

# **Roe Green Infant/ Roe Green Strathcona School**



## **SEND and INCLUSION POLICY**

**2014**

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## **COMPLIANCE:**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 (Sept 2014)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report

## **Background**

Roe Green Infant School is a Community school, catering for children between the ages of three and seven. The school consists of the Early Years Foundation Stage (Nursery and Reception) and Key Stage One (Year One and Year Two). Apart from the Nursery, which has 40 morning places and 40 afternoon places, the year groups are each arranged into 4 mixed ability classes of 30 children.

Roe Green Strathcona is an annexe, which now offers an additional 210 places, within seven classes ranging from Reception to Year 3.

Our school is a happy place, where children feel secure, enjoy their learning and develop respect for themselves, others and the environment. We have high expectations, both socially and academically, and support every pupil in achieving their full potential.

We have one full time SENDCo, who line manages our teaching support staff and our Learning Support team - all used to support those children identified as having special needs.

## **Aim**

At Roe Green Infant/Strathcona School (RGI/RGS), our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning. We believe that all children, including those with SEND, have the right where possible to the same range of educational and social opportunities and experiences. Staff encourage the children at RGI & RGS to make the greatest possible progress and to gain confidence in their ability. All children are valued for their individual contributions which help to enrich the school.

At RGI & RGS we aspire to provide each child with SEND with the following:

- Access to a broad and balanced curriculum.
- Participation in all curricular activities wherever possible.
- Monitoring of his/her health and well-being.
- A safe and secure environment.
- The opportunity to develop a positive self-image and sense of worth.

Every teacher is a teacher of every child including those with SEND.

The school promotes the raising of aspirations of and expectations for all pupils with SEND and provides a focus on outcomes for children.

## **Objectives:**

- To identify and provide for pupils who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.

- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with special educational needs pupils.

### **Identifying Special Educational Needs**

At RGI/RGS 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. Children’s SEND are generally thought of in the following four broad areas of need and support

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

### **Definition**

A child or young person has SEND 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,
- 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. For a child under two years of age, special educational provision means educational provision of any kind.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

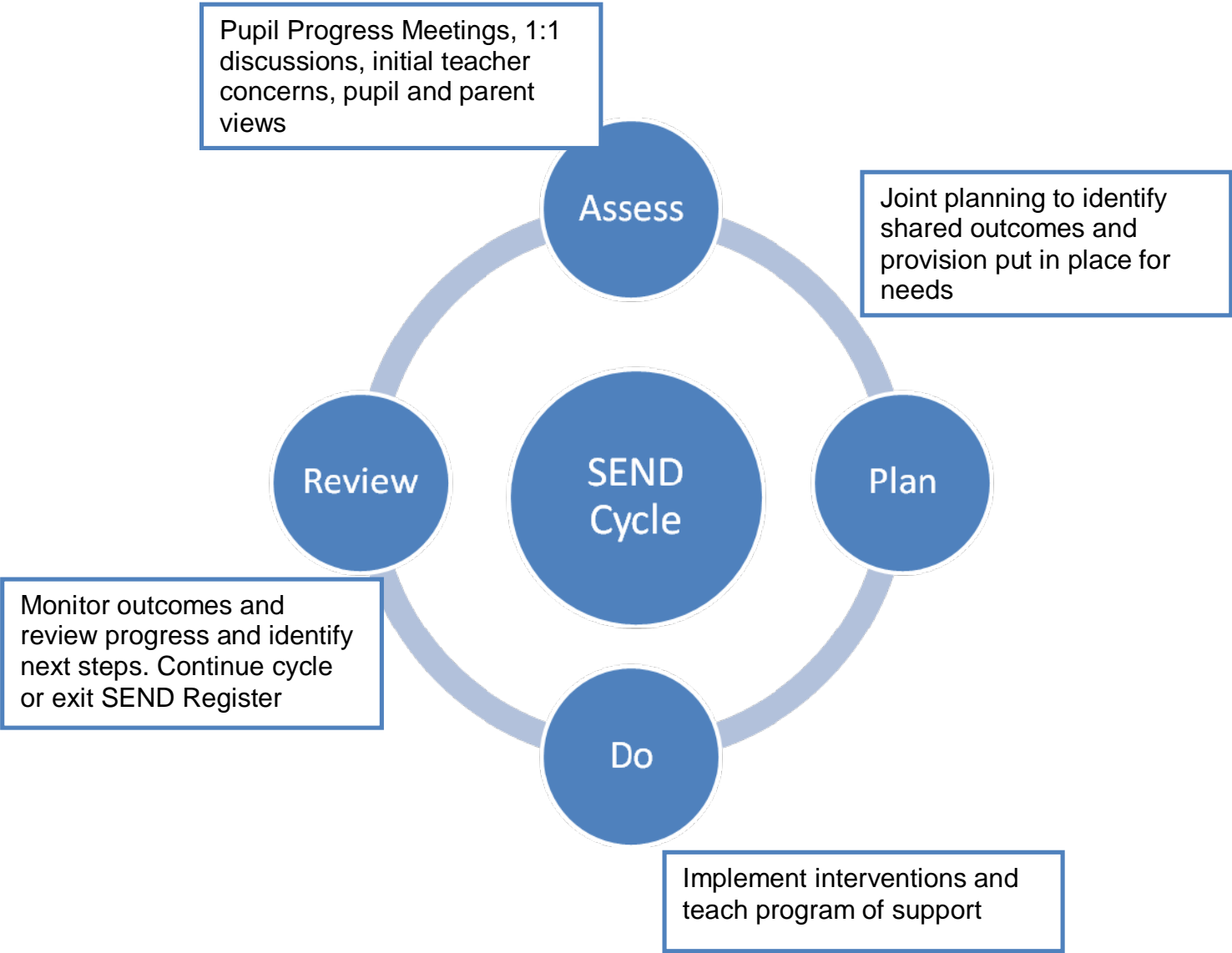
The following may impact on progress and attainment but not necessarily be identified as SEND

