



TODWICK PRIMARY SCHOOL

Special Educational Needs and Inclusion Policy

July 2019

Headteacher: Sue Oakes

SENCo: Lucy Hawksworth

Governor Responsible: John Ibbotson

Review Date: July 2020

Special Educational Needs and Disabilities Policy

June 2018

Introduction

Our aim at Todwick Primary School is to create an atmosphere where children can develop to their full potential in a secure and supportive environment. All children are individuals with their own talents and abilities. We aim to develop these abilities and to offer opportunities where they can grow in confidence and self-respect yet still retain sensitivity to others. Through a broad and balanced curriculum, the children's natural enthusiasm and interests can be nurtured and in turn, by their own efforts, they can appreciate the value of success. It is the right of every child to receive a broad and balanced curriculum that meets their needs. Every teacher is teacher of Special Educational Needs (SEN) and it is our commitment to ensure that every child in Todwick Primary School is included in all aspects of school life and provided with opportunities to achieve and fulfil their potential.

This policy complies with the statutory requirements in the Special Educational Needs & Disability (SEND) Code of Practice 0 - 25 2014 and should be read in conjunction with the following national guidance, information and school policies:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Teachers Standards 2012
- The Equality Policy The Accessibility Plan
- The school's SEN information on the school website
- The Local Authority (LA) Guidance – 'Children & Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014).
- The Safeguarding Policy

Contacts

Our Special Needs Coordinator (SENCo) at Todwick Primary School is Miss L Hawksworth . If you need to contact her please phone the school on 01909 771138 or email todwick.primary@rotherham.gov.uk

Defining SEND

The 2014 Code of Practice says that:

“A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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 in mainstream schools.”

(Taken from 2014 SEND Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies

Vision:

Todwick Primary School aims to:

- Ensure that learning is fun and memorable. (Be a smart, bright and interesting place to learn). Creativity will be encouraged. Active and experiential learning will stimulate and motivate children.
- Be a smart, bright and exciting immersive environment to engage our children in learning.
- Nurture children so that they are happy and secure with an individual sense of self-worth. Achievements will be celebrated and valued by all.
- Create a positive, caring atmosphere which reflects our shared values and promotes a sense of community.
- Develop a community of confident, life-long learners and responsible citizens.
- Promote challenge through high expectations of learning and behaviour.
- Grow and change but remain true to our vision
- We believe the route to achieving these aims is through many things: the promotion of confidence and self-belief, inquiry and curiosity, enthusiasm and challenge, sharing and learning together, accepting and embracing differences, openness, self-respect and persistence.
- Our school is inclusive. We want all of our children to feel welcomed, accepted, happy and fulfilled. We recognise that all children are different and that these differences create opportunities for adults and children alike to learn more about themselves and to respect each other. Helping children to developing positive attitudes and values is an important feature of our work.

If a child has a disability they will be treated no less favourably than other children. We will make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Accessibility arrangements are already in place in order to enable physical access to the school, the curriculum and to written information for all people. We will take all reasonable steps to ensure that people with a disability are not treated differently without lawful justification. We will make reasonable adjustments for disabled pupils and we will know we have succeeded when disabled students are participating fully in school life.

Aims and Objectives:

Objectives:

- To work within the guidance laid down in the SEND Code of Practice 2014.
- To identify and put in place appropriate provision for pupils who have SEND and additional needs.
- To operate a whole school approach to the management and provision of support for SEND that takes into account all of a pupil's needs.
- To ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
- To provide an appropriately experienced SENCO in post who can ensure that the SEN Policy is put into practice.
- To provide support and advice for all staff working with SEND pupils. Quality first teaching at Todwick Primary School allows teachers to support all children, through excellent classroom teaching. Quality first teaching is what is on offer for all children – a high-quality, inclusive, broad and balanced curriculum, engaging and effective teaching and personalised learning which includes and supports all children.

