SEND (Special Educational Needs and Disabilities) and Inclusion Policy

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Pilsley CE Primary School Special Educational Needs and Disabilities Coordinator (SENDCO) is Mrs Emma Bond

If you have any Special Educational Needs and Disabilities (SEND) concerns or questions you are invited to contact Mrs Bond either by phone or email

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1. **Vision Statement**

Pilsley CE Primary School seeks to develop the full potential of each child, recognising the uniqueness of each individual.

We are committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and their family is valued and diversity is celebrated.

The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow and one in which all children can develop towards their full potential regardless of ability. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential and recognising and responding to individual learning styles. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life -long learning aspirations for everyone through a range of activities which are fun and enjoyable.

The school's SENDCO is Mrs Bond and the named Governor for SEND is Ms Josephine Coyne. They ensure that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school. At Pilsley CE Primary School it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We aim to secure special educational provision for pupils for whom this is required, that is 'Additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice (January 2015).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes. We believe that all pupils should be exposed to an age appropriate curriculum but is one in which the lesson is tailored specifically to individual pupils' needs.

2. **Aims and objectives**

The aims of this policy are to:

- Create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN.

- Request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.

- Ensure that the special educational needs of children are identified, assessed and provided for

- Work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

- Identify the roles and responsibilities of staff in providing for children's special educational needs; • Enable all children to have full access to all elements of the school curriculum and activities through appropriate differentiation.

Ensure parents of pupils with SEN are aware of their child's difficulties and of the provision being made to meet their needs; through monitoring and evaluation;

- Ensure pupils with SEN are involved where practicable in information and decisions affecting their provision enabling them to achieve their best;

- Have high aspirations and expectations for children with SEN, which leads to them becoming confident individuals living fulfilling lives.

- Ensure the identification of all pupils requiring SEND provision as early as possible in their school career

- Achieve a level of staff expertise to meet pupil need

3. **Admission Arrangements**

As part of our admissions policy no pupil will be refused admission to school on the basis of his or her special educational need. In line with the Special Educational Needs and Disability Act 2015 we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (For further clarification please refer to the school's Admissions Policy).

4. **Educational Inclusion**

Through appropriate curricular provision, teachers are aware that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

School staff will respond to children's needs by:

- Providing support for children who need help with communication, language, literacy and numeracy;
- Planning for children's full participation in learning, physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.
- Providing nurture and life skills provision to support children who need it.
- Providing quality first teaching through the universal approach, monitored by senior leaders, subject leaders and external professionals including school governors and DDAT
- Reasonable adjustments are made for many children including fiddle toys and cushions and now and next boards and the impact of these is monitored.
- If children are identified as needing extra support (academically or socially) they may be included in an intervention group to accelerate progress. Parents and carers will be informed of this and given the opportunity to come into school and find out more about the individual intervention.
- If, despite quality first teaching and extra support to accelerate progress, a child is still not making the minimum expected progress, they may be placed on the Special Education Needs/Disability (SEND) register. Parents would be involved in this decision and children may only be temporarily on the SEND register.
- Once on the SEND register, a child's progress is monitored in even greater depth by the SENDCO. Each child on the SEND register has personalised targets and an action plan to meet

their needs. This action plan may include an intervention, consulting an outside professional or the use of specialist resources.

Pilsley CE Primary School also cooperates with Derbyshire Local Authority in reviewing the provision that is available locally and in developing the Local Offer.

5. **Special educational needs**

We are aware that children may have special educational needs either throughout or at any time during their school career. Children with special educational needs have learning difficulties that call for special provisions to be made. With this in mind we ensure that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. This policy also takes into account the 1981 and 1993 Educational Acts and the Revised Code of Practice 2014. Pilsley CE Primary School distinguishes between children whose needs are provided for by SEND support, additional funding such as TAPS (temporary additional pupil support), GRIP (Graduated Response for Individual Pupil) funding and those who require an EHC (Education Health Care) Plan.

As part of our open-door policy, parents are always welcome to make appointments to meet with class teachers or the Senior Leadership Team / SENCo should they wish to discuss their child's progress or school experience.

