

St. John's Primary School and Nursery

Special Educational Needs and Disabilities Inclusion Policy

Ratified by Governors on: 25th January 2017

Aims

It is our aim to provide the best possible learning opportunities for every child at St. John's Primary School and Nursery. We recognise that every child is unique and this policy outlines how we will work with pupils and their parents /carers to enable all pupils to fully access the curriculum, become confident individuals and fulfil their learning potential.

This policy will be implemented in accordance with the detailed guidance in the Special Educational Needs and Disability Code of Practice.

Our Named Special Educational Needs and Disability Coordinator is: *Mrs A Eastham*
Our Named Special Educational Needs and Disability Governor is: *Mrs T Coopey*

Glossary of Abbreviations

SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Co-ordinator
IEP	Individual Education Plan
EHC	Education, Health and Care Plan
EIS	Early Intervention Service
IDS	Integrated Disability Service
CAMHS	Child and Adolescent Mental Health Service
OT	Occupational Therapy
SMART	Specific, Manageable, Attainable, Realistic and Time Related. (Targets)

Definition of Educational Special Needs and Disability

Any pupil at some stage within their school career may develop an individual educational or medical need that differs from the majority of their peers and requires special educational provision to be made. The definition of Special Educational Needs and Disability (SEND) for the purposes of this policy will be:

"A child has SEND if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."

"For children special educational provision is that which is additional to or different from that made generally for other children of the same age by mainstream schools."

"Many children who have SEND may have a disability; that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This includes Sensory impairments such as those affecting sight or hearing, and long-term health conditions. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition."

This provision includes children who have:

- Additional learning needs (cognition and learning)
- Sensory or physical disabilities (including visual or hearing needs)
- Social and emotional and/ or mental health difficulties
- Communication and interaction needs (this includes speech and language needs and children identified as having autistic spectrum disorder)
- Specific, long term medical conditions
- Exceptional abilities (Gifted and Talented)

Our aims are:

- To fully integrate and engage all pupils with additional needs as outlined above in all activities of the school alongside pupils who do not have SEND
- To make sure that children with SEND get the support that they need
- To provide all children with their legal entitlement to a broad, balanced, coherent and relevant curriculum
- To ensure the teaching and learning environment is effective and accessible for all pupils including those with SEND
- To provide specific and structured intervention programmes to assist individual pupils to support their specific needs
- To enable children to make successful transition to the next stage of their education

Identification and Assessment of Pupils with SEND

Pupils may be identified as having SEND through any of the following approaches:

- Half termly assessments may indicate that a pupil is well below age related expectations; making a slower rate of progress or a widening attainment gap in relation to their peers
- On entry assessments, or records from early years settings may indicate specific difficulties or needs of a pupil on entry into the foundation stage
- A parent /carer may register concern regarding a child's progress, learning, behaviour or social and emotional needs
- A member of staff may raise concerns related to a child's learning, behaviour or social and emotional development

- On-going teacher assessments may highlight specific difficulties a pupil is having with learning

If a teacher, teaching assistant or parent /carer has a concern regarding the progress, learning, behaviour or emotional well being of a pupil, they should initially discuss their concerns with the named SENDCO. Following this discussion, the class teacher will begin a monitoring period and ensure that high quality teaching, aimed at specific areas of concern or weakness, takes place. The teacher and SENDCO may carry out additional assessments to provide evidence related to their concerns. Evidence collected could include annotated work, records of observations, phonics assessments, diagnostic assessment, 1:1 reading records, evidence of independent writing, work from books, behaviour diary entries and records from behaviour management charts.

Where SEND concerns are raised early discussions will take place with parents/carers to develop a fuller understanding of their child's needs; outcomes of these discussions will also form part of the evidence bank.

Following this monitoring period, if it is agreed that the child does have SEND they will be placed on the SEND register as 'SEND support' and additional and specific provision will be made. This decision will be shared and agreed with parents /carers.

The child's category of need will also be recorded as one or more of the following:

Cognition and Learning
 Communication and Interaction
 Social, emotional and mental health difficulties
 Sensory and/ or physical needs

Where concerns continue the SENDCO will seek further advice from other agencies and a referral may be made to an external educational or health support service to analyse in more detail the child's SEND needs. Support services may include:

Early Intervention Service
 Integrated Disability Service
 Speech and Language Service
 Occupational Therapy Service

Once assessment is complete, specific targets and desired outcomes will be agreed for the child to work towards. The assessment will be discussed with the child's parents / carers and recommendations shared with the class teacher and teaching assistants who will be working with the individual child.

