



## SEND and Inclusion Policy

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### Glossary of terms.

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

- ❖ Equality Act 2010: advice for schools DfE Feb 2013
- ❖ Children and Families Act (2014)
- ❖ SEND Code of Practice 0 – 25 ( July 2014)
- ❖ Schools SEND Information Report Regulations (2014)

It should be read in conjunction with other relevant policies including the Kings Worthy Primary School's SEND Information Report and the school's Medical Conditions Policy.

## 1. PRINCIPLES AND OBJECTIVES

### Principles

At Kings Worthy Primary School, we are committed to ensuring equality of education and opportunity for all our pupils. We aim to develop a culture of inclusion and diversity in which all are able to participate fully in the life of the school, ensuring all our pupils have all the support they need.

Special Educational Needs, Disabilities (SEND) is defined as, “a significantly greater difficulty in learning than the majority of children of the same age and/or; a disability which either prevents or hinders a child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LEA”. (SEND Code of Practice 2014; p.15: xiv)

**At Kings Worthy we believe that all teachers are teachers of pupils with special educational needs.**

The SEND & Inclusion Policy is:

- A working document for all members of staff and governors
- A document of information and reference for persons with parental responsibility

The policy will be reviewed and adjusted in the light of legislative change and school relevance.

## **Aim**

### **‘ Every teacher is a teacher of SEND ’**

Our aim is to promote a whole school approach to SEND, supporting the core values of the school within a fully inclusive ethos and developing a high quality provision that meets the special educational needs of all children, enabling them to reach their potential through:

#### **Equality**

- Valuing all children equally in their right to learn, achieve and participate fully in education and in the wider community regardless of their abilities and behaviours

#### **Diversity**

- Recognizing and meeting the diverse needs of children through a range of flexible, responsive and varied provision, where reasonable adjustments are made that take into consideration the needs of all learners. At Kings Worthy we believe that diversity is a strength, which is to be respected and valued by all who learn and teach here.

#### **Access**

- Ensuring that all children have access to a broad, balanced and relevant curriculum with high expectations that is differentiated to meet individual learning styles, recognising personal strengths and needs in a positive and caring environment.

#### **Partnership**

- Working in partnership with parents and carers in meeting the needs of their children and in developing responsive and timely support for their child
- Empowering children so that their voice is heard and heeded in decisions made about themselves and about wider developments in their support
- Maintaining links with outside agencies and other relevant schools

#### **Celebration**

- Celebrating children’s achievements and enhancing their self-esteem.

## **Objectives**

We will achieve this by:

- Identifying and providing for pupils who have special educational needs and additional needs
- Working within the guidance provided in the SEND Code of Practice, 2014
- Operating a “whole pupil, whole school” approach to the management and provision of support for SEND
- Providing a Special Educational Needs Co-ordinator (SENCO) who will work with this SEND Inclusion Policy
- Providing support and advice for all staff working with SEND pupils.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child’s education.
- Work with and in support of outside agencies when the pupils’ needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning by offering all pupils the opportunity to voice their own opinions.

## **2. STRATEGIC MANAGEMENT & ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION FOR PUPILS WITH SEND**

### **The Special Needs Coordinator (SENCO)**

At Kings Worthy Primary School the role of SENCO includes:

- Responsibility with the Head teacher for the strategic direction and development of SEND provision in the school.
- Monitoring the achievement of pupils with SEN e.g. through analysis of data and attending pupil progress meetings.
- Securing the attainment and progress of pupils with SEN.
- Ensuring full National Curriculum entitlement of pupils with SEN where appropriate.
- Coordinating provision for pupils with SEN.
- Reviewing, amending and monitoring the Special Needs policy in the light of the SEN Code of Practice and be responsible, jointly with the Head teacher, for the day to day operation of the policy
- Liaising with parents
- Providing class teachers and LSAs with advice on integrating children with special needs in the classroom and suggesting a variety of support strategies for pupils.
- Liaising with external agencies including Hampshire Educational Psychology Service (HEPS), Speech and Language Therapy (SALT), Primary Behaviour Support (PBS), school health, Social Care, and voluntary bodies. Liaising with Teacher Advisors and HIAS inspectors, facilitating meetings where appropriate.
- Maintaining a SEND Register that is updated twice a year and overseeing the records of all pupils with SEND
- Keeping up to date with current county and national practices for pupils with SEND and liaising with other SENCOs. Sharing this information with staff and contributing to in-service training
- Reporting to the Governing Body through the Governor for SEND on the effectiveness of SEND policy, resources and provision required.
- Developing effective liaison between schools and Pre-school settings to ensure that there is good continuity in terms of support and progression in learning when pupils with SEN transfer into and from our school.
- Manage and support ELSA and FEIPs staff.
- Assisting in the reviews of IEPs to identify progress made and to develop new targets.
- Encouraging strong relationships between SEND pupils and all staff, developing the involvement of pupils in decisions about their learning in order to make them feel they are listened to and their views are valued.

