

# Garrett Hall Primary School Inclusion and Special Educational Needs and Disability (SEND) Policy



March 2018

Review Date: March 2019

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September, 2014.
- Ofsted Section 5 Inspection Framework January, 2014.
- Equality Act 2010.
- Education Bill 2011.
- Children and Families Act 2014.

## Inclusion Statement

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children have a full access to the school curriculum.

Special Educational Needs (SEN) might be an explanation for delayed or slower progress, but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Education Need.

Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners. We focus on individual progress as the main indicator of success.

Some pupils in our school may be underachieving, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

Other pupils will genuinely have special educational needs and this may lead to lower-attainment. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers.

Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These

will be provided, initially, through additional support funded from the devolved schools budget.

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships

### Identification, Assessment and Provision for pupils with Special Educational Needs

A child may be identified as requiring SEN support 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 in school), and if that learning 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).

Decision making in different areas of Special Educational Needs When looking at the needs of pupils to decide whether to place them on the SEN Register the 2014 Code of Practice identifies four broad areas of special educational needs:

- Communication and Interaction.
- Cognition and Learning.
- Social, Mental and Emotional Health.
- Sensory and/or Physical.

In all circumstances, we must ensure that we are providing quality first teaching. The quality and appropriateness of the overall provision must be kept under regular review and its impact on the number of children identified with SEN should be monitored.

Behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN.

The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.

Class and subject teachers, supported by the Leadership Team, should make regular assessments of progress for all pupils.

Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty.

Where this is the case, then there should be agreement about the SEN support that is required to support the child.

Our first step will be ensuring work is differentiated appropriately, stepping up to SEN Support with an Individual Education Programme.

Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place –Assess, Plan, Do, Review –this is the graduated approach called SEN Support.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies.

Where a pupil is receiving SEN support, the school will communicate with parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school.

## Initial Concerns

The following triggers for intervention/monitoring at Garrett Hall Primary School, are when a child:

- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school, thereby impacting upon positive social interaction

- makes limited or no progress across core areas
- 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

## SEN Support

The following triggers for intervention at SEN Support are suggested within the Code of Practice:

- continues to make little or no progress in specific areas over a long period
- continues working at an are related expectation of programme of study substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

## Provision at Garrett Hall Primary School

All learners will have access to Quality First Teaching.

Some vulnerable learners will have access to interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress, but will not necessarily be pupils with special educational needs.

This is considered to be a differentiation of the usual school curriculum –not a special intervention for pupils with SEN.

All children who receive support will be included on a provision map which outlines and monitors all additional intervention across the school.

The whole school provision map enables the school to:

- Plan strategically to meet the needs of children and to audit how well provision matches need.
- Recognise gaps in provision.
- Highlight repetitive or ineffective use of resources.
- Cost provision effectively.
- Demonstrate accountability for financial efficiency.
- Demonstrate to all staff how support is deployed.
- Inform parents, LA, external agencies and Ofsted about resource deployment.

Children's needs should be identified early and met by:

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole school pupil progress data;
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review);
- following up parental concerns;
- tracking individual children's progress over time;
- liaison with feeder nurseries on transfer;
- information from previous schools;
- information from other services;

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- teachers differentiate work as part of Quality First Teaching;
- interventions;
- other small group withdrawal;
- individual class support / individual withdrawal;
- bilingual support/access to materials in translation;
- further differentiation of resources;
- IEP Meetings;
- Specific and timetabled intervention programmes to cover specific need, e.g. Plus One, Toe ty Toe, Spelling support etc.

The monitoring and evaluation of the effectiveness of our provision for children on the SEN register is carried out in the following ways:

- classroom observation by the SENCO and Leadership Team;
- ongoing assessment of progress made by intervention groups;
- work sampling
- scrutiny of planning;
- pupil progress meetings with the SENCO/Leadership Team;
- informal feedback from all staff;
- pupil interviews when setting and reviewing IEP targets
- pupil progress tracking using assessment data (whole-school processes);
- annual reviews with for children in receipt of EHCP funding;
- involvement and collaboration with the school's Inclusion Officer;
- liaising with other SENCOs to share good practice through SEN cluster meetings;
- monitoring IEPs and IEP targets,

- evaluating the impact of IEPs;
- regular meetings about pupils' progress between teacher, the SENCO and assessment coordinator.

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and more personalised support , in addition to this, will have an Annual Review of their statement/plan.

Garrett Hall Primary School will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our allocated SEN budget at an earlier stage.

If parents and school disagree on the need for statutory assessment. Advice will be sought from the Local Authority.

Our review procedures comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with Wigan Local Authority guidance - particularly with regard to the timescales set out within the process.

## Management of SEN and Inclusion at Garrett Hall Primary School

SENCO: Mrs Nichola Horsley

Learning Mentor: Mrs Sarah Hughes

Head Teacher: Mrs S Chambers

SEN Governor: Mrs Caroline Aspden

Class teachers, SEN teaching assistants, general teaching assistants, the school's nurture base leaders and learning mentor are also accountable for the provision of SEN at Garrett Hall Primary School and work in collaboration with the school's SENCO and Senior Leadership Team.

All of the above can be contacted on 01942 883340 or via the email link on the school's website.