If pupils have more severe and continuous SEND difficulties which continue despite having made relevant and purposeful identification and provision a request may be made to the local authority for an EHC plan. If deemed appropriate by the Statutory Assessment and Review Service, and school can provide evidence of action taken as part of SEND support, a child may be issued with an Education Health and Care Plan (EHC plan).

(An interim transition period will exist whereby children who currently have a Statement of Educational Needs will transfer to the new EHC plans – this will take place as part of the annual review process at NC years 2 or 6).

Providing support for pupils with SEND

A graduated approach will be adopted to support and remove barriers to learning for pupils with SEND. All provision will follow a 4 part cycle whereby actions are revisited, reviewed, refined and revised with a growing understanding of the child's needs.

In the first instance support will be through quality first classroom teaching with appropriate and specific differentiation and /or classroom support provided for individuals within the classroom setting. Further intervention above and beyond support that is provided within the norms of the classroom setting may need to be implemented and adaptations to the learning environment and resources or learning materials that are used by the child may be required.

Further SEND provision may be through additional or specific classroom support or regular access to a structured intervention programme. The child may also access support from an external educational or health support services provided as a block of support or regular ongoing sessions.

Methods of support and interventions and will be carefully reviewed on a regular basis and individual progress monitored closely so that relevant 'next steps' can be planned. This cycle of Assess- Plan- Do- Review will be followed when considering and implementing all SEND provision.

Children with Social, Emotional mental health Difficulties

If a child has specific behavioural, social, emotional or mental health needs, the SENDCO will liaise with the class teacher to develop specific targets and where appropriate, an individual monitoring chart and reward system will be implemented. The child may also attend a social skills or emotional wellbeing intervention group. If relevant, counselling sessions will be provided by a specialist from an external Agency. A child with severe social, emotional and /or mental health difficulties will be given a personal behaviour plan. Where concerns are ongoing and serious, advice will be sought from an Educational Psychologist and /or a referral made to the Child and Adolescent Mental Health Service (CAMHS) or Warwickshire Emotional Wellbeing services for further advice and assessment.

Individual Education Plans

All pupils with SEND will have an individual education plan (IEP) which outlines specific targets for learning, communication, physical /sensory needs or behaviour. All teachers implementing IEPs will ensure that learning targets are 'SMART' (specific, manageable, attainable, realistic, time related). IEPs will be reviewed three times per year in October, February and June. The targets will be discussed with the pupil and their parents /carers, and new targets agreed. Pupils with a statement of special educational needs or EHC plan will also have a specific action plan which will be reviewed on a termly basis. Additionally a formal annual review meeting will be held once a year with the child's family to discuss the child's progress against specific objectives; representatives from the relevant external agencies and the Statutory Assessment and Review Service will contribute to or attend this meeting.

Liaison with parents /carers

The school places great emphasis on liaison and full consultation with all parents /carers of children with SEND as emphasised in the Code of Practice. Initial concerns will be shared and discussed with parents /carers and desired outcomes agreed. Parents /carers will be informed if their child is to be placed on the SEND register. When IEPs are implemented, targets and strategies are discussed with parents /carers during IEP review meetings; parents /carers and pupils will be encouraged to be actively involved in decision making regarding the nature of support and specific targets. Advice is given to parents /carers with regards to how they can offer further support at home (resources are available for use at home if requested). Parents /carers of children who are identified at SEND Support will be invited to discuss their child's progress three times a year with the SENDCO and class teacher to coincide with the IEP target review process. Parents /carers of children who have a statement of special education needs or EHC plan will be invited to attend a termly review meeting to discuss their child's progress.

Liaison with External Agencies

During the assessment of a child's special education needs, the SENDCO may deem it appropriate for the child to be assessed by a specialist external educational or health agency, including the Early Intervention Service (EIS), Speech and Language Service, the Integrated Disability Service (IDS) or Occupational Therapy service (OT). Advice or an assessment may also be requested from an Educational Psychologist. Where any assessment or intervention is requested from one of these external services written parental /carer consent would be sought and their views take into consideration.