Quality first teaching includes:

- well-resourced and carefully planned provision which provides a rich learning environment
- clear objectives that are shared with the children

- lively, interactive teaching and learning, based on real life, practical experiences
- carefully structured, differentiated learning activities which enable all children to participate fully
- children being supported with their learning, in groups, pairs and sometimes individually
- children being helped to take responsibility for their own learning, when appropriate - children being encouraged to know their own targets and how to achieve them

If your child continues to experience difficulties despite high quality personalised teaching, they may need additional support. This is called SEN Support. If your child is identified as needing SEN Support, we will:

- Put a plan in place to support your child.
- Review your child's progress termly
- Meet regularly with parents to discuss progress and plan future support.
- Most children receiving SEN Support will respond well to this support and make effective progress. However, some children may have more complex needs, requiring a greater level of support. Children with ongoing, significant and / or complex needs may be entitled to receive a much higher level of support through an Education, Health and Care Plan (EHC Plan).
- The Code specifies four broad areas of need:
- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability, but these alone do not constitute SEN.

The Code no longer allows for the identification of behaviour to describe SEN. Any concerns we may have about a child with behavioural needs would form an underlying part of a wider need in relation to the four broad needs highlighted above.

A Whole School Approach to SEN Support

Class teachers are accountable for the progress and development of children in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However any intervention and support does not replace high quality teaching.

The quality of teaching is reviewed regularly by the Senior Leadership Team through observations which include observations of the learning taking place; differentiation and level of challenge, throughout the process pupil questioning takes place with the children and scrutiny of work.

All staff meet with the Headteacher, subject leaders in Maths and English and the SENCo following teacher assessments to discuss all children in their class. This allows teachers to discuss progress and highlight children who need more support, to ensure interventions and support for the children and teachers are implemented.

This is monitored regularly through discussions with the SENCo, review of the interventions and analysis of the impact on the child. If a child has received numerous interventions and support the school may decide, in collaboration with the parent/carer, to place a pupil on the SEN register at **SEN Support**. Throughout this process we look at a range of evidence, the child's academic ability and the progress they are making in line with the end of year objectives. We monitor behaviour and the way children deal with situations.

Identifying Special Educational Needs

The categories of need are outlined in the 2014 SEND Code of Practice and are as follows:

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in English or Maths.

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children with SEND may have needs in more than one of these areas.

The purpose of identifying SEND is to work out what action the school needs to take, not simply to place a pupil in a particular category. When a child is identified as having a Special Educational Need, they will be placed on the school SEND register. The school will also have an 'Inclusion Register' where we will keep track of pupils who have other needs which are not necessarily 'SEND'.

The following factors are not considered to be SEND, but may have an effect on the progress and attainment of some pupils:

- Pupils whose home language is not English (EAL)
- Pupils who are Gifted, Able and/or talented (GAT)
- Pupils with physical or sensory impairments
- Pupils with medical conditions
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families: Looked after children (LAC)
- Pupils who are the children of Servicemen and Women
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance and/or punctuality
- Pupils who are at risk of disaffection and exclusion from school.

Some pupils may also exhibit behavioural difficulties. The school will work to identify the underlying causes and respond appropriately.

A Graduated approach to SEN Support

A graduated response is adopted for pupils identified as having SEND. A level and type of support is provided to enable the pupil to achieve adequate progress.

Provision is identified and managed by the SENCo but will be planned and delivered by teaching and support staff. The Assess – Plan – Do – Review cycle is employed here as instructed in the SEND Code of Practice 2014.

Stage 1 : (School support)

At any point in their school life, parents, carers, class teachers or any other teaching staff may identify a specific area (areas) which a child may need additional support.

All children in school receive class teacher input, via quality first teaching. They may also take part in targeted learning activities within their classroom or intervention space. Such targeted learning activities could include: additional reading, phonics sessions or support in Mathematics, English or any other curriculum subjects. The information of this support takes is recorded in the form of an 'impact plan'.

If after a period of support, the class teacher still has concerns a discussion will take place with the school SENCo. At this point, they may be identified in our school inclusion register (classified as school support) and assessment of the current support the child receives and their future needs are carried out. If felt appropriate, the SENCo will discuss future provision with parents or carers.

This may lead to the creation of an 'SEN school support plan' for the child.