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman /woman

It is particularly important in the early years that there is no delay in making any necessary special educational provision. Early action to address identified needs is critical to the future progress and improved outcomes that are essential in helping the child to prepare for adult life.

**A Graduated Approach to SEND Support**

We follow a graduated approach using the 4 part cycle of assess, plan, do review. We invite parents to contribute their views and to give them clear information about the impact of the support provided.





**SEND SCHOOL PROVISION**  
**A Graduated approach to SEND SUPPORT**

The SEND Code of Practice demands that we respond to individual pupil needs using a graduated response according to the following thresholds: -

Quality First Teaching differentiated for individual pupils **IS THE FIRST STEP** in responding to pupils who have or may have SEND.

<b>SEND threshold</b>	<b>Individual Pupil</b>	<b>Group/Paired</b>	<b>Whole school</b>
School Support	<p>Class teachers to meet pupils low level needs through: -</p> <p>Quality First Teaching</p> <p>Information provided to pupils and their families about possible ways of overcoming specific difficulties</p>	SENDCO, Class room assistants to deliver the group interventions.	<p>Teacher and LSA access to SENDCO for SEND support and advice.</p> <p>A differentiated curriculum.</p> <p>Implement school policy</p>
School Support Plus	<p>Pupils who are making limited progress despite school action support can expect: -</p> <p>A more involved support package (ISP) drawn up with the SENDCO to meet their needs which includes school support+ (SS+) priorities/targets.</p> <p>A structured programme delivered by a teacher/LSA concentrating on specific areas. e.g., speech and language, fine motor skills etc.</p> <p>Access to external agency assessment, intervention and consultation</p> <p>Curriculum Access Support</p>	Support teachers and class room assistants to deliver interventions.	

SEND threshold	Individual Pupil	Group/Paired	Whole school
Education Health Care Plan (EHCP) request and Assessment	The support is the same as school support plus, except that the pupil is undergoing assessments from one or more external agencies in order to ascertain whether the pupil's needs warrant a statement.		
EHCP	<p>Pupils who have a statement (EHCP) can expect: -</p> <p>A support package drawn up between the class teacher, LSA &amp; SENDCo at the beginning of the year.</p> <p>Structured programme/s delivered by a teacher/LSA concentrating on specific areas. e.g. speech and language, fine motor etc (as described on the statement)</p> <p>Access to external agency assessment, intervention and consultation</p> <p>Curriculum Access Support (LSAs)</p>	<p>SEMH (Social Emotional Mental Health) group intervention work can be developed if appropriate and suggested on EHC plan (LSA to implement in a small group of 2-3)</p> <p>Some literacy/numeracy learning can occur in pairs (to be left to the discretion of CT/LSA)</p>	

## Range of external agency support mechanisms

Agency	Service provided
E.P. (Educational Psychologist)	<ul style="list-style-type: none"> <li>• Link EP-offer advice and assistance and training re: SEN. Writes reports and carries out assessments for statements and reviews.</li> </ul>
SALT  (Speech and Language Therapist)	<ul style="list-style-type: none"> <li>• Group and 1-2-1 sessions for pupils with communication and interaction difficulties and training for Class teachers and LSAs</li> <li>• INSETs</li> <li>• Writing reports for reviews</li> </ul>
O.T (Occupational Therapist)	<ul style="list-style-type: none"> <li>• Advice on pupils with O.T. needs (recommended exercises and reports written)</li> </ul>
C.A.M.H.S  (Child and Adolescent Mental Health Service)	<ul style="list-style-type: none"> <li>• Offer advice and assistance for pupils demonstrating SEMH difficulties (assessment and intervention).</li> <li>• Follow up recommendations of Child Protection orders.</li> <li>• Work with pupils and families (parenting skills, counselling, therapy and psychiatric advice).</li> </ul>
CAF (Common Assessment Framework)- Social Services	<ul style="list-style-type: none"> <li>• Mainly involved with Child Protection issues – attending core meetings, offering advice.</li> <li>• Housing issues</li> <li>• Provide links with other governmental departments, e.g. housing, environmental health and charitable organisations.</li> </ul>
BOAT  Brent Outreach Autism Team	<ul style="list-style-type: none"> <li>• Support and advice to schools &amp; parents on ASD (Autistic Spectrum Disorder.)</li> </ul>
Child Protection Team (CP)	<ul style="list-style-type: none"> <li>• Initially involved when pupils are identified as being at risk. Make home visits. Attend CP (Child Protection) conferences and reviews.</li> </ul>
School Nurse	<ul style="list-style-type: none"> <li>• Involved in CP conferences, provides eye tests, general examinations, provides lessons on sex, hygiene and offers advice to parents re: specific medical needs.</li> </ul>
Educational Welfare Officer	<ul style="list-style-type: none"> <li>• Monitors frequency of absenteeism and lateness. Sends letters to parents. Carries out home visits.</li> </ul>



