

Summerbank Primary

Special Educational Needs and Inclusion Policy

November 2015

Introduction

Here at Summerbank we believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. This includes ensuring high quality special educational provision for pupils for whom this is required.

The principle of inclusion is central to the SEN policy. The school values the abilities and achievements of all its pupils, promoting maximum development of knowledge, skills and understanding, together with personal and social growth for all. All pupils, including those with Special Educational Needs and disabilities, have the same entitlement to a broad and balanced curriculum and to participate in all aspects of school life.

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. Our school recognises the importance of effective partnerships with parents and of taking into account the 'ascertainable views of the child' in determining how individual educational needs can be met.

The SEND team at Summerbank Primary School

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to Mrs Kayla Shortt - SENCo

Please make an appointment with the school office if you wish to speak to the SENCo.

Aims

Our aim is to raise the aspirations and expectations of all children with SEN, with a clear focus on outcomes for pupils.

Objectives

- To work within the guidance provided in the SEND Code of Practice, 2014.
- To identify and provide for pupils who have special educational needs
- To ensure the identification of all pupils requiring SEND provision happens as early as possible in their school career
- To meet individual needs through a wide range of provision
- To foster an educational environment in which high expectations are set for all pupils, including those with SEN.
- To ensure that pupils with Special Educational Needs make good progress.
- To work with and respond to parents/carers and pupils views
- To provide a framework within which the school can assess, plan, deliver and review its provision for pupils with SEN.
- To promote a “whole pupil, whole school” approach to the management and provision of support for special educational needs, in which all members of the school community have an understanding of their role.
- To provide support and advice for all staff working with special educational needs pupils.
- To work with outside agencies to provide the best support for children with additional needs

Our SEND policy reinforces the need for quality first teaching that is fully inclusive.

Identifying Special Educational Needs

Defining SEN

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014***

Pupils are only identified as SEN if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching.

The purpose of identification is to work out what action the school needs to take to support the child.

The school identifies the needs of pupils by considering the needs of the whole child, not just the special educational needs.

Children with potential SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of good quality teaching they are discussed with the SENCo and Senior Management Team and a plan of action is agreed.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

2. Should the class teacher feel they have concerns prior to the termly progress meeting a record of concern can be completed and submitted for the SENCo to investigate identified issues.

- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Often, the concern can be addressed through differentiation or some parental support. Otherwise, the child is placed at SEN Support level on our Additional needs register.

3. The SENCO can undertake a range of standardised tests with children. These assessments are used to add to and inform the teacher's own understanding and assessments of a child.

Assessment is a continual process that can identify pupils who may have special educational needs. We measure pupils' progress through:

- The use of tracking data to track pupil progress

- The use of school agreed assessments
- The use of standardised assessments
- Discussions among staff in departmental and pupil progress meetings
- Discussions between the class teacher and SENCo
- The results of National Curriculum Tests.
- Liaison and consultation with outside agencies
- Assessments carried out by outside agencies

The teacher and SENCo consider all the information about the pupil's progress, as well as national data and expectations of progress. This includes accurate assessment using standardised tests and early assessment materials. This information is then used to decide whether special educational provision is needed. The school may also ask for more specialised assessments from external agencies and professionals.

Although the school can identify special educational needs, and make provision to meet those needs, we cannot make medical diagnoses. Parents are advised to contact their GP if they think their child may have ASD, ADHD or some other disability.

If pupils are identified as having Special Educational Needs they are placed on the Additional Needs register at SEN Support. If a child continues to show significant cause for concern, the Educational Psychology service will be involved and asked for advice. A request for statutory assessment may be made to the Local Authority. A range of written evidence about the child will support the request. The Local Authority will then decide whether to carry out a formal assessment of the pupil and will then decide if an Education, Health and Care Plan is needed to enable the child to make progress and access learning. Parents will be consulted and asked for their views throughout the assessment process.

Children coming off the SEND register

When children begin to make adequate or accelerated progress in the rate at which they are learning or developing a skill and/or are beginning to meet levels equivalent to their year group objectives, then a review will take place. This review may come in the form of the termly review of personal provision or at any point where progress is deemed adequate. A meeting will be called and it will be formally shared with the parents. Once a child is removed from the register they will continue to be supported within class to ensure progress continues.

