



BRADING CE CONTROLLED PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) INCLUSION POLICY

March 2017

Reviewed by the Governing Body

Date.....

Signed.....

Due for review in March 2018

Initials.....Date.....

Staff – Our Inclusion Team	Summary of Responsibilities
<p>Mrs B Gilbert - Headteacher</p>	<p>Mrs Gilbert is responsible for the overall support for inclusion across the school. She has vast experience of working with a wide range of inclusion needs over many years. Brading School operates an open door policy and Mrs Gilbert is always very keen to support all children's needs, together with their parents' concerns, to ensure that all children's potential is unlocked.</p> <p>Mrs Gilbert is also the Child Protection Officer.</p>
<p>Miss C Matson Inclusion Leads</p>	<p>Miss Matson are responsible for:</p> <ul style="list-style-type: none"> • Overseeing and developing the SEND policy • Coordinating the provision for pupils with SEND • Liaising and giving advice to fellow teachers and Teaching Assistants • Overseeing records of pupils with SEND • Liaising with parents of pupils with SEND • Making a contribution to training • Maintaining an up to date overview of all support / programmes in place to support children with SEND • Liaising with external agencies, Local Authority (LA) services, health and voluntary bodies
<p>Mrs J Hindle & Mrs L Wood Inclusion Governors</p>	<p>Mrs Hindle & Mrs Wood are responsible for:</p> <ul style="list-style-type: none"> • Meeting regularly with the Headteacher and Inclusion Lead to discuss and monitor the support that is provided.

Our Philosophy

The Special Educational Needs & Disabilities (SEND) policy within our school reflects the high expectation we have of all of our children. We endeavour to ensure that all children receive a broad, balanced and differentiated curriculum by all staff enabling them to develop to their full potential academically, socially, emotionally, physically and spiritually.

We set suitable learning challenges to ensure each child reaches their maximum potential in a caring supportive environment which provides equal opportunities, many of which can be met within the normal environment of the class through a differentiated curriculum.

Aims

- To identify, assess and respond to any difficulty as early and thoroughly as possible to ensure that any needs are addressed.
- To encourage open, honest and confident partnerships with parents, encouraging their

Initials.....Date.....

active support in their child's education.

- To seek the views of the child, where possible, regarding plans and targets.
- To encourage, communication and co-operation between those involved i.e. pupils, parents, teachers, specialist support staff, social services, education, welfare and other agencies.
- To provide a whole school response to SEND within the ethos of the school.
- To provide a positive and active approach so that all children feel valued.

Objectives

- To identify and provide for pupils who have SEND.
- To work within the guidance detailed in the *SEND Code of Practice: 0 to 25 years (July 2014)*. Please see the Inclusion page on our website for more details - <http://www.bradingcepri.iow.sch.uk/special-education>
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disabilities
- To provide an Inclusion Team who will work with and develop the SEND inclusion policy.
- To develop and maintain partnership and high levels of engagement with parents / carers and pupils.
- To ensure access to the curriculum for all pupils.

Identifying SEND

Under SEND Code of Practice (July 2014), SEND provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

While the four categories of needs broadly identify aspects of primary areas of needs for children, we recognise the importance of a range of other factors:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after child
- Being an adopted child
- Being a child of a serviceman/service woman

Behaviour can be an underlying response to a variety of needs.

A Graduated Approach to SEND Support

At Brading, we strive to ensure that high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, SEND. Teachers are responsible and accountable for the pupils in their class, including where pupils access support with Teaching Assistants. As a school, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support

vulnerable pupils, together with developing teachers' knowledge of SEND most frequently encountered.

Teachers 'ASSESS-PLAN-DO-REVIEW' on a daily basis to ensure that children's needs are met. Pupil progress meetings are held with Headteacher and Inclusion Lead to discuss the progress of pupils and to set targets to be achieved which are regularly reviewed. Children causing concern, following targeted evidenced based interventions, are placed on the SEND register. Parents / Carers are then invited to meet with the Inclusion Lead to discuss the further package of support required. This process is updated on a half-termly basis.

Pupils are involved in the process by:

- Responding to their teacher's marking/assessment and working towards their learning targets.
- Taking part in half-termly mentoring sessions with their class teacher.

For higher levels of need, we may need to draw upon more specialist assessments from external agencies and professionals e.g. Speech and Language therapist, Educational Psychologist, Physiotherapist etc.

The majority of Children with SEND or additional needs will have their needs met through additional support plans, and the support of outside agencies, within the school setting. A minority of children's needs will require an Educational and Health Care Plan. The LA will conduct an assessment of Educational, Health and Care needs and, if the pupil is deemed to meet the requirement, a plan is then drawn up and the school will work to support all areas.

Managing Pupils' Needs and Resources for Pupils on our SEND Register

For comprehensive information of SEND provision at Brading, please refer to our Governors SEND Report (please see the Inclusion page on our website for more details - <http://www.bradingcepri.iow.sch.uk/special-education>) and to the Local Offer which can be found at <http://www.iwight.com/localoffer>.

Role of Parents / Carers

Partnership with parents / carers is very important to all staff and Governors at this school. We recognise that parents / carers have valuable knowledge and experience to contribute to the shared views of a child's needs. All parents / carers of children with SEND and additional needs will be treated as partners and supported to play an active and valued role in their child's education. Parents / carers are welcome to contact the Inclusion Team at any time.

Complaints

In the event of a complaint in respect of provision for a child with SEND, the complaints procedure will be followed. Please see the Statutory Information & Policies page on our website for more details - Please see the Inclusion page on our website for more details - <http://www.bradingcepri.iow.sch.uk/special-education>.

Reviewing the Policy

This policy will be reviewed annually by the Inclusion Team and Governors.