The SENCO at Kings Worthy Primary School is Amy Weatherup – currently studying for the SENCO accreditation award at Winchester University.

### **The Head teacher and Governing Body**

The Governing Body has a statutory duty to ensure that the needs of children with SEND are met. The Head teacher has overall responsibility for managing the provision of the education for pupils with SEND; she has the responsibility to keep the governing body fully informed.

The SENCO and SEND Governor meet regularly. The SEND Governor informs the Standards and Improvement Committee who inform and update the Governing Body. The SEND Governor at Kings Worthy Primary School is Lorraine Suchanek.

### **The Class Teacher.**

The class teacher has responsibility for pupils with SEND within their individual classes. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. (SEND Code of Practice, 2014)

Their role includes the following:

- Identifying pupils with SEND
- Seeking advice from the SENCO
- Informing persons with responsibility when a child has been identified as having SEND
- Collation and analysis of data
- Writing, recording implementing and reviewing targets on Individual Education Plans (IEPs) at SEND Support level and on Education, Health and Care (EHC) Plan.
- Liaising with LSAs and the SENCO and attending reviews
- Liaising with parents regarding IEP targets and discussing ways in which they can be reinforced at home
- Giving consideration to classroom organisation, teaching materials, learning styles and differentiation. These should be developed so that the pupil is enabled to learn effectively.
- Maintaining the class file containing information, IEPs and guidance about pupils with additional needs.
- Attending Annual Review and other outside agency meetings.

### **Learning Support Assistants**

The LSAs liaise with class teachers and the SENCO regarding involvement with children identified with SEND. Their role may include the following:

- Working with individual/groups of children in or withdrawn from the classroom depending on individual needs
- Planning programmes with staff for identified children
- Recording pupils' progress
- Planning and implementing specialist programmes
- Involvement with review meetings for pupils with an EHC Plan.
- Attending training to support pupils with SEND
- Attending review and other outside agency meetings.

## **3. ADMISSION ARRANGEMENTS**

Admission procedures for pupils with SEND correspond to Hampshire's policy for all pupils.

## **4. SPECIALIST SEN PROVISION.**

There is no specialist provision (i.e. there is no unit for a specific area of need). Kings Worthy Primary is an accessible school for pupils with Physical Difficulties (PD).

## **5. SPECIAL FACILITIES TO INCREASE ACCESS**

Kings Worthy Primary School is a single site school built on one level. The school has sloping ramps at specific entrances and two accessible parking bays. A fully equipped accessible WC is available and there is an adaptable toilet in the Foundation Stage toilets. A rail has been positioned to support pupils' access up the few steps to the hall from the entrance hall. The hall can be accessed avoiding the steps and using a ramped entrance from two sides.

## **6. ALLOCATION OF RESOURCES**

The school is allocated a Notional budget for SEND. The Head teacher, SENCO and Governing Body will discuss and deploy resources to ensure that the needs of pupils with SEND are met.

## **7. IDENTIFICATION, ASSESSMENT & REVIEW PROCEDURES**

Assessment and monitoring of all children is an integral part of teaching and learning and is identified in a number of ways:

- School records i.e. outcomes from Foundation Stage Profile (FSP) results, baseline assessment results, performance level descriptions within the National Curriculum, P levels and EYFS goals
- Transfer documents
- Pupil Progress Meetings
- IEPs (records, assessment and outcome)
- Observation by class teacher/learning support staff in a variety of contexts over a period of time
- Concern raised by staff/parents/carers with responsibility for the pupil
- Discussion with the pupil
- Standardised tests to include annual tests carried out across the school i.e. SALFORD, NFER group reading tests / non-verbal reading tests
- Diagnostic tests such as DEST, DST-J, SWST and Sandwell Maths Assessment
- Reports from outside agencies e.g. (SALT, HEPs, PBS etc.)

### **Early Identification**

The class teacher has overall responsibility for the pupil with SEND. Progress is observed and assessed by the class teacher to provide information where a child is not making satisfactory progress, even though the teaching and learning has been differentiated. Concern expressed by a member of staff, parents/carers health or social care professionals may also trigger intervention. An internal SEND referral form is initiated.

Should the concern persist despite this initial intervention, the pupil may be moved onto the SEND Register if he/she:

- Makes little or no progress even when teaching/learning approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy and/or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional/behaviour difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory/physical difficulties and continues to make little/no progress despite the provision of specialist equipment
- Has communication/interaction difficulties and continues to make little/no progress despite provision of a differentiated curriculum.