6 Roles and Responsibilities

The governing body has delegated the responsibility for the day to day implementation of this policy to the SENDCO Mrs Emma Bond who has Qualified Teacher Status and is also the Designated safeguarding lead for the school.
The SENDCO provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with staff, parents and other agencies. The SENDCO works with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching. The SENDCO plays an important role with the schools staff and governing body in determining the strategic development of SEND policy and provision in the school in order to raise the achievement of children with SEND. Pupils who are on the schools SEND register or pupils who need additional short term SEMH support are supported by one of the members of the teaching team in order to develop a direct relationship between the pupil, their identified adult in school and their families. We all work closely together at Pilsley
and the SENDCO is notified of all pupils who are supported, and she is given updates
at one of the regular team meetings as well as through the monitoring and reporting
system which we use within school.

The SENDCO has the day-to-day responsibility for the operation of SEND policy and co-ordinating of specific provision made to support individual pupils with SEND, including those who have EHC plans, GRIP or TAPs funding working closely with staff, parents and carers and

other agencies. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet the needs of pupils in their class. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions and Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred and is also managed by the SENDCO.

7 The role of the SENDCO

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:

- Managing and overseeing the day-to-day operation of the policy:
- co-ordinates the provision for and manages the responses to children's special needs;
- Liaises with, supports and advises colleagues;
- Managing the deployment of teaching assistants (TAs)
- Maintaining the schools SEND register and managing the records of all children with special educational needs;
- Acting as the link with parents (in conjunction with class teachers);
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made;
- Liaises with external agencies and other support agencies including the LA's support, Autism outreach, behaviour support, educational psychology services, health and social services and voluntary bodies etc
- Monitoring and evaluating the special educational needs provision and reporting to the Head Teacher;
- Contributing to the in-service training of staff
- Reporting to the governor with responsibility for SEND on the day-day management of SEND policy through specific meetings.

- Attending multi-disciplinary team meetings and support other professionals with specific diagnosis

- Requests additional funding for those pupils who meet specific criteria

8 **The role of the Governing Body**

The Governing Body ensures that the school secures the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The named governor has the responsibility for monitoring and reporting the school's SEND provision is Josephine Coyne.

9 **Allocation of resources**

The Head Teacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements/EHCPs of special educational needs. She informs the Governing Body of how funding allocated to support special educational needs has been employed and agrees how to use resources directly related to statements.

10 **Identification and assessment – A Graduated Response**

At Pilsley CE Primary school we firmly believe that provision for children with special educational needs and disabilities is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day–to–day responsibilities. The school adopts the levels of intervention as described in the SEND Code of Practice 2015. The Code of Practice advocates a graduated response to meeting pupils' needs. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. This is in line with guidance set out in the Code of Practice 2015.

If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.

- Identify and focus attention on action to support the child within the class.

- Use the assessment processes to identify any learning difficulties.

- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

As part of our assessment process a range of evidence is collected through the usual monitoring arrangements; if this suggests that the learner is not making the expected progress in any of the 4 key areas of need (as stated in the SEND Code of Practice 2015) the class teacher will consult with the SENDCO in order to decide whether additional and/or different provision is necessary.

This may involve seeking advice from external agencies e.g. Speech and Language Therapy (SaLT), Child and Adult Mental Health Service (CAMHS), Educational Psychologists, Behaviour Support, Autistic Outreach etc. Although these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress.

This may include any of the following:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium or Pupil Premium Plus (PP)
- Being a Looked After Child (LAC)
- Being a child of a service woman/man.