Stage 2: SEN support

This is when the pupil has been identified by the SENCo or class teacher as needing some extra specialist support in school from a professional outside the school. This may be from Local Authority central services, such as Learning Support Service (LSS); Autism Communication team (ACT); Behaviour Support Team (BST) or a specialist service (for students with a hearing or visual need) or other outside agencies such as the Education Psychology Service (EPS).

What will happen?

At this point, your child will usually be placed on the SEND register at what is called 'SEN Support'

- You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.
- You will usually receive reports from the involved professionals. These may be written or given as verbal feedback face to face.
- You and your child will be included in the school's termly review cycle where you will be invited to discuss any concerns with the Class Teacher, SENCO, and any other relevant professionals who are able to attend.
 - Your child will also have an SEND support plan (IEP) which identifies their strengths and needs and where outcomes are clearly set down and targets set.
 - This will be reviewed termly.

Stage 3 (EHCP)

If your child is still struggling in school and is not making progress and school has made all reasonable adjustments, the SENCO will discuss a request for more specialist support and advice. This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child will also need specialist support in school from a professional outside the school. For your child this would mean The school (or you) can request that Local Authority Services begin to put in place an EHCP after consultation with all involved. This is a legal process which sets out the amount of support that will be provided for your child.

- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an EHCP. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an EHCP. If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. However, this does not replace 'first quality teaching'.

We have a variety of intervention programmes to help us support children within our school depending on their need.

All parents/carers of pupils with identified SEN will usually have a termly review with the SENCO, Class Teacher and any involved agencies. This helps to evaluate any intervention that has occurred and plan for the future. These meetings are usually held in school time but there is some flexibility to meet with the needs of parents/carers. Parents/carers evenings are held for all pupils in the Autumn and Spring terms. Class teachers should create and share a child's SEN support plan with them. We also work closely with the Carers of Looked After Children and work closely with the relevant Local Authority in managing their provision and care. The Headteacher (Miss Oakes) is also the lead contact for Looked After Children (LAC).

Managing Pupils Needs on the SEN Register

This section outlines the process of supporting pupils on the SEN register. Pupils with identified SEND will have an IEP (Individual Education Plan) and is done in collaboration with the pupil, parents/carers and SENCo to identify the best ways to support the child and to set realistic targets and aspirations. It will also record any particular needs or strategies that are effective in helping them; for example using a writing slope, a pencil grip or a coloured reading overlay. This helps to share information about the child as they progress through school. This is reviewed termly (as detailed above) at the review meeting. In addition to this, class teachers meet termly with the Senior Leadership Team (SLT) to discuss progress of all pupils; to evaluate the success of any interventions that have taken place and to plan for the new term. These are called 'pupil progress meetings'. The school will create a provision map which is updated on a termly basis. This information will also be recorded on the school's tracking system. For pupils whose provision is not already set out in a statement or EHCP, the level and type of provision given to pupils with SEND is decided by the Headteacher and SENCO. Decisions on appropriate provision are based on the needs of the pupils. Where additional funding is required, the school will apply to the LEA through the appropriate channels. The school's current exceptional needs funding comes entirely from the additional hours awarded to pupils with Statements and EHCPs.

Criteria for Exiting the SEND register

A child's needs are constantly changing and we hope that many difficulties can be overcome by appropriate support and intervention. Where the pupil, parents and school feel that sufficient progress has been made, and that there is no longer a need for any additional and different provision, pupils will leave the SEND register and move to the schools Inclusion register. Pupils may move on and off the SEND or Inclusion registers if parents, carers, teachers and the pupil are in agreement. Any movement will be carefully monitored by the SENCo and the SLT using the school's own tracking systems.

Supporting Pupils/Students and Families

We aim to work in partnership with our pupils, their parents and families and to ensure that they are fully informed about all matters relating to their child's SEN. Our school SEN offer is on our website and is updated regularly, and we guide parents towards the LA Local Offer for information about wider services. In addition to information about the personalised support we offer their child, we also provide information about:

Our admissions arrangements. Our links with other agencies.

Our arrangements for assessments. Our transition arrangements

Our school policy on managing medical conditions of pupils.

