



## ALDERMAN JACOBS PRIMARY SCHOOL (ACADEMY TRUST)

### SEND PROVISION AND INCLUSIVE EDUCATION POLICY

#### **Aims and Objectives**

At Alderman Jacobs Primary School we aim to meet the educational needs and raise the achievement of all our pupils.

Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have special needs or disabilities which prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make special provision for them, taking into account their views, strengths and needs and working in partnership with parents and others as necessary. The governors' intention is that the needs of all pupils are identified and met as soon as possible. All pupils will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum. All will be encouraged to become independent and to take responsibility within the school.

Everyone in the school community has a positive and active part to play in achieving this aim.

#### **Defining SEND**

**The 2014 Code of Practice states:**

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of a kind generally provided for others of the same age in mainstream schools. (2014 SEND Code of Practice: 0 to 25 Years - introduction xiii and xiv)

The school has a *Graduated Approach* in responding to pupils with Special Educational Needs. This *Graduated Approach* is in line with the SEND Code of Practice (June 2014) and adopted by Cambridgeshire LA. At Alderman Jacobs School we will give children identified as having Special Educational Needs individual consideration and make additional provision for them taking into

account their views, strengths and needs and working in partnership with parents / carers and outside agencies as necessary.

Within the Code of Practice (June 2014) four broad areas of need are identified. The purpose of identification is for the school to work out what action needs to be taken.

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Physical and sensory

In pre-school and Early Years the areas of need are defined as:

- Communication and Language
- Physical development
- Personal, social and emotional development
- Literacy
- Numeracy
- Understanding the world
- Expressive arts & design.

At Alderman Jacobs we identify the needs of pupils by considering the needs of the whole child which will include not just the Special Educational Needs of the child.

The following are not Special Educational Needs but may impact on progress and attainment;

- Disability - the Code of Practice outlines a duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEND.
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman / woman

## **Identification and Assessment Procedures for Children with SEND**

### **A Graduated Approach to SEND support**

Children are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

- The progress of every child is monitored at half termly progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the Assistant Headteacher Inclusion and SEN and interventions and a plan of action is agreed.

- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. 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
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching, some parental support or a short intervention additional to those provided as part of the school's differentiated curriculum.

Once, after gathering information, a potential Special Educational Need has been identified, the school will follow a "graduated" approach of four types of action in order to be able to put effective support into place. The child may also be added to the school SEND register.

The four actions are:

1. **Assess:** The class teacher and SENCo will analyse the child's needs and discuss the strategies and support already in place before identifying them as requiring SEN support (SENS).
2. **Plan:** We will discuss additional provision and the possibility of further assessment if needed from an outside agency. Parents / Carers will be kept informed.
3. **Do:** Strategies and interventions will be implemented in order to support the child. Where interventions involve group or 1:1 teaching away from the class teacher, he / she will retain responsibility for the child.
4. **Review:** the effectiveness of support will be reviewed and shared with parents / carers and the child.

These actions form part of a cycle which can be reviewed and refined with the growing understanding of the child's needs.

**Reasons for a child being added to the SEND register may include the fact that he/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or social difficulties which are not improved 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.

## **Pupil Views**

Children are encouraged to contribute their views using the School Council, Pupil Voice booklets for Education Health and Care Plan (EHCP) reviews.

## **Partnership with parents/carers**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with Special Educational Needs will be treated as partners, given support to play an active and valued role in their child's education.

The school website contains details of the Special Educational Needs information report including how to access the Cambridgeshire Local Offer.

## **Education Health and Care Plan (EHCP)**

If children fail to make progress, in spite of high quality targeted support at SENS, we may apply for the child to be assessed for an EHC Plan. Generally we are advised by the LA to apply for an EHC Plan if:

- The child has a disability which is lifelong and which means they will always need support to learn effectively.
- The child's achievements are so far below their peers

Having a diagnosis (eg of ASD or ADHD) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family or child. The meeting will record the child's strengths and their aspirations as well as the barriers they face. Following the meeting the LA will produce the EHC Plan which will record the decisions made at the meeting.

## **Roles and responsibilities**

### **Class Teacher**

- Monitors the progress of all pupils
- All children benefit from "Quality First Teaching"; this means that class teachers expect to assess, plan and teach all children at the level which allows them to make progress in their learning.
- Consults with the Assistant Headteacher Inclusion and SEN or the Assistant Headteacher of Early Years.
- Plan and monitor the work of the Teaching Assistant (TA)
- Where an intervention is delivered outside the classroom by a Teaching Assistant the Class Teacher continues to have responsibility for those pupils. Listen to parents / carers and take note of their concerns and gather information.
- Arrange to meet with parents / carers to discuss their child's needs in further detail and plan a way forward. This may mean having the involvement of outside agencies.
- That pupils with SEND are not treated less favourably than other pupils (see Equality and diversity policy for school staff).

## **The Assistant Headteacher Inclusion and SEN (Early Years-Year 6)**

- Has responsibility for the day-to-day operation of the school's SEND Policy.
- Liaising with and advising class teachers.
- Overseeing the records of children with SEND.
- Liaising with outside agencies including Locality Team, Specialist Teachers, Educational Psychology Service, Health and Social Care.
- Liaising with local pre-school settings so that support is provided for reception children on their transfer to Alderman Jacobs School.
- Liaising with local Secondary Schools so that support is provided to Year 6 pupils as they prepare to transfer.
- Ensure that pupils with SEND are not treated less favourably than other pupils (see Equality and diversity policy for school staff).