## Roles and responsibilities of all staff promoting inclusion

Staff	Roles and responsibilities
Head teacher	<p>The head teacher will: -</p> <ul style="list-style-type: none"> <li>• Review/agree the current year's SEN budget and SEN provision based on information collected from baseline assessments, audit of need, evaluation of last years' successful programmes etc.</li> <li>• Line manage the SENDCo</li> </ul>
SENDCo	<p>The SENDCo will: -</p> <ul style="list-style-type: none"> <li>• Develop school support provision as described in section 2 and manage the day to day working system (including meetings).</li> <li>• Keeping the Head teacher and Governing Body informed of developments as and when necessary and at least annually.</li> <li>• Liaise with outside agencies as outlined above</li> <li>• Continue to manage statutory assessment requests and provision for statement pupils</li> <li>• Train staff in relevant SEND areas e.g. SEND assessment and intervention</li> <li>• Line manages all support staff (working with statement and non-statement pupils.)</li> <li>• Develop strong home school links with parents.</li> <li>• Undertake monitoring and evaluation activities</li> </ul>
Class Teacher	<p>The class teacher will: -</p> <ul style="list-style-type: none"> <li>• Identify SEND pupils and complete an initial concerns form.</li> <li>• Liaise with SENDCo to discuss next steps.</li> <li>• Regularly write and review ISPs with parents &amp; SENDCo, termly in progress meetings.</li> <li>• Liaise with support assistants as needed.</li> <li>• Regularly update the Provision Maps and evaluate the impact of the interventions.</li> </ul>
Learning Support Assistant	<p>The LSA will: -</p> <ul style="list-style-type: none"> <li>• Implement the agreed provision and record progress.</li> <li>• Liaise with teachers as needed</li> <li>• Carry out assessment of specific interventions programmes.</li> </ul>

## **Working in partnership with parents/carers**

At RGI/RGS, parents/carers are involved with SEND in the following ways:

- All parents/carers will be invited to discuss their child's Individual Support Plans and/or provisions by the class teacher (and wherever possible the SENDCO) around the time that it is being developed. Parents/carers at this time will have the opportunity to contribute to the ISP and develop a home-school programme.
- All Parents/Carers will be kept informed through a continuous cycle of plan, do and review through the following mechanisms: by phone, home-school book, meetings, letters, reports, ISP review progress records.

## **Supporting pupils with medical conditions**

We at RGI/RGS recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information on supporting pupils with medical conditions please see our Medical Conditions Policy.

## **Monitoring and Evaluation process**

At RGI/RGS we monitor the quality, impact and value for money of ongoing SEN provision. RGI/RGS engages in the following qualitative monitoring activities: -

<b>What is being monitored</b>
Monitoring through observation the quality of planning, teaching and learning
Provision Maps
Scrutinising ISPs and School Support letters
Looking at children's work
Talking with pupils, parents/carers and other stakeholders Re: SEND and how they feel their needs are being met
Seeking external agency feedback about their perceptions of the schools SEND provision and Inclusion efforts.

RGI/RGS also uses the following quantitative self-evaluation methods: -

- Children's progress is tracked across the school using SIMS.
- Collecting and analysing patterns of SEND by SEND category, gender and ethnicity. Where there is a disproportionate number represented from a particular SEND category, gender or ethnicity, Senior Leaders will explore possible causes and discuss whether any action needs to be taken in order to address the issues discussed. These actions will be included and monitored as part of the School Development Plan.

### **Complaints Procedure**

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the Local Education Authority must set up for preventing and resolving disagreements. These will be explained to parents if required.

This policy has been approved and passed by .....on  
the .....

Reviewed:		Action:	
Reviewed;		Action:	
Reviewed;		Action:	
Reviewed;		Action:	
Reviewed;		Action:	

This policy is a working document and will be reviewed every three years. The next review of this policy is scheduled for September 2017

<b>Appendix Number</b>	<b>Document</b>
1	ISP
2	School Support letter