Supporting Pupils at School with Medical Conditions

At Todwick Primary School we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

At times, children with special educational needs and/or disabilities (SEND) may require specific medications to be administered. Any arrangements regarding medications for children with SEND will need to be discussed with the SENCo.

The SENCo may arrange a meeting with the parent and the school nurse. We may decide that a Health Care Plan is needed. This would give details of any medications as well as when and how they are to be administered.

Children's medicines are kept centrally (in a fridge if necessary). Asthma inhalers are stored in a medical bag in each class and Epipens are kept in an appropriate place in class and in the school office. We ensure that your child knows where their inhaler or Epipen is to be kept.

Any child needing medications (including children with SEND) will require a parental permission form to be completed. These are kept in the school.

Monitoring and Evaluation of SEND

Our monitoring and evaluation cycle is embedded into school practice and is a continual cycle of review aimed at improving the provision and outcomes for all pupils. This policy will be reviewed annually by the whole staff, governors and any amendments made to comply with the new legislation.

Effective implementation of the SEN policy will be evaluated by:

- Reviewing school procedures for identification and assessment to ensure that children are being identified and their needs met.
- Ensuring that available resources are appropriate for children's needs and adding to them as necessary.
- Reviewing the practical arrangements for ensuring that children are able to participate in all school activities.
- Evaluating the extent that parents are satisfied with the school's ability to meet their children's needs at parent meetings.
- Ensuring that school records are kept up to date for each individual child. Reviewing the progress of children by using ANP's to ensure they are reaching their potential.
- Termly consultations to discuss the progress of children with SEN. Annual reviews of children with an Educational Health Care plan.

Transition Arrangements: For pupils arriving at our school in FS2, we work closely with Todwick Early Years to make sure the transition is as smooth as possible. If pupils entering FS2 have identified additional needs FS2 teaching staff will make arrangements to visit the Early years setting and the home if appropriate.

There is a comprehensive 'enhanced transition' package for pupils who require it arranged with Wales High School (WHC). Many pupils access four additional transition sessions which begin in the November before the pupils begin Secondary School. In addition to this, representatives from WHC are invited to attend the SEND reviews for pupils in Y6 and the Annual Reviews for pupils with a Statement or EHCP in Y5 and Y6. The SENCO, Learning Mentor and class teachers all meet with representatives from WHC and share any relevant information.

Access to Examinations: If pupils have specific needs that are addressed as part of normal, the following are some of the adjustments that may be made for pupils who need them in the KS2 assessments: Additional Time / Use of a scribe / Full or partial transcription / Use of a word processor / Use of Physical Apparatus / Rest Breaks / Prompters / Readers / Enlarged versions of the test materials / Braille

Pupils who require some of these modifications may not necessarily be on the SEND register.

Resources

- Funding for SEN. All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school.

Monitoring and Evaluation of SEND

The quality of provision for pupils with SEND is carefully monitored as part of the school's monitoring and evaluation schedule for all pupils. This includes: formal observations, drop-ins, work sampling, pupil conversations, learning walks and pupil progress meetings. In addition to this the SENCo is able to monitor progress and evaluate provision with class teachers, parent, carers and pupils as part of the termly review schedule. Provision as a whole is evaluated in much the same way as provision for the pupils in our school, following the 'Assess – Plan – Do – Review' model in the Code of Practice.

Storing and Managing Information

The school stores many different forms of information about pupils and families. These will include: letters or emails from parents and carers; records of contact and advice (written or otherwise) from other involved professionals; attainment and progress details; SEND support plans; historic SEND documents and transition information from previous schools. This data is kept securely and any information or communication that is deemed as confidential or private is kept in a locked cabinet and will only be accessed if needed to assist in making the best provision for the child / Children involved. Most records regarding SEND needs and provision are passed to the relevant Secondary school when pupils leave Y6 and to the receiving school if pupils leave before the end of KS2. Any paper copies, personal or confidential information is shredded before disposal. Some records may be kept for up to 2 years after pupils have left our school. Information that is stored electronically is stored in SIMS or on the computers used by the SENCO and Headteacher. These are password protected. The school follows the Statutory requirements of the 1998 Data Protection Act and the 2000 Freedom of Information Act.

Roles and Responsibilities

Meeting children's special educational needs is the shared responsibility of the LEA, governors, parents, teachers and support staff. It is the statutory duty of the governing body to make provision for all children with SEN. This includes the majority of those who do not require EHC plans as well as the minority with EHC plans.

Governors must:-

- Ensure a member of staff is designated SEN co-ordinator.
- Ensure the necessary provision is made for pupils with SEN.
- Consult with the LEA and other bodies to co-ordinate SEN provision.

- Publish an SEN policy.
- Ensure that pupils with SEN have full access in all areas of school life. Ensure that a summary of the SEN policy is included on the school website. Consult with the LEA about appropriate staff training in SEN.
- Have regard to the Children and families act 2014 and the SEND code of practice 0-25

The SEN Governor is Mr J Ibotson who meets with the SENCO termly, to ensure a school governor is kept well informed and to monitor the progress of children with SEN.

The Headteacher

- Has a legal responsibility to inform parents if a child is identified as having learning difficulties.
- Will keep governors informed about SEN in school via termly reports to the Governing body by the SENCO.
- Has the management role to determine how resources are allocated to and amongst children with SEN.

The Headteacher is Mrs S Oakes who meets with the SENCo half termly to discuss SEN within school.

The Special Educational Needs Co-ordinator – SENCO

The SENCO is responsible for:-

- The day-to-day operation of the policy; liaising with and advising fellow teachers; Co-ordinating provisions for children with SEN; Maintaining the school's SEN register; liaising with parents / carers of children with SEN; Identifying and contributing to the in-service training of staff; liaising with external agencies including the Educational Psychological Service and other support agencies, medical and Social Services and voluntary bodies.
- The SENCO identified in school will actively encourage a positive working partnership between the parent / teacher / psychologist / other agencies, working to meet the special educational needs of each pupil.
- The SENCo is Miss L Hawsworth

The Class Teacher

The Class Teacher will:-

- Plan a broad and balanced curriculum. Assess and plan differentiated activities
- Identify a child's SEN using the agreed criteria.
- Assess each individual child's SEN at the earliest opportunity. Employ learning strategies and programmes which will cater for SEN.
- Plan and write Pupil IEPs, with the help of the SENCO where appropriate, to enable each child to have access to the National Curriculum.
- Produce modified teaching resources, or employ other methods of differentiation, to enable a child with SEN to experience success.
- Assess and review progress, keeping records in accordance with school guidelines.
- Liaise with parents at regular intervals.

- Inform and explain the procedure to parents, value their contribution to reviews and IEPs, ensure they receive a copy of the child's IEP.
- Inform the Headteacher and the SENCo of any child with SEN.
- Liaise with Support Assistants who are working with children with SEN.
- Participate in regular SEN meetings and training.

Educational Teaching Assistants

Educational teaching assistants will:-

- Work alongside Class Teachers implementing programmes with individual children under the direction of the teacher.
- Prepare appropriate materials and resources.
- Feedback information to staff and keep records as directed by the teacher
- Contribute their knowledge of the child and progress to enable future provision to be made. Undertake any necessary training.

Parents

The school aims to promote positive, collaborative partnerships with parents. We recognise the value of the active participation of parents in the education of their children and encourage this wherever possible. Partnership with parents is encouraged by:-

- Acting upon parental concerns.
- Formal and informal discussion between parents and staff.
- Providing activities for parents to work with their children at home when appropriate.
- Involving parents as soon as concerns are noted and encouraging their participation in all subsequent meetings and reviews.
- Informing parents about school policies for SEN in the School Prospectus and at Annual Parents Meetings.
- Making clear to parents the complaints procedure should they feel dissatisfied with the provision made for their child, details of which are available in school with the class teacher.

Reviewing the Policy

This policy is reviewed annually by the SENCO and SLT. The next Scheduled review is July 2020.

Dealing with Complaints

Complaints about SEN provision should be made in the first instance to the Class Teacher who will inform the SENCO. If parents remain dissatisfied they should speak or write to the Headteacher. Following this, if they are still worried or dissatisfied they should put their complaint in writing to the governor with responsibility for SEN.