### **The Assistant Headteacher of Early Years - Sarah Holdsworth**

- Has responsibility for the day-to-day operation of the school's SEND Policy.
- Liaising with and advising class teachers.
- Overseeing the records of children with SEND.
- Liaising with outside agencies including Locality Team, Specialist Teachers, Educational Psychology Service, Health and Social Care.
- Liaising with local pre-school settings so that support is provided for reception children on their transfer to Alderman Jacobs School.
- Liaising with parents so that support is provided for children transitioning into pre-school.
- Ensure that pupils with SEND are not treated less favourably than other pupils (see Equality and diversity policy for school staff).

### **The role of the Governing Body**

Special Needs Governor: Mrs Laura Holland

- By fulfilling their statutory duties to pupils with Special Educational Needs and Disabilities (SEND) according to the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010.

Governors should ensure that:

- They are fully involved in developing and monitoring the school's SEND policy.
- All governors, especially any SEND Governors, are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed.
- SEND provision is an integral part of the School Improvement Plan.
- The quality of SEND provision is continually monitored.
- Children with Special Educational Needs will be admitted to the school in line with the school's admissions policy.
- Ensure that pupils with SEND are not treated less favourably than other pupils (see Equality and diversity policy for school staff).

## **The Head Teacher - Mrs Cathy Carlisle**

- Has overall responsibility for management of the policy, for assessment and provision for pupils with Special Educational Needs and for keeping the governors informed.

### **Admissions policy**

The currently agreed admissions policy of the governors makes no distinction as to pupils with Special Educational Needs or disabilities. The aim of the school is to meet the needs of the child of any parent who wishes to register at the school and ensure that all pupils fulfil their potential. No pupil can be refused admission solely on the grounds that he or she has Special Educational Needs or disabilities. Children who have an Education Health and Care Plan (or a Statement of Educational Needs) that names the school will receive a place (see Admissions Policy)

As an Academy we are committed to giving every pupil an opportunity to achieve the highest standards regardless of their age, gender, ethnicity, attainment or background. We recognise that there is a diversity of special needs including learning, health, behavioural, emotional and physical. We aim to provide for pupils who are able, gifted and talented and recognise that they may need specific provision. We also recognise that pupils for whom English is an Additional Language may also have learning needs which must be supported to enable them to access the curriculum. We are clear at the academy that the need to learn English is not a special need in itself but may or may not be associated with an additional Special Educational Need. Diversity is valued as a rich resource, which supports the learning of all. In this academy, inclusion recognises a pupil's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

### **Access and Facilities**

Although on two storeys, the school has facilities to cater for children with physical disabilities (including those in wheelchairs). These facilities consist of a lift to the first floor, a disabled toilet and hygiene room. Our outdoor learning area in Early Years has an Astro turfed area to enable all pupils to access the facilities. We are fully inclusive and all pupils are encouraged to participate in all areas of the curriculum and extra-curricular activities (see Access Improvement Plan).

## **Allocation of resources and support**

The governors, through the Finance Committee, will allocate funds to meet the needs of pupils with Special Educational Needs. The governors require the Head Teacher and Assistant Headteacher Inclusion and SEN to ensure that optimum use is made of resources.

### **Evaluation of Success**

The governors will evaluate the success of this policy by enquiring how effectively pupils with Special Educational Needs participate in the life of the school.

In particular the governors will look at:

- The views of parents/carers on the working of parent partnerships.
- The effectiveness of the support in place for meeting needs.
- Progress both academically and socially of children with Special Education Needs.

The governors will report to parents/carers regarding the effectiveness of SEND provision in their Annual Report to parents.

## **Complaints**

Any concerns a parent/carer may have about SEND provision should be dealt with initially by the class teacher, Assistant Headteacher Inclusion and SEN, Deputy Head Teacher or Head Teacher. If it is not possible to resolve the matter satisfactorily then the school complaints procedure should be followed. A copy is available from the Clerk to Governors, Sarah Woods, at the school office. A parent may also refer to Cambridgeshire's Parent Partnership Service; advice will be offered and, if parental permission is given, the school will be contacted to obtain further information.

## **Transition arrangements for pupils with SEND**

The Pre-school settings liaise closely with the Assistant Headteacher Inclusion and SEN and Assistant Headteacher of Early Years in preparation for the entry of pupils with SEND. A meeting with a child's parents and other professionals working with the family and child may also be arranged in order to ensure that the transition is as smooth as possible.

The Assistant Headteacher Inclusion and SEN liaises with the SENCo at any secondary school over transition arrangements and parents and children are encouraged to visit the school to discuss provision for their needs.

When children with SEND transfer to other schools their SEND records are sent promptly to the SENCo of the new school.

## **In-Service training of Staff**

In drawing up the staff development and training programmes, the Head Teacher, Assistant Headteacher Inclusion and SEN, Assistant Headteacher of Early Years and TA Team Leader will give consideration to the needs of staff with regard to Special Educational Needs. The school's in-service training plans will be reported to the governors and will include details of training for all staff.

In-service training for new members of staff with regard to the school SEND policy will take place as outlined in the Induction Policy. The governors will give high priority training on Special Educational Needs responsibility, assessment and provision, when drawing up their own plans for governor training.

Statutory/ <del>Non-Statutory</del>							
Created/Reviewed/ Updated		Ratified		Review Frequency	Next Review Date	Signed by	
By	Date	By	Date			Head	Chair
Abi Shepherd	Spring 2019	Full Governing Body	16 Jan 2019	1 Year	Spring 2020	<i>Cathy Carlisle</i>	<i>Atternd</i>