The class teacher will inform the parents that SEND provision is being made for the child and consult them for their views. An IEP may be drawn up.

## **Graduated Approach to SEND Support**

### **Early SEND Support**

At the Early SEND Support stage the SENCO and class teacher decide on the action needed to help the child to progress in the light of their earlier assessment. SEND Support interventions are provided that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum. The SENCO and class teacher will:

- Collate relevant information
- If appropriate, collate further information from sources outside the school
- Draw up a series of IEPs that are pupil friendly, setting targets to ensure that progress is tracked and achievement identified and celebrated
- Monitor and review the pupil's attainment and progress on a termly basis
- Consult the pupil at each IEP review

Early SEND Support might include the following:

- Provision of different learning materials
- Specialist equipment
- Individual/group support with the class teacher or LSA
- Staff development or training in alternative strategies
- Adult time to plan interventions and/or monitor progress
- Occasional advice from outside agencies

If a pupil continues to make little/no progress in learning or behaviour, the pupil will be moved to a higher level of SEND Support and school will seek further help from outside agencies such as the Educational Psychologist, Primary Behaviour Support and therapists in the Health Service.

### **Higher Level SEND Support**

For those children whose needs are more complex they may be placed at a higher level of SEND Support where additional provision may be included to match specific needs. According to the needs of the child support may be given in the following ways:

- Support may be given in or outside the classroom
- The learning programme may be delivered by the class teacher, or the LSAs
- Records will be kept of the pupil's progress, including behaviour logs, programmes and reports from outside agencies, ABC charts, IEPs, reading and spelling records where appropriate. Termly reviews involving the relevant staff will take place to monitor and update progress. This will be recorded on the pupil's IEP.
- Liaison between staff, parents/carers and the pupil as regards to programmes and strategies, takes place between the reviews where necessary i.e. a flexible system is available to meet the needs of the pupil.

At both levels of SEND Support the school applies the ASSESS – PLAN – DO – REVIEW cycle described above to ensure the needs of the child are met.

### **Education, Health and Care (EHC) Plan**

Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (SEND, Code of Practice, 2014)

Further information about formal assessment can be found in the following.

- Education, Health and Care Plan. A guide for parents and carers.
- SEND Code of Practice 2014

## **8. ACCESS TO THE CURRICULUM**

Some pupils will be provided with additional literacy and/or numeracy support, emotional support or physical/speech therapy according to their identified SEND need in order for them to fully access the curriculum. A flexible approach to timetabling such provision is needed. The pupil is involved, through their IEP review with their teacher, in identifying his/her difficulties and strengths, in setting goals, agreeing a development strategy and in the monitoring and reviewing his/her progress. The PHSE curriculum teaches pupils about issues of disability, difference and valuing diversity. Advice will be sought from appropriate organisations on appropriate resources. The library resources are regularly reviewed by the librarian to ensure they include books that reflect the range of SEND and come from a disability equality perspective. At Kings Worthy staff also recognise the importance of increasing awareness of other forms of communication in classrooms e.g. Makaton, visual timetables.

## **9. INCLUSION**

All pupils at Kings Worthy Primary School have access to all educational, social and spiritual aspects of school life.

Inclusion is continually developed at Kings Worthy Primary School, by recognising that the school provides for the needs of all pupils in the community, by:

- Working with pupils, parents/carers, governors and staff to embed inclusive practices
- Ensuring that staff have the necessary skills, capacity and confidence to provide for the diversity of children with special educational needs
- Identifying any barriers to inclusion that prevent a pupil from learning
- Matching levels of support as closely and effectively as possible to the identified needs of children and the development of inclusive provision for them
- Ensuring that Outreach Services from special schools and resourced provision in mainstream schools are accessed in providing support for children and staff
- Taking opportunities to improve and develop provision for children with special educational needs, through extended services cluster working, behaviour improvement partnerships and education improvement partnerships.
- Evaluating the success of provision.

## **10. EVALUATING THE SUCCESS OF THE PROVISION**

The Head teacher, Governor for SEN and SENCO will monitor the special needs provision and ensure that the policy is applied in practice. Evaluation and monitoring promotes an active process of continual review and improvement of provision for all pupils.



## **11. COMPLAINTS PROCEDURES**

Where possible it is always best to try to resolve concerns amicably through the teacher or SENCO. However, if the matter cannot be resolved contact should be made with the Head teacher. The schools complaints procedure will be followed as appropriate.

## **12. PROFESSIONAL DEVELOPMENT**

Areas highlighted in the School Improvement Plan and SEND Information Report guide the relevant training required.

