

Forest Glade Primary School



Special Educational Needs and Disability (SEND) Inclusion Policy

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Contents:

Mission Statement

1. Aims and objectives
2. Responsibility for the coordination of SEN provision
3. Arrangements for coordinating SEN provision
4. Admission arrangements
5. Specialist SEN provision
6. Facilities for pupils with SEN
7. Allocation of resources for pupils with SEN
8. Identification of pupils' needs
9. Access to the curriculum, information and associated services
10. Inclusion of pupils with SEN
11. Evaluating the success of provision
12. Complaints procedure
13. In service training (CPD)
14. Links to support services
15. Working in partnership with parents
16. Links with other schools
17. Links with other agencies and voluntary organisations

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March 2014 came into force from the 1st September 2014. A new SEN Code of Practice also accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change that arose from the reforms was that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

At Forest Glade Primary School we see 'inclusion' for our pupils as:

'Recognising every individual's right to be treated equally, reach their full potential and to be given the same opportunities as everyone else, regardless of ability, disability, race, gender and social origin.'

1. Aims and objectives

Our aims are:

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice 2014*.

- To ensure that children reach their full potential academically, socially, physically, emotionally, creatively and morally.
- To enable each child to develop a positive self-image and a sensitivity to the needs of others.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEND (Special Educational Needs and Disability) provision as early as possible in their school career.
- To ensure that SEND pupils take as fully as possible in all school activities.
- To ensure that parents and carers of SEN pupils are kept fully informed of their child's progress and attainment and that parents and carers work collaboratively with staff to support their child's learning.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEN provision.
- Ensure that all vulnerable groups including minority ethnic and faith groups, Looked After Children, EAL students, able, gifted and talented, children who are at risk of disaffection and/or exclusion etc. have appropriate provision made for them to ensure appropriate progress.

Objectives:

- **Identify the needs of pupils with SEN as early as possible.**

Forest Glade Primary School will effectively gather information from parents, carers, education, health and care services, early years setting and anyone else who may be involved in your child's life prior to their entry into the school.

- **Monitor the progress of all pupils**

We will carefully monitor all children in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.**

This will be co-ordinated by the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- **Work with parents**

We will work alongside parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress through parent's evenings or review meetings and providing information annually in the format of reports.

- **Work with and in support of outside agencies**

When the pupils' needs cannot be met by the school alone we will work with outside agencies to ensure that appropriate support and information is in place.

- **Create a school environment where pupils feel safe to voice their opinions of their own needs.**

We will regularly listen to all of our pupils and their needs and will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Jo Gibby (The Executive Head teacher), Simon Paramore (Head of school) and Angela Wright (The SEN Governor).
- The person co-ordinating the day to day provision of education for pupils with SEND is Claire Downie (SENCo)

3. Arrangements for coordinating SEN provision

The SENCo will hold details of all SEN Support records such as provision maps, Individual Educational Plans, Individual Pupil Timetables, pupil profiles, Educational and Health Care Plans and statements. The SENCo will also hold details of reports from other agencies involved with individuals.

All staff can access:

- The Forest Glade Primary School SEND Policy;
- A copy of the full SEND Register and/ or alternative school documents used for tracking identified pupils;

- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their individual pupil timetables or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements.
- Information on current legislation and SEN provision.
- Information available through Nottinghamshire's SEND Local Offer.

This information is made accessible to all staff and appropriate information available to parents/ carers, in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have access to complete and up-to-date information about all pupils with special needs and their requirements, which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

Forest Glade primary School aims to meet the needs of any pupil whose parent/carer wishes to register at Forest Glade, as long as a place is available and the Primary school and the admissions criteria fulfilled. No pupil will be refused admission solely on the grounds that he/ she has SEN or a disability, except where he/she is the subject of an education and Health Care Plan and the Local Authority has indicated that the provision required is incompatible with that available at Forest Glade Primary School.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to our Admissions Policy for further details on admissions.

Transition arrangements:

Smooth transition between key stages and schools is important for all children. For children with SEN/and or Disability this process may be more disruptive. Advance planning for the transfer of pupils with SEN and/or Disability between different settings is essential.

For pupils joining Forest Glade Primary School the following identification and planning process will take place:

- Pupils receiving additional funding will be identified
- Parents whose children have SEN or a disability may contact Forest Glade directly and request a visit

- If a pupil is receiving additional outside support the SENCo will liaise with outside agencies and seek recommendations regarding the type of provision the child will require at Forest Glade Primary school
- Additional visits will be arranged for pupils with SEN and/or Disability which can include different times of the day
- Parents and carers will be included in the decisions surrounding transition.
- Teachers/ the SENCo may visit Early Years settings or other educational settings to meet children with SEND before they attend the school.

For pupils moving from KS2 to KS3:

- The SENCo will liaise with the SENCo at the feeder school
- The SENCo at the receiving Key Stage where possible attends the final annual review meeting so as to plan appropriately the transfer and working practice at the next key stage
- Group or individual discussions will be arranged for pupils with SEN and/or Disability so that they might discuss their fears and worries
- Children with SEN and/or disabilities may be invited to visit the KS3 setting in small groups on more than one occasion, if deemed appropriate.

5. Specialist SEN provision

Forest Glade Primary School currently has 7.8 % of pupils with SEND.

We have members of teaching support staff who specialise in different aspects of SEN provision and support. Additionally, all teaching staff regularly train in aspects of SEND provision.