The identification and assessment of the special educational needs and disabilities of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

At Pilsley CE Primary School pupils with SEN are initially identified through one, or a mixture of the following:

- concerns regarding academic progress ie. performing 2 or more years below age related expectations (ARE);
- reading age 2 or more years below chronological age;
- spelling age 2 or more years below ARE.
- concerns the child shows significantly slower progress than their peers, starting from the same baseline;

- the child fails to match or better previous rates of progress;

- concerns that the child fails to close the attainment gap between themselves and their peers;
- the attainment gap is widening;
- concerns regarding progress in areas other than attainment i.e. with wider development or lack of adequate academic progress is measured by teachers' on-going assessments and reading and numeracy tests.
- Pupils presenting with high levels of anxiety or emotional dysregulation

The class teacher and the SENDCO assess and monitor the child's progress in line with existing school practices. A school support plan will be implemented and shared with parents to highlight what additional support the child will receive and the parents as well as the child's views will be sought. These documents will be shared between the class teacher and the child's parents/carers twice a year at parents' meetings and a copy of this will be passed onto the SENDCO. If a parent wishes that the SENDCO or a member of the inclusion team to attend one of these meetings this can be arranged.

If, after an agreed period of monitoring (often one term) and in consultation with parents, the child will be placed on the SEND register and agreed additional or different support will begin through an appropriate programme of intervention and support which may include a nurture group.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The first response is high quality teaching targeted at their areas of weakness. However, where progress continues to be less than expected the class teacher, together with the SENDCO assesses whether the child has SEND. The assessment can be broken down into smaller steps in order to aid progress and provide detailed and accurate indicators.

Teachers are aware that persistent disruptive or withdrawn behaviour do not necessarily mean that a child has SEND. Where there are concerns, assessment and discussion with the SENDCO and Head Teacher are held to determine whether there are any causal factors e.g. difficulties with communication.

If it is thought domestic circumstances may be contributing to the problem presented a multi-agency approach is considered and a meeting may be opened so that additional support from external agencies can be involved.

For pupils whose first language is not English, all aspects of a child's performance in different areas of learning and development or subjects is undertaken to determine whether a lack of

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progress is due to limitations in command of English. Difficulties related solely to limitations in English as an additional language are not SEND.

The school uses a two stage model to respond to children's special educational needs in line with the current Special Educational Needs Code of Practice. Following a period of monitoring, the child will enter one of the stages below, dependent on need and the level of intervention required from outside agencies.

SEND support - previously School Action (SA) and School Action Plus (SA+) This SEND Support takes the form of a graduated approach, drawing on more detailed, more frequent reviews. We use provision mapping to produce and monitor this

- Specialist expertise from outside agencies

When identifying a child as needing SEND support, the class teacher and SENDCO carry out analysis of the pupil's needs. These may include children who:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Continues working at NC levels substantially below that expected of children at a similar age;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas and/or presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Have emotional, social and mental health difficulties which regularly interfere with the child's own learning, or that of the class group;
- Has a sensory or physical need and requires additional specialist equipment, regular advice or visits by a specialist service;
- Have on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- Have an Education Health Care Plan (EHC).

11. Curriculum Access and Provision

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

In order to meet the learning needs of all pupils, teachers differentiate work. Teachers use a range of strategies to meet children's special educational work appropriately and we use assessment to inform the next stage of learning. They work to meet individual learning needs and where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways.

The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals. The range of provision may include:

- In class support for small groups with a Teacher or Teaching Assistant

  Small group withdrawal with Teachers, Teaching Assistant.
- Individual class support / individual withdrawal
- Further differentiation of resources
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- 1:1 support or nurture group provision
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service Steps or other support services for advice on strategies, equipment, or staff training.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

The schools Accessibility Plan is written in compliance with the Equality Act 2010 and our building is wheelchair accessible. Where appropriate, we order and utilise specialist equipment for those with a visual or hearing impairment as well as those with physical

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disabilities. Individual PEEP's (Personal Emergency Evacuation Plan's) are written and are in place for any pupil who is identified as one who may have difficulties evacuating a building to a total place of safety without support or assistance from others.

