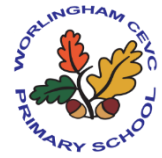


Worlingham CEVC Primary School

SPECIAL EDUCATIONAL NEEDS & DISABILITY AND INCLUSION POLICY



This policy takes account of the Special Educational Needs and Disability (SEND) Code of Practice 0-25 Years 2014, updated January 2015.

Introduction

All Teachers in School are responsible for the progress and attainment of all children, including those with SEND. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment.

Aims

At Worlingham CEVC Primary School we believe that all children have an equal right to access the National Curriculum. We are committed to providing pupils with enjoyable, engaging and stimulating learning experiences, enabling them to be successful, regardless of age, gender, disability, ethnic or social group. We provide the most effective and appropriate learning opportunities for the needs of each child, to ensure that they can make the best possible progress in their time at our school. We have high expectations and aspirations for all our children and the achievements, attitudes and well-being of all our children matter. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.

We ensure every child is included by:

- ✚ Identifying best practice including the assessment of individual needs.
- ✚ Ensuring individual needs are identified early and addressed through effective intervention.
- ✚ Engaging in collaborative working with a range of professionals and other settings to deliver flexible personalised provision with the aim of overcoming barriers to learning.
- ✚ Undertaking best practice in assessment processes, making use of specialist support when appropriate.
- ✚ Targeting resources to promote achievement of all learners.
- ✚ Using professional development and sharing of good practice to promote inclusion.
- ✚ Ensuring that accurate data is held on the needs of all learners and that this is appropriately disseminated to all relevant stake holders.
- ✚ Setting appropriate learning challenges.
- ✚ Responding to the diverse needs of the children.
- ✚ Providing other curricular opportunities to meet the needs of individuals or groups.

We believe in a flexible and graduated approach to Special Educational Needs, in accordance with the SEN Code of Practice.

The Code of Practice defines a pupil as having SEND when their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The four Broad Areas of Need identified in the Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory, Physical, Medical

Identification, Assessment and Provision

Identification

Initial identification takes place through normal classroom assessment and monitoring activities such as:

- On-going curriculum assessments which monitor progress against age related expectations.
- Standardised assessments.
- Early Years Foundation Stage profiling and progress against pre-key stage descriptors.
- Classroom and playground observations.

Information can also take the form of:

- Input from outside agencies such as Health, Speech and Social Care specialists.
- Input from previous educational settings.
- Input and concerns raised by parents.

Assessment

When a pupil is identified as making less than expected progress the first response is to ensure there is high quality teaching targeted at the areas of weakness. The class teacher is responsible and accountable, through Pupil Progress Meetings, for the progress of all pupils in their class. Where progress continues to be less than expected, fails to match or better the pupil's previous progress, fails to close the gap between their attainment and that of their peers or the attainment gap widens, the class teacher, working with the SENCO, should gather information and assess whether the pupil has SEND and decide on the most appropriate action.

This could be:

- Diagnostic testing.
- Consultation/Referral to outside agencies.
- Monitoring the child's progress for a further period of time.
- Provision within differentiated classroom planning.
- Assessment using the Pre-Key Stage Standards.
- Looking at attendance and punctuality information
- Being aware of any diagnosed disability
- Health and Welfare Information
- Identifying if a child has English as an additional Language

Where progress does not improve despite planned provision a pupil may be placed on the school's SEND Register

SEN Categories

There are two stages of SEN as follows;

1. School Support: Where support is provided through differentiation and/or supported by external professionals. A provision map is written with specific targets identified.
2. Education Health Care Plan provision: where support and provision is determined and monitored by the Local Authority on an annual basis. Support Plans/provision maps are also used to identify and monitor specific needs.

A move to School Support will happen after agreement between staff and parents. This may happen where the child:

- Makes little progress against targets set.

- Works at National Curriculum levels well below the average for their age.
- Has difficulty developing English and Maths skills.
- Displays emotional or behavioural difficulties which regularly interfere with the child's own learning as well as that of other children.
- Has sensory or physical needs which require support through specialist equipment and external expertise.
- Has on-going speech and communication difficulties which are significantly hindering the child's learning.

Intervention at School Support level may be a combination of the following:

- Differentiated learning opportunities.
- Differentiated learning materials.
- Special equipment.
- Use of Technology.
- Group or individual support.
- Early Morning groups run before the start of school
- A range of management strategies and alternative arrangements based on expert advice.
- A range of teaching and learning approaches.
- Staff development and training.
- Early Help Offer

Provision and Planning

The following principles underpin our SEN Provision:

- We concentrate on meeting the needs of the whole child.
- We work in partnership with parents.
- Communication and co-operation between home/school/outside agencies is crucial to effective SEN provision.
- Early identification and provision are vital to supporting each child.
- We consult with parents at each stage of the process and keep them informed of all developments.
- Parental permission is needed at every stage of the process.
- The children are encouraged to be fully involved with, and take responsibility for their own learning where appropriate.
- We work as a whole school team to support each child.
- External Support Services are consulted and involved, and their expertise used at every appropriate opportunity.
- Close collaboration and liaison with transfer schools takes place to ensure a smooth transition for each child.