The SENCO disseminates to staff knowledge, materials, techniques, methods and information about training and availability of resources to meet individual needs through in service training. This includes nationally led initiatives such as the Inclusion Development Programme (IDP). The SENCO regularly attends Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND.

The SENCO and LSAs are also encouraged to attend courses relevant to their personal development and to the school's needs.

## **13. LINKS TO SUPPORT SERVICES AND VOLUNTARY ORGANISATIONS.**

Where necessary and appropriate the school works in partnership with outside agencies such as: Specialist Teacher Advisors (STA), Educational Psychologists (HEPs), Speech and Language Therapists (SALT), Occupational Therapists (OT), Physiotherapists (PT), Child and Adolescent Mental Health Service (CAMHs), Primary Behaviour Support (PBS), Ethnic Minority and Traveller Support Service (EMTAS), Winchester Young Carers, Locality Team and other medical, social and welfare services. Outreach support from staff from a special school may be available through consultation or teaching support to ease integration of children from special schools.

The SENCO makes any necessary arrangements for visits from outside agencies and forwards paperwork and reports to assist in any outside agency assessment.

## **14. WORKING IN PARTNERSHIP WITH PARENTS.**

At Kings Worthy we value the role of parents/carers as important partners in their child's learning. We believe working together is crucial to meet the needs of any pupil. Any parent may contact their child's class teacher immediately that they have a concern. The SENCO can be contacted through the administrative staff or by email and she holds regular meeting with parents as appropriate.

Contact with parents/carers includes:

- Home/school book
- Informal discussions
- Parent evenings where reviews of IEPs are included
- Review meetings with an EHC Plan.
- Assessments/reviews with staff from outside agencies e.g. the Educational Psychologist
- Early Hub assessments and reviews
- Primary Behaviour Support reviews

The SENCO meets parents/carers when there are issues to discuss, and has an 'open door' policy for any parents/carers who wish to raise concerns.

Parents/carers are given the opportunity to contribute views about their child and these may include:

- Views on their child's health and development
- Perceptions of their child's performance, progress and behaviour at school and at home
- Factors contributing to any difficulty
- Contribution to targets on the child's IEP
- Ways in which reinforcement of IEP targets can be carried out at home
- Action that the school may take

## **15. LINKS WITH OTHER SCHOOLS.**

The SENCO attends SEND Cluster meetings and SENCO Circles with pyramid schools to develop a localised support network. The SENCO liaises with SENCOs of receiving secondary schools and meetings are held if appropriate to ensure smooth transition. Regular transition experiences are arranged with the feeder secondary school in the term before transition for pupils with SEN who need more support. The SENCO and EYFS leader liaises with pre-school groups and other establishments e.g. Lanterns Children's Centre. This is carried out during the Summer Term.

## **REVIEW**

Given the current climate of reform in SEND, it is recommended that this policy is reviewed annually to ensure that the new requirements for SEND practice are assimilated into Kings Worthy Primary School

## **Glossary of terms**

**ABCC** – Antecedent, Behaviour, Communication, Consequence

**AEN** – Additional Educational Needs

**CAF** – Common Assessment Framework

**CoP** – Code of Practice

**CPD** – Continued Professional Development

**DCSF** – Department for Children, Schools and Families

**DEST** – Dyslexia Early Screening Test

**DST** – Dyslexia Screening Test

**DTCiC** – Designated Teacher for Children in Care

**EHC** – Education, Health and Care Plan

**EI** – Early Intervention

**ELS** – Early Literacy Support

**EYFS** – Early Years Foundation Stage

**FEIPs** – Framework Enhanced Individual Pastoral Support

**HCC** – Hampshire County Council

**HTLC** – Hampshire Teaching and Learning College

**HEPs** – Hampshire Educational Psychologists

**ICT** – Information and Communication Technology

**IDP** – Inclusion Development Programme  
**IEP** – Individual Education Plan  
**INSET** – IN Service Training  
**KS2** – Key Stage 2  
**LA** – Local Authority  
**LSA** – Learning Support Assistant  
**NfER** - National Foundation for Educational Research  
**PBS** – Primary Behaviour Service  
**P Levels** – Performance Levels (Pre National Curriculum)  
**PD** – Physical Difficulty  
**PEP** – Personal Education Plan  
**PhAB** – Phonological Assessment Battery  
**SATS** - Standard Assessment Tasks  
**SEAL** – Social and Emotional Aspects of Learning  
**SEND** - Special Educational Needs, Disabilities  
**SENCO** – Special Educational Needs Coordinator  
**SENDA** – Special Educational Needs and Disability Act  
**SIP** – School Improvement Plan