12. Staff Training and Continued Professional Development

- Alongside CPD for the SENDCO, staff in school continue to actively develop their own pedagogy through ongoing training. Examples of this includes:

- Inclusion (all staff)
- Safeguarding (all staff)
- Positive behaviour management (all staff)
- Attachment training (All staff)
- Basic counselling and mental health first aider training (1 x Teacher)
- Individual training based on child's needs from an Educational Psychologist

(Staff as needed)

- Individual training based on child's needs from Autism Outreach/Physio (Staff as needed)

- Phonics Training - effective intervention and helping children keep up (all staff)
- Phonics: RWI subject knowledge and teaching tips (all staff)
- Individual training based on child's needs from Educational Psychologist (Staff as needed)
- Individual training based on child's needs from Autism Outreach (Staff as needed)
- Individual training based on child's needs from Speech and Language Therapy (Staff as needed)
- Individual training based on child's needs from Physiotherapist (Staff as needed)

13. Record Keeping

The school will record the steps taken to meet pupils' individual needs. The class teacher will be responsible for creating, updating and reviewing these documents and setting short term SMART targets for individual pupils. The SENDCO will maintain the central record and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents and carers
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

14. Education, Health and Care Plans (EHCP)

The school adapts or replaces SEND support depending on how effective it has been in achieving the agreed outcome. Where, despite relevant and purposeful action to meet the SEND needs, the child has not made expected progress, the school may request an Education, Health and Care Needs assessment. This application will proceed only after a full meeting between the Educational Psychologist, SENDCO and parents has happened. This also requires evidence of the action taken by the school is collected as part of the SEND support. The Local Authority will make a decision on the application for Education Health Care Plan and communicate that decision to parents.

A request will only be made by the school to the Local Authority if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over

time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The types of evidence this document will require:

- Forms EHC 1 -6
- Current Provision map
- Attendance record
- Views of the parents and a signed declaration from parents
- Views of the child
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Report by the class teacher.

An EHCP will include details of learning outcomes for the child. These are used to develop targets that are :

- Matched to the longer-term outcomes set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The pupil's parent or carer
- The pupil if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENDCO or parent/carer considers appropriate The aim of the review will be to:
- Assess the pupil's progress in relation to the outcomes on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new outcomes for the coming year

At Key Stage Phase transition reviews, receiving schools are invited to attend in order to plan for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENDCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

15 **Partnership with parents**

At Pilsley CofE Primary School we firmly believe that partnership with parents and carers play a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs and disabilities will be treated as partners and given support to play an active and valued role in their child's education. Children and young people with special educational needs and disabilities often have a unique knowledge of their own needs and their views about what sort of help they would like. Parents and carers are encouraged to contribute to the assessment of their child's

needs, the review and transition process. The school website contains details of our policy for special educational needs and the local offer.

We take account of the wishes, feelings and knowledge of parents at all stages of the special needs process and the school keeps parents fully informed and involved. The staff encourage parents to make an active contribution to their child's education and have regular meetings each half term to share the progress of special needs children with their parents. We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

16 **Pupil Voice**

We also recognise that all pupils have the right to be involved in making decisions and Pupil voice is of great importance and pupils are encouraged to be involved in monitoring and reviewing their progress. (SEND Code of Practice 2015).

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Action Plan reviews and setting of individual targets
- Regular meetings with named adult
- Annual reviews

17 **Partnership with External Agencies**

Pilsley CofE Primary School works closely with a number of key support services. These include the Educational Psychologist, Support Service for SEND, Behaviour Support Service, Speech and Language Therapist, CAMHS and MAT Team. Details of the Local Offer are shown on the website.

We take into account and act upon their advice along with any advice and information from a range of medical services such as the Child Development Clinic, School Doctor, Autism Outreach etc.

Planning and Preparation meetings are attended by the SENDCO and the Educational Psychologist. Meetings are held twice a year to look at the school's Inclusion Planning Process,

to have an overview of the general needs and provision for pupils with SEN and to examine more closely the needs of and provision for individual children. As a result of discussions, the Educational Psychologist may become involved with individual children both in an assessment and advisory role. Pupils can only usually be referred for Educational Psychologist consideration if their needs are of a high priority and usually increasing in level or need and when the child is not making adequate progress, despite considerable intervention.

18 **Resources and budget**

The provision for SEND/AEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

19 **Complaints**

Any complaints regarding Special Educational Needs at Pilsley CE Primary School are made in line with the school's Complaints Procedure Policy of which a copy can be obtained directly from the school upon request.

20 **Review of this Policy**

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

This Policy was written by - Mrs E Bond (SENDCO)