Access to Buildings by Disabled Persons

The school buildings and playgrounds are fully accessible for wheelchairs. Disabled toilet facilities are available.

Monitoring Progress

Children who have SEND will have their progress closely monitored each half term through data analysis and pupil progress meetings. They will be assessed using age and ability appropriate scales. Interventions will be reviewed and adapted if the child is making insufficient progress.

Transition

When children move to their next class SEND information about individual needs; assessment data and recommendations; IEP targets and details of SEND provision will be discussed with the receiving class teacher to ensure a smooth transition.

To support transition to secondary school, the SENDCO of St John's will meet with the SENDCO of the receiving school will meet to ensure that all SEND information is shared and particular individual needs are communicated. Parents /carers will be encouraged to make contact with the receiving school's SENDCO to engage in similar discussions.

If deemed appropriate, arrangements may be made for the child to make visits to the school over and above those which are ordinarily offered as part of the transition process. For some children a specific programme of support may be implemented during this transition period.

SEND POLICY – STATUTORY AND SCHOOL REQUIREMENTS

Appendix 1

The **Governing Body** has important statutory duties towards pupils with SEND. They should, in co-operation with the Head Teacher:-

- Determine the school's general policy and approach to children with SEND
- Publish the school's SEND information report on the school website
- Establish the appropriate staff and funding arrangements to ensure that pupils with SEND access all activities of the school together with pupils who do not have special educational needs so far as that is reasonably practical and compatible with the pupil receiving special educational provision, the efficient education of other children in the school and the efficient use of resources
- Have regard to the Code of Practice when carrying out duties toward all pupils with special educational needs
- Ensure that teachers in the school are aware of the importance of early identification and provision for those pupils with SEND

Head teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision of children with SEND. More specifically the Head teacher in liaison with the SENDCO takes responsibility for:-

- Keeping the Governing Body fully informed about the progress of all groups of children including those with SEND.
- Establishing funding priorities, making necessary financial arrangements in line with the delegated SEND budget to secure provision for children with SEND
- Publishing and SEND Information report on the school website
- Liaising with parents /carers of children at SEND support where appropriate
- Attending meetings with SENDCO and named Governor as necessary

SENDCO

The named **Special Educational Needs and Disabilities Co-ordinator** has responsibility for:-

- Operating the school's SEND policy on a day-to-day basis.
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers and Teaching Assistants
- Liaising with the relevant designated teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support

- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents /carers of children with special educational needs
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parent /carer are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Maintaining the school's SEND register and overseeing the records/IEPs on all pupils with special educational needs
- Maintaining and updating resources for SEND, ensuring that staff have knowledge /access to support materials
- Helping with the assessment of children with SEND
- Chairing /attending the annual statement reviews
- Contributing to the in-service training of teaching and support staff, attending meetings/courses and disseminating relevant information to staff

Class Teachers

- All teaching staff are responsible for the identification and initial assessment of children with SEND within their class. The class teacher will also make provision for such children and ensure that they have full access to the curriculum
- Planning effectively differentiated class work to ensure the inclusion of all pupils
- Raising 'expressions of concern' and implementing a plan of action for those children at all stages and passing copy to SENDCO
- Maintaining records of all pupils with SEND, including behaviour logs
- Ensuring parents/ carers are fully informed and consulted at all stages
- Attending all planning and review sessions for IEPs at SEND support when required
- Implementing and monitoring IEPs in the classroom
- Liaising with support staff and teaching assistants in planning and evaluating interventions for pupils with SEND

Teaching Assistants and Support Staff

The role of the teaching assistant or child specific support teacher is to:-

- Carry out support or intervention programmes in liaison with the class teacher which ensure effective progress for pupils with SEND
- Ensure that IEPs are in view and referred to during intervention work
- Evaluate the impact of interventions on SEND children on a half termly basis and provide the SENDCO with a copy of the evaluations
- Discuss any concerns they may have related to the progress or inclusion of SEND pupils with the SENDCO on a regular basis
- Meet with external specialists as required

- Attend appropriate training courses (overtime or time off in lieu will cover additional hours)
- Attend meetings as necessary with Head teacher and SENDCO