. Every effort will be made to secure additional funding from the ENF panel; this is a Local Authority budget for children with the most severe needs. If it is felt that they do not meet the criteria, they will be referred back to the local school's cluster.

Links with external agencies

There may be occasions when we need advice from other professionals. We will discuss this fully with parents before contacting any agencies and they will need to sign consent forms.

Other agencies include: -

- Schools and Families Support Services
- Early Years Support
- Sensory Impaired Support
- Visual Support
- Physical Impairment Support
- Behaviour Support (LINKS)
- Speech and Language Therapy Service
- Educational Psychology Service
- School Nurse
- Community Paediatrician
- Child and Family Services
- Parent Partnership
- SPLD base.

Transition arrangements

- The Nursery staff in the school work closely with the pre-school settings that our children come from. At the end of each year the class teachers hold liaison meetings with the new teachers.
- Class teachers pass on all relevant information regarding children including details of any interventions, difficulties etc.
- The SENCO ensures that the SEN files are updated with all current Pupil Profiles, reviews and reports from outside agencies.

Transfer to KS3

The SENCO informs the secondary schools of any children with specific learning difficulties, and if any special arrangements have been made for KS2 SATs. The KS3 SENCO may visit Killigrew to discuss children on the Special Needs Register and may attend transition meetings if appropriate. All documentation is passed to the secondary schools in advance of the children starting their new schools.

Staff Development and Training

We recognise the value of ongoing training and endeavour to keep abreast of current practice and thinking by attending courses. Any information about special educational needs gathered by our SENCO will be made available to all staff. As a staff, we are aware that some specific learning difficulties i.e. dyslexia, may affect a number of our children to a greater or lesser extent and therefore make ourselves aware of teaching styles, which will benefit all children.