

Stanton Community Primary School

Nurture, Enjoy, Aspire, Achieve



SEND Inclusion Policy (2018 - 2019)

Stanton Community Primary School is an inclusive school and respects and values the diversity of the community

Next Review Date: September 2019

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1. STANTON'S VISION STATEMENT

Our Ethos: Achieve, Aspire, Enjoy, Nurture

We pride ourselves on being a friendly school that provides a secure and nurturing environment where EVERY child can enjoy learning and has aspirations to achieve their full potential.

Threaded throughout our curriculum are our 'four learning powers' based on the work of Guy Claxton. These learning powers encourage the children to build and develop learning skills to help them face new challenges calmly, confidently, and creatively and so be better prepared as lifelong learners.

2. COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- Children's and families Act 2014
- SEND Code of Practice 0-25 (January 2015)
- School SEN Information Report 2017
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Disabled Children and Young People Practice Guidance 2017
- Threshold Guidance for Children with a Disability
- Safeguarding Policy
- Accessibility Plan

3. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The definition of Special Educational Needs, as outlined in the SEND Code of Practice, January 2015:

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 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, or
- 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.

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

4. CATEGORIES OF SEND FROM THE CODE OF PRACTICE (0-25) 2015

There are four broad categories of SEND as set out in the Code of Practice:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Physical and Sensory

5. MEDICAL CONDITIONS FROM THE CODE OF PRACTICE 2015

The Children and Families Act 2014 places a duty on schools and to make arrangements to support pupils with medical conditions. Individual healthcare plans will be written to specify the type and level of support required to meet the medical needs of the pupils. Where the children also have SEN, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'

We recognise that children at this school with medical conditions should be properly supported so that they can 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 Equalities Act 2010.

Mrs Peck, the SENCo, liaises with parents and teachers to support children with medical conditions. She receives training in line with the school's Safeguarding Policy.

6. WHAT IS NOT SEN BUT MAY IMPACT ON PROGRESS AND ATTAINMENT

- Disability (Code of Practice 2014 outlines the 'reasonable adjustment' duty for all schools provided under current Disability Equality legislation. However, these alone do not constitute SEN)
 - Attendance and Punctuality
 - Health and Welfare
 - EAL
-
- Being in receipt of the Pupil Premium Grant
 - Being a Looked After Child
 - Being a child of the Armed Services Personnel

It is no longer acceptable to identify behaviour as SEN. Any concerns relating to a child's behaviour should be described as a response to an underlying need. The school will endeavour to identify any underlying needs that may be affecting academic progress and supported by Miss Ransome the Emotional Support Worker in collaboration with Mrs Peck (SENCo) and Mrs Chapman (Headteacher)

7. AIMS and OBJECTIVES

Every school is required to identify and address the SEND of the pupils that they support. At Stanton Community Primary School we will:

- Seek to identify the needs of children with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and Early Years settings prior to the child's entry into our school.
- Monitor the progress of all children in order to aid the identification of children with SEND. Continuous monitoring of those children with SEND by their teachers will help ensure that they are able to reach their full potential.
- Ensure that every child experiences success in their learning.
- Enable all children to participate in lessons fully and effectively, making adjustments where necessary.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND 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.
- Ensure that pupils have a voice in this process.
- Work with parents to gain a better understanding, 360° view of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practise and providing regular feedback on their child's progress.
- Work with the Governing Body to enable it to fulfil its statutory duty.
- Work with and in support of outside agencies when the child's needs cannot be met by the school alone. Some of these services include: Educational Psychology, Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Services (CAMHS).
- Ensure all staff have access to training and advice in order to support Quality First Teaching and learning for all children.

8. IDENTIFICATION

Children with SEND are identified by one of the following assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

- Class teachers constantly assess the children in their class. If they observe that a child, as recommended by the 2015 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:

- i. Is significantly slower than that of their peers starting from the same baseline
 - ii. Fails to match or better the child's previous rate of progress
 - iii. 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. In most circumstances the concern can be addressed through Quality First Teaching or some parental support. A child may be identified as having SEND where specific support is needed to ensure progress i.e. differentiated work in lessons or group interventions are insufficient for the child to make expected progress. These children may have a diagnosis of a specific need or combination of needs e.g. dyslexia, ADHD, Autism etc.
 - We aim to have a close working relationship with parents built upon mutual trust and respect. If a child is experiencing difficulties, parents will be informed at the earliest opportunity. Once a child has been identified as having SEND, the class teacher will meet regularly with the parents to:
 - Discuss assessments that have been completed
 - Agree a plan for their child's next developmental steps
 - Review progress towards targets identified
 - This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice 2015.

9. A GRADUATED APPROACH TO SEND SUPPORT

Under the 2014 Code of Practice there is one single category of support -SEN Support. (SENS) High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND. The 2015 Code of Practice states that additional interventions and support cannot compensate for a lack of good quality teaching.

Once it has been identified that 'Quality First Teaching' is not meeting the child's needs, the school will take action to put effective educational provision in place. This SEND support will take the form of a four -part cycle - Assess, plan, Do and Review, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what best supports the pupils in making good progress and securing good outcomes. This is known as the graduated approach, (SEND code of Practice 2015). This support will be documented on the class Provision Maps and on an individualised Personal Learning Plan (LP). The Personal Learning Plan is a document which informs all participants what needs have

been identified, how to remove key barriers to learning and identifies clear outcomes to be achieved within a specific time frame. It is the class teacher's responsibility to maintain and update the records and plan. The class teacher will work closely with the parent when producing the LP and they hold the responsibility for monitoring and evidencing progress and updating the class Provision Map.

The Learning Plan is kept by the class teacher in the class's SEN folder; a copy is given to the parent. It is to be used as a working document and should be reviewed at least termly. The Learning Plan and class Provision Map feed into the termly pupil progress meetings. For those children who have

An Individual Educational Plan (IEP) may be implemented. The IEP follows the same remit as the Learning Plan but will include advice from external agencies.

If outcomes on the Learning Plans are not met and progress is not being made, it may be decided that additional specialist support should be sought from external agencies e.g. the Specific Learning Difficulties Base, the Educational Psychologist etc. The SENDCo will, in consultation with the parents and class teacher, organise contact with the relevant services and ensure a Single Service Request Form (SSR) or eCAF (electronic Common Assessment Framework) is completed if appropriate.

10. EDUCATION, HEALTH CARE PLANS (EHC PLAN)

If children fail to make progress, in spite of high quality first teaching, and individualised, targeted SEN support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After (in Care or adopted) and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it is likely that the child may at some point benefit from Special School provision.

Children who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of Autism, ADHD, Dyslexia etc.) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, the Local Authority SEN Officer will call a meeting for parents, the child and school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, dreams and aspirations as well as the barriers they face. Following the meeting, the Local Authority will produce the EHC Plan which will record the decisions made at the meeting.

11. PARTNERSHIP WITH PARENTS AND PUPILS

At Stanton Community Primary School we believe that it is important to have a close working relationship with parents and families. We listen to the views, wishes and feelings of the child and their parents, understanding the importance of involving both as fully as possible in decisions about the school life of the child.

In doing, so this enables us to:

- Make an earlier and more accurate identification and assessment of SEN.
- Implement the correct intervention and provision, tailoring it to the individual.
- Focus on the child as an individual.
- Focus on the child's strengths and wishes.
- Monitor the social and academic progress of the child.

Where outside agencies are involved with supporting a child, the SENDCo will liaise closely with the parents and agency professionals.

Transition arrangements are in place to support children in moving classes and onto secondary school. Children with SEND will have the opportunity to have additional visits and a transition booklet as appropriate. Annual handover meetings are arranged for the Summer Term when the new classes have been decided. Teachers are timetabled to meet in order to discuss all the children in their class with the next class teacher but will focus specifically on children with SEND to ensure a smooth transition.

For more information, parents are guided to the Local Authority and the school's SEND Information Report which is published on the school's website.

12. MONITORING AND EVALUATION OF SEND

We monitor and evaluate the quality of provision we offer all children through termly tracking. We undertake regular audits, meet to discuss provisions with parents and seek to gain children's views on how their learning is progressing. Class teachers meet with the Head teacher and members of the Senior Leadership Team to discuss the progress of individual children. The SENDCo provides information re: SEND in the school and the Head teacher then reports back to the Full Governing Body.

13. TRAINING AND RESOURCES

Regular training opportunities are planned in house by the SENDCo. Specific training is undertaken where required. Specialist advisors are booked as part of In Service Training. Training is also provided by the Outreach Services.

All teachers and support staff undertake induction when taking up a post at Stanton Community Primary School. This includes a meeting with the SENDCo to explain the systems and structures in place in regard to the SEND provision and practice in Stanton Community Primary School and to discuss the needs of individual children.

The SENDCo regularly attends the Local Authority network meetings in order to keep up to date with local and national updates in SEND.

14. ROLES AND RESPONSIBILITIES

The SEN Information Report describes in detail the roles and responsibilities of school staff and external agencies. It can be accessed from the school website through the Statutory Documents tab.

The SEND Governor is Karen Sewell.

The SEND Governor meets with the SENDCo on a termly basis to discuss the strategic vision, issues and is a 'critical friend' to ensure SEND provision is of the highest quality. A termly report is then fed back to the Governing Body.

Role of SEND Teaching Assistants (TAs)/Learning Support Assistants (LSAs)

TAs and LSAs support groups of children and individual children under the direction of the class teacher and the SENDCo

Designated Teacher responsible for Safeguarding

The Headteacher- Mrs Chapman is the Designated Safeguarding Lead. (DSL)

The Deputy Headteacher Mrs Bonnelykke and Mrs Peck are the alternate DSL

Pupil Premium Grant/ Children Looked After

Mrs Chapman (Headteacher) is the person responsible for Pupil Premium and Children Looked After

Managing medical needs

Mrs Peck has responsibility for meeting the medical needs of children, updating medical information and recording provision.

15. STORING AND MANAGING INFORMATION (GDPR)

Information is stored securely in the school office and in the SENDCo's file. Information is also stored on the School Management Information System. Records are passed onto the child's new school when he or she leaves. All staff are aware of confidentiality and current GDPR requirements.

16. ADMISSION ARRANGEMENTS

Normal admission arrangements apply. The admissions policy is based on the agreed County policy. We strive to be a fully inclusive school. All Children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race physical ability or academic attainment. Where a child has a particular need (e.g. wheelchair access) the Governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school

with a statement or has been receiving extra support from the Local Authority centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure their needs can be met.

Any variation to the above will need to be agreed by the full Governing Body.

17. REVIEWING THE SEND

The SEND policy is reviewed annually by the SENCo, SLT, Governors and Headteacher.

18. ACCESSIBILITY

Statutory Responsibilities

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001 placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled children and to implement their plans. Please refer to the Accessibility Plan for more information.

We operate an Open Door Policy whereby parents/carers can meet their child's class teacher or SENCo at the end of the day or make an appointment via the school office.

19. SAFEGUARDING

Please refer to the following policies:

Anti-bullying, Behaviour, Safeguarding, Prevent, Equality, E-safety.

All staff receive safeguarding and prevent training.