Types of Special Educational Need

There are four main areas of special educational need:-

Communication and interaction- difficulty in communicating with others, including children with Autistic Spectrum Disorder and Asperger's Syndrome, who may have difficulties with social interaction, language, communication and imagination.

Cognition and learning- where children may learn at a slower pace than their peers. Children may also have a specific learning difficulty such as dyslexia, dyscalculia or dyspraxia.

Social, emotional and mental health difficulties- children may display challenging, disruptive or disturbing behaviour which may reflect underlying social, emotional and mental health issues. The school will seek to recognise and identify these underlying issues through our knowledge of the child.

Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs- where children have a disability which prevents them from making use of the educational facilities generally provided and includes children with visual impairment, hearing impairment or a multi-sensory impairment. They require specialist support and/or equipment to enable them to access learning and all the opportunities that are available to their peers.

Graduated Approach

Where a pupil is identified as having SEN, the support takes the form of a four part cycle- assess, plan, do and review. This is known as the graduated approach and supports the pupil in making good progress.



Assess - during the assessment phase we will look at results from standardised tests and teacher assessments to identify a child's needs and where they may be having difficulties.

Plan- the teacher and SENCo agree what interventions/support should be put in place, in consultation with parents.

Do- teachers, with the support of the SENCo, work with classroom assistants to plan and assess the impact of support/interventions.

Review- the effectiveness of the support/interventions and their impact on the pupil's progress is reviewed on an agreed date.

Central to this approach is the child and their parents. Children's views on their support will be obtained where appropriate. Parent's views will be obtained through regular parent/teacher consultations, meetings with the SENCo, coffee mornings and parent focus groups.

Teaching and Learning

Teachers are responsible and accountable for the progress of the pupils in their class, including those on the SEN register or where pupils have support from teaching assistants or specialist staff.

The first step for pupils who may have SEN is differentiated, high quality teaching. The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.

All children have an entitlement to a broad and balanced curriculum. Children with SEN are fully included in whole class and cross-curricular activities, which are differentiated to meet their needs and reasonable adjustments are made to ensure that they are included. (Equality Act 2010)

A variety of strategies and approaches are used and differentiation may be by task, by outcome, or by the different levels of support offered to the children.

We support children in a manner that acknowledges their entitlement to share the same learning experiences as their peers.

Provision is used to:

- promote inclusive practice across the curriculum for all pupils with SEN, including differentiation;

- provide a range of support and adjustments for pupils dependent upon level and complexity of need; (This may include in class, small group, subject focussed or intensive individual and highly personalised work). (Equality Act 2010)

Children may be withdrawn by support staff or the class teacher, for small group or one-to-one interventions, in order to accelerate their progress.

Children may also be withdrawn for assessment activities carried out by the SENCo or outside agencies.

We believe that all children learn best with their peers. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are taught by both teachers and teaching support assistants.

When allocating additional TA support to children, the focus is on outcomes, not hours. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available. When considering an intervention, the child's profile of learning is initially considered in order to select the intervention which is best matched to the child and intervention provision already in place in school. Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

- Interventions are generally planned in termly blocks (however some intervention may be a 10 week programme or an ongoing programme of increasing skills.
- At the end of each block, children's progress towards their targets is assessed and recorded.
- A decision is then made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class.

The SENCo monitors interventions to identify 'what works'.

Paperwork for children at SEN Support (Special Educational Need Support) Level

Once a child has been identified as having additional needs and placed on the SEND register the following paperwork is completed:

- **Annually**, a one-page-plan (passport) is used to record the child's strengths and interests and how best to support them.

This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.

- **Termly**, at progress meetings, an Individual Provision Plan, (formally called an IEP) is

produced and/or reviewed. The plan records specific targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.

- **Weekly**, teachers and teaching assistants working with the child will keep records of their progress towards their targets.

The SENCo keeps a record of all children on the Additional Needs register and meets with staff to plan support and provision for every child. The SENCo records this provision on a Provision map (whole school and class) and individually on Provision plans.

In addition a child with a Statement of educational needs or Education, Health and Care plan will have an Individual Education plan which details provision in line with their identified needs.

The SENCo meets each term, with the class teacher to review individual provision.

They consider:-

- Whether the desired outcomes been achieved?
- Whether the intervention/support been effective?

The Head Teacher and Deputy Head Teacher hold regular pupil progress meetings with class teachers at which they discuss the progress of every child, including those on the additional needs register.