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section **10**.

6. Facilities for pupils with SEN

Forest Glade Primary School is a single storey school and currently complies with all relevant accessibility requirements. For further information please refer to the school's Accessibility plan.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools (AFN). (The Quarrydale Family of Schools comprises of a secondary school and its feeder primary schools in the local area). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

Additional School Needs: (ASN) The responsibility for allocating school based funding ultimately lies with the Head teacher in consultation with the SENCo. Once identified, needs are met initially through additional support either in or outside the classroom, following discussions between the Head teacher, the class teachers, parents/carers, the SENCo, the pupil and any other relevant external agencies.

Additional Family Funding: (AFN) Where additional needs are identified, the family of schools operate a process of moderation across all schools, using the funding available from the Local Authority. All SENCos in the family and the Family SENCo are involved in this process and this funding is in addition to the school based funding.

Higher Level Needs: (HLN) Further funding, as detailed above, is provided where needed for complex needs. This is provided by the Local authority.

Other Funding:

Pupil Premium:

Forest Glade Primary school receives a Pupil Premium grant for each child who is entitled to receive Free School Meals or who has been entitled over the previous 6 years. We are required to publish online information about how Pupil Premium is allocated to children with SEN. This information is available on our school website.

Pupil Premium Plus:

This grant is for children who are Looked After Children and includes children with residency or special guardianship.

Sports Premium Grant:

This grant is available for all children and will be used where appropriate for supporting the needs of children with SEN.

8. Identification of pupils needs

Identification:

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being monitored due to concern by parent or teacher but this does not necessarily place the child on the school's SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support:

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

The appropriateness of the school curriculum for children with SEN is reviewed regularly, following discussions regarding progress and attainment.

The whole school SEN provision is reviewed at least annually and amended as needs are identified. Group and individual interventions are reviewed regularly for effectiveness and adapted, changed or alternative interventions provided as required.

For more information about the curriculum at Forest Glade please see the school website.

Consideration is given to the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge; including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- Any decision to provide group teaching outside the classroom will generally involve the SENCo or members of the Senior Leadership Team in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The SENCo oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by members of the Senior Leadership Team together with the SENCo to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub, health professionals and the School Behaviour and Attendance Partnerships (SBAPs).

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This can include parent and staff questionnaires, as well as pupil voice.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo, head teacher and SEN Governor. Information is gathered from different sources such as pupil and parent surveys, teacher and staff surveys and parents evenings. The SENCo produces termly subject reports, which are presented to the SEN Governor and all members of staff. The Local Authority profile of SEN compares the school locally and nationally. The outcomes of these will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014. The evidence collected will help inform school development and improvement planning.

12. Complaints procedure

Please refer to the complaints procedures of the school.

If a parent or carer has any concerns or complaints regarding the special educational needs provision of their child, an appointment can be made by them to speak to the SENCo, who will be able to advise on formal procedures for complaint.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This is a two way process and all agencies and parents/ carers will be kept informed.

The following services and others will be involved as and when is necessary:

- Speech and Language therapists (SALT)
- Schools and Families Specialist Services- including Communication and Interaction Team and the Cognition and learning Team (SFSS)
- Early Years support Services. (EYSS)
- Educational Psychologist Services. (EP)
- Physical Disabilities Support Services, including the visual and hearing impairment team (PDSS)
- Child and Adolescent Mental Health Services (CAMHS)
- Emotional Health and Wellbeing team
- Health- including occupational health, physiotherapy and specialist nurses
- Bereavement services
- Child Protection and Social Services
- Social care, children's centres and Family Support Services
- Behaviour Support Services.
- Schools behaviour and Attendance Partnership (SBAP)
- Personal, social and emotional development team (PSED)
- Think Children
- Drawing and Talking (two staff members are trained for this in school)
- Circle of Adults (SENco trained within school)

15. Working in partnerships with parents

Forest Glade Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Forest Glade Primary School has an open door policy for parents/ carers to make contact if they have a particular concern about their child and/ or the provision being made for their child. Parents are kept up to date with their child's progress through progress reports, parent's evenings and provision reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor Angela Wright may be contacted in relation to SEND matters.

16. Links with other schools

The school is a member of the Quarrydale Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Please refer to Section 4 which details Admission arrangements and transition across schools and Key Stages.

17. Links with other agencies and voluntary organisations

Forest Glade Primary school invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCo is usually the designated person responsible for liaising with the following:

- Speech and Language therapists (SALT)
- Schools and Families Specialist Services- including Communication and Interaction Team and the Cognition and learning Team (SFSS)
- Early Years support Services. (EYSS)
- Educational Psychologist Services. (EP)
- Physical Disabilities Support Services, including the visual and hearing impairment team (PDSS)
- Child and Adolescent Mental Health Services (CAMHS)
- Emotional Health and Wellbeing team
- Health- including occupational health, physiotherapy and specialist nurses
- Bereavement services
- Social Services
- Social care, children's centres and Family Support Services
- Behaviour Support Services.
- Schools behaviour and Attendance Partnership (SBAP)
- Personal, social and emotional development team (PSED)
- Think Children

Representatives from voluntary organisations and other external agencies, including the Family SENCo, may be invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding or other concerns.

Signed _____ *[Name]*
(Headteacher)

Date _____

Signed _____ *[Name]* **(SENCo)**

Date _____

Signed _____ *[Name]* **(SEN**
Governor)

Date _____

This policy will be reviewed annually.