Where possible, we try to personalise provision to enable pupils to achieve to their full potential. Provision maps and Support Plans are written using the evidence provided by assessments made of the child, highlighting their most immediate needs. They will specify targets which can be achieved within a short period of time and state how these targets can be met.

Provision maps and Support Plans are written using the Assess, Plan, Do, Review Cycle of support. They identify children's strengths, barriers to learning, assessments and targets. They are reviewed termly, identifying progress made and noting any continuing barriers to learning, with either new targets set or the child is deemed not to need another Provision map or Support Plan.

An Intervention Map is used to show what interventions and support are being implemented throughout the year.

Individual Behaviour Plans (IBPs) are written in the same way to give support to children who display inappropriate behaviour patterns, targets will be set and monitored and reviewed.

School Passports are written with the children. They communicate important information about the child and the best ways to support them. They are updated regularly and used as part of the transition process.

We recognise that pupils at school with medical conditions should be properly supported, through a Care Plan, so they have full access to education, including school trips and physical education.

We can support parents with Common Assessment Framework (CAF) referrals to support the whole family if deemed appropriate.

We offer Pastoral, Wellbeing and Mental Health support if needed.

Mrs W Jennings is the School's Pastoral Lead, Pupil Wellbeing and Mental Health Lead and Thrive Lead.

Mrs E Sayles and Mrs E Muttitt are Licenced Thrive Practitioners.

Mrs L Bickers is the School's Online Safety Lead

We have a range of Parent Guides/Help Sheets available to signpost parents to additional advice and information.

Responsibilities

Staff

All staff in school are responsible for assessing and monitoring the progress of each child and providing appropriate learning opportunities for all children. They are also responsible for liaising with parents, the SENDCO, and Senior Leadership Team with regard to any concerns they have about children and the writing, reviewing and delivering of Provision maps/Support Plans.

SENCO

Mrs W Jennings is the teacher responsible for the co-ordination of Special Educational Needs and Disability at Worlingham CEVC Primary School. Her role is to co-ordinate provision and liaise with parents, staff and outside agencies.

Governors

The Governing Body is responsible for ensuring that the SEN Code of Practice is in place within school, monitoring SEN provision and providing parents with the SEN policy information annually. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The named Governor for SEN is Dr Barry Darch, however, all Governors have responsibility for SEN.

Parents

The involvement of parents in their child's learning is vital to success and are encouraged to work with and support the school in the best interests of their child. Staff will inform parents when concerns arise, make them aware of the planned provision and/or Support Plans and gather parental views.

Monitoring and Evaluating the effectiveness of SEN provision

- The SEN policy is reviewed in accordance with the school policy review cycle.

- The Headteacher and SENDCO monitor progress by carrying out observations, book-looks, data analysis, scrutinising Provision Maps and Support Plans, Intervention Maps, analysis of intervention programmes and consulting with staff and parents.
- Termly ‘Assess, Plan, Do, Review’ meetings focus on children’s barriers to learning and progress against overcoming those.
- The Headteacher monitors and evaluates by observations and discussions with all parties involved.
- The Governors monitor through discussions with the Headteacher, SENCO, staff and parents.
- Teachers monitor by reviewing their own practice and reviewing the progress made by each child.
- Providing Staff Training.

Admissions

We are an inclusive school and the Governing Body agrees with and supports the LA admission criteria (www.Suffolk.gov.uk/admissionstoschools) which do not discriminate against pupils with Special Educational Needs or disabilities and its admissions policy has due regard for the guidance in the SEN Code of Practice of 2015.

Complaints procedures

Parents who have a complaint can voice this through the usual channels as outlined in the school’s Complaints Procedures Policy which is available in the school office.

Allocation of Resources

Funding for the most complex SEN is provided through the SEN High Tariff Needs and allocated in the school budget.

Resources Available

Within School				Outside Agencies
Staff Expertise Support Plans, Provision Maps, Intervention Maps				
Communication & Interaction	Cognition & Learning	SEMH	Sensory/Physical Medical	
Renfrew Action-Picture Test BPVS NELI Social Skills	Standardised tests DRA YARC PHAB Sandwell Maths Plus 1/Power of 2 Maths – No Problem! FFT Beat Dyslexia & Rapid Readers Word Shark and Number Shark	Thrive Pastoral Support CAF	Write From the Start Sensory Circuits	Educational Psychologist Speech Therapy School Health Social Care Education Welfare Officer Pupil Referral Units Behaviour Support Team SES – Specialist Education Services Point One

Useful Links:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/>

<https://www.access-unlimited.co.uk/>

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiasm/sendiasm-leaflets/>

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