If a pupil has an Education, Health and Care Plan, a review meeting is held at least annually with representatives from everyone involved with the child being invited, including parents and a representative from the Local Authority. The child may also attend the meeting to give their views.

Additional, specialist support may be provided by SEND services who give advice and carry out more detailed assessment if requested by the SENCo, after discussion with parents.

The Hearing Impairment Service and Visual Impairment Service also give support to pupils with a hearing or visual difficulty.

Support for Pupils and Families

If parents need more information about what is available for pupils with Special Educational Needs, this can be found on the Stoke-on-Trent website, where there are details of the authority's local offer.

More information on what the school offers, can be found on the school SEN Information Report

(click for link).

Supporting pupils with medical conditions

The school recognises that pupils 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 may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

If a pupil has an Education, Health and Care plan, which brings together health and social care needs as well as special educational provision, the school follows the SEND Code of Practice (2014).

Children with Social, Emotional and Mental Health Needs

Challenging behaviour is not classified as an SEND, but it can be a symptom of an underlying SEND. If a child shows persistent unwanted behaviour, the class teacher with the support of the Learning and Behaviour Mentor, Mrs Potts will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete a parental meeting with the family and support the child through that process and if needed we will progress it to an EHA (Early Help Assessment - formerly known as a CAF).

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS/Younger Minds, and/or school with the parents can make a referral.

If the child is felt to have long-term social, emotional or mental health needs- for example with anger management- the school can offer a range of social skills interventions. These are generally delivered by trained TAs or the Learning and Behaviour Mentor. They can develop good, trusting relationships with the children. Sometimes support may be provided from outside Consultant intervention work.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although the policy takes into account that all children are individual and therefore adjustments may need to be made in order to accommodate individual needs. The school has a zero-tolerance approach to bullying. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

Roles and Responsibilities:

Head teacher

The head teacher has responsibility for:

- Allocating roles and responsibilities to staff and ensuring that the needs of SEN children are met within the school.
- Keeping the governing body informed about SEN issues.
- Liaising with staff, SENCo, support services, parents and pupils.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

SENCO

The Special Educational Needs Coordinator (SENCO) has responsibility for:-

- Liaising with the Head Teacher and governing body to develop the SEN policy and provision for pupils with SEN.
- Overseeing the day-to-day operation of the SEN policy.
- Carrying out detailed assessments and observations of pupils with specific learning problems.
- Co-ordinating provision for pupils with SEN, including those who have EHC plans.
- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information.
- Identifying strategies and evidence based interventions to be used to accelerate progress.
- Supporting and advising colleagues in devising strategies, drawing up Individual Provision maps, setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom.
- Organising and monitoring the delivery of support and interventions by learning support staff/teaching assistants.
- Analysing the impact of interventions on progress
- Advising on the graduated approach to providing SEN support.
- Liaising with parents of pupils with SEN.
- 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 the Designated Lead where a looked after pupil has SEN.
- Liaising with next providers of education to ensure a pupil and their parents 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.
- Contributing to the professional development of staff.
- Ensuring that the school keeps the records of all pupils with SEN up to date.
- Attending LA SENCO network meetings in order to keep up to date with local and national updates in SEND.

The SENCo is a member of the management team which is led by the Head Teacher and Deputy Head Teacher. They monitor SEN provision and the progress of pupils with SEN. The SENCo is currently undertaking the NASENCo qualification.

Governing Body

The SEN Governor is Ms Sarah Oldcorn

The governing body will ensure that:

- The necessary provision is made for any pupil with SEN
- SEN provision is an integral part of the school improvement/development plan.
- They have up to date knowledge about the school's SEN provision, including funding.
- The quality of SEN provision is regularly monitored.
- The SEN policy is subject to a regular cycle of monitoring, evaluation and review.
- They report to parents on the implementation of the school's SEN policy.

Class teachers

Class teachers, supported by the senior leadership team, are responsible for:

- Making regular assessments and gathering evidence of progress of all pupils in their class.
- Identifying pupils making less than expected progress.
- Providing high quality teaching targeted at a pupil's needs.
- Ensuring that the needs of pupils with SEN within their class are met by providing an appropriately differentiated curriculum.
- Consulting with the SENCo for advice on assessment and strategies/interventions for pupils.
- Making themselves aware of this policy and procedures for identifying, assessing, monitoