



SEND and Inclusion Policy - May 2018

Rationale

Denby Dale First and Nursery School is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Denby Dale First and Nursery School is committed to inclusion. We aim to prompt a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners' individual needs in ways, which take into account their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment, sexual orientation, religion or belief and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- male and female
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we will meet the needs of children who experience barriers

to their learning, this may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties that affect their learning, and we recognise that these may be long or short term.

At Denby Dale First and Nursery School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

Denby Dale First and Nursery School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children to allow them to reach their full potential.

This policy complies with the statutory requirements in the SEND Code of Practice 0 - 25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The Anti-Bullying Policy
- Behaviour Policy
- The school's SEND information on the school website (SEND Report)
- The LA Guidance - 'Children & Young People with SEND;
- Guidance - School Based Support' Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The Safeguarding Policy

The SEND Coordinator is Mr Alex Severn, who also takes the lead role in relation to inclusion, and as a member of the SLT, reports regularly on this area.

The SEND Governor is Mrs Ruth Lui, and Mrs Siobhan Fairbrother is the Equality Governor.

Objectives

1. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
2. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
3. To provide full access to the curriculum through differentiated planning by class teachers, SENDCO, and support staff as appropriate.
4. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND at SEN Support.
5. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
6. To ensure that we are able to meet the needs of as wide a range as possible of children within school.
7. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of life and learning.
8. To involve parents/carers in the plans to meet their child's additional needs.
9. To involve the children themselves in planning and in any decision making that affects them whenever possible.

Arrangements for coordinating SEND provision

1. The SENDCO will meet with each class teacher at least twice a year to discuss additional needs concerns and to review ANP's as well as addressing newly arising concerns as they occur.

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2. Where necessary, reviews will be held more frequently than twice a year for some children.
 3. Targets arising from ANP's meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
 4. The SENDCO monitors planning for SEND and supports teachers with curriculum planning.
 5. The SENDCO, together with the head teacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, work scrutiny and progress made.
 6. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by teaching assistants (TAs) and specialist resources throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually by the SENDCO and the management team in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget.
 7. Support staff, class teachers, the SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Allocation of Resources to and amongst Pupils

Each year, we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEND provision.

This year's provision map is available from the SENDCO on request.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results.

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- Progress measured against the objectives in the National Curriculum
 - National Curriculum descriptors for the end of a key stage.
 - Standardised screening and assessment tools.
 - Observations of behavioural, emotional and social development.
 - An existing Education, Health and Care (EHC) plan
 - Assessments by a specialist service, such as educational psychology, identifying additional needs.
 - Another school or LA which has identified or has provided for additional needs

Based on the school's observations, assessment data and following a discussion between the class teacher, SENDCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through SEND Support
3. An Education, Health and Care (EHC) plan

1. Differentiated Curriculum Provision

The school uses the definitions of adequate progress as suggested in the revised *SEND Code of Practice 0 - 25 2014*, that is progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour
- Matches or betters the child's previous rate of progress

A child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances a child's needs will be provided for within the whole class planning frameworks, individual target setting and differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention compared with their peers.

Teachers and support staff are expected to identify any children who might need additional support. This includes, but is not exclusive to, pupils who might have SEND.

In order to help children with special educational needs, Denby Dale First and Nursery School will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an ANP (Additional Needs Plan) and/or a provision map.

There are likely to be two groups of children recorded on the Provision Map.

Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills and it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the group action plan for each child to have individual targets.

Children whom we consider to have more severe or longer term needs and that are likely to result in an application for further professional advice can be moved on to the SEN Support Register.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run alongside differentiated curriculum support.

The group will be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCO.

If insufficient progress is being made and further advice is required from an outside

agency a decision may be made to move the pupil to SEN Support. Provision at this level always includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A child receiving support at SEN Support will have an Additional Needs Plan (ANP). This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Monitoring will be carried out regularly by all those involved with the child. Significant achievements and difficulties will be recorded. The SENDCO will look at the monitoring information on a termly or half-termly basis and make adjustments to the provision for the child, if appropriate.

ANPs will be reviewed termly, although some pupils may need more frequent reviews. The SENDCO will oversee the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENDCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to complete a My Support Plan - All about me.

An Educational Health Care Plan (EHC)

The school will request an assessment for an EHC Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the child remains a significant cause for concern. An EHC Assessment can also be requested by a parent or outside agency.

