SEND & Inclusive Education Policy

Approved via Governorhub

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SEND Provision and Inclusive Education Policy

Aims and Objectives

We create an environment where all pupils, especially those with special educational needs (SEN) and disabilities, are fully included, have their needs identified and met, and achieve their potential.

At our 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 Trust Board delegates responsibility for monitoring SEND to its Local Governance Committees, whose 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). At our 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.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- 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 our school, 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 Service Personnel

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 regular progress meetings. At these, some children are identified as not making progress in spite of Quality First Teaching. At this step, the children are identified and strategies are planned to encourage rapid progress through target setting and reasonable adjustments. Interventions can be planned and evidence will be gathered to support their progress
- 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, the school will follow a step approach in order to put effective support into place. The step approach is as follows:

- Step 1: In class support
- Step 2: Intervention in class/year group
- Step 3: Involve SENDCO

- Step 4: Referral to external agencies

The child may also be added to the school SEND register. This is in order to monitor progress carefully once they are on Step 3 or if they have been assessed by the speech and language team.
Once a child has been referred to the SENDCO in Step 3, or if they need ongoing intervention, they will have an Assess, Plan, Do, Review (APDR) set up to monitor and support their progress. The four areas are as follows:

- Assess: The class teacher and SEND team will analyse the child's needs and discuss the strategies and support already in place. Data will be used as a baseline to monitor and RAG rate their progress.
- Plan: We will discuss additional provision and the possibility of further assessment if needed from an outside agency. Parents/carers are included in each stage in order to work together in a joined-up approach.
- 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.
- Review: the effectiveness of support will be reviewed and shared with parents/carers and the child and next steps will be identified.

These actions form part of a cycle which can be reviewed and refined with the growing understanding of the child's needs. The class teacher will share the documents with the parents/ carers and the final document, with all contributions will be uploaded to the child's SEND folder and used to support their learning in the classroom.

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 or by the specialist teaching assistant support we have on offer.
- 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 'All About Me' document which accompanies a child's assess, plan, do review (APDR) and the School Council. In preparation for an Education Health and Care Plan (EHCP) review, the child's views will also be gathered if they are in receipt of an EHCP.

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 and 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 Local Authority Local Offer.

Education Health and Care Plan (EHCP)

If children fail to make progress, in spite of high-quality targeted support which includes use of outside agencies at SEND support, we may apply for the child to be assessed for an EHC Plan. Generally, we are advised by the local authority 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 SEND team in school.
- Plan and monitor the work of the teaching assistant/supporting adults in their year group.
- Where an intervention is delivered outside the classroom by a teaching assistant, the class teacher continues to have responsibility for those pupils by using and updating the provision map. 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).

SENDCO

- 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 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 Head Teacher

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

Local Governance Committee

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.

Local Governors should ensure that:

- They are fully involved in developing and monitoring the school's SEND policy.
- All trustees, especially any SEND Trustees, 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).

Admissions policy

The currently agreed admissions policy of the trustees 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).

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 school, 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

The school has facilities to cater for children with physical disabilities (including those in wheelchairs). These facilities consist of a lift (where there is a first floor)t o the first floor, a disabled toilet and hygiene room. Our outdoor learning area in Early Years enables 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 Trust Board, through the Audit, Risk, Finance & People Committee, ensure that funds are allocated to meet the needs of pupils with Special Educational Needs. The Board of Directors delegated the responsibility of monitoring the provision of SEND and require the Head Teacher and SENDCo ensure that optimum use is made of resources.

Evaluation of Success

The Local 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 Local 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 Local Governors will report to parents/carers regarding the effectiveness of SEND provision in their Annual Report which is published on our website.

Complaints

Any concerns a parent/carer may have about SEND provision should be dealt with initially by the class teacher, the SENDCO, 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 our school website or a paper version from the school office. A parent may also refer to the Local Authority 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

At Soke Education Trust our schools with a Pre-school settings liaise closely with the SENDCO 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 SENDCO liaise~~s~~ with the SENDCO 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 SENDCO of the new school.

In-Service training of Staff

In drawing up the staff development and training programmes, the Head Teacher and SENDCO 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 trustees 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. Local Governors will give high priority training on Special Educational Needs responsibility, assessment and provision, when drawing up their own plans for trustee training.

Links With Other Policies
Early Years Foundation Stage
Equality & Diversity Policy