An EHC plan will normally be provided where, after an Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for an EHC Assessment does not inevitably lead to an Educational Health Care Plan.

An EHC plan for a child under the age of five will be reviewed bi-annually. EHC plans for a child over the age of five will be reviewed annually, unless requested early by school or parents. The Review, chaired by the SENDCO, is to review the appropriateness of the provision and to recommend to the LA whether any amendments need to be made to the

Plan. When pupils are due to leave Denby Dale First and Nursery School a transitional review will be arranged which enables the receiving school to plan appropriate provision for the child, in discussion with all who attend the review.

The School's Arrangements for SEND and Inclusion In-Service Training

- . The SENDCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- . In-house additional needs and inclusion training is provided through staff meetings by the SENDCO.
- . All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
- . Support staff are encouraged to extend their own professional development.

The use made of teachers and facilities from outside the school, including support services

- . The SENDCO/Head Teacher liaises frequently with a number of other outside agencies, for example:
 1. Educational Psychology Service
 2. Social Services
 3. Education Social Worker
 3. School Nurse
 4. Speech Therapy
 5. Occupational Therapy

Parents/carers must consent to any outside agency becoming involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.

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- Parents/carers, and child, will be involved in the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCO will attend this meeting if the school or the parent thinks this is appropriate.
 - At review meetings with parents/carers we try to always make sure that the child's views are taken in to account and that their strengths, as well as weaknesses, are discussed. We aim to ensure that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
 - All ANPs and reviews will be copied and sent to parents/carers and they will be given the opportunity to contribute/comment on these.
 - Regular curriculum workshops are offered for parents/carers to attend.
 - Parents/carers' consultations provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
 - Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body.

Links with other schools/transfer arrangements

- Staff will meet with staff previous settings prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCO will telephone to further discuss the child's needs.

Links with Health and Social Services, Education Welfare Services and any Voluntary

Organisations

- The school regularly consults health service professionals. Concerns are initially referred to the school nurse by the head teacher or SENDCO, and further referrals will be made as appropriate.

Inclusion Principles

- Staff at Denby Dale First and Nursery School value pupils of different abilities and support inclusion.
- Staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Access to the Environment (see also School Access Plan)

- An access plan for the school is in place which has details of our plans for improving access through school.
- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

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- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
 - Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
 - Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
 - Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources where appropriate.
 - The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.
 - Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Access to Information (see also School Access Plan)

- All children requiring information in formats other than print will have this provided.
- Printed materials are adapted so that children with literacy difficulties can access them, or access is ensured by pairing children/peer support/extra adult support.
- Alternatives to paper and pencil recording are provided where appropriate, or provided through peer/extra adult scribing.
- Denby Dale First and Nursery School uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

Incorporating disability issues into the curriculum

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

Terminology, imagery and disability equality

- The school works with the children to understand the impact of the words they use, and deals seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

- Denby Dale First and Nursery School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school. We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- The staff have on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

- Denby Dale First and Nursery School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities.

Disability equality and trips or out of school activities

- Denby Dale First and Nursery School tries to make all trips inclusive by planning in advance and using accessible places. We aim to take Year 5 children to Robin Wood and make sure that appropriate support is provided where necessary.
- All children are welcome at our afterschool activities.

Evaluating the success of the School's SEND and Inclusion Policy

- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
 - A reduction in the percentage of children with very low attainment,
 - An increase in the percentage of children recorded as having special educational needs attaining the required standard at the end of Key Stage 1 and 2.
 - A reduction in behaviour incidents and exclusions
- The SENDCO will meet with the SEND Governor to discuss inclusion and current SEN concerns. The SEND Governor will lead governor monitoring of the SEND policy.
- Individual targets for children with additional needs will be reviewed through ANP targets.
- Intervention programmes will be regularly evaluated to ensure their effectiveness at meeting the needs of the pupils. Data will be collected as the pupil enters the intervention (baseline) and at the end. Comparisons will then be made between the two sets of data to identify the level of progress. For those interventions that last longer than a term, interim data will be collected to check whether the programme is effective and if any adjustments are needed.
- The policy itself will be reviewed annually.

This policy was drawn up by:

A. Severn and J. Wood

Date

May 2018

Agreed by governors:

It will be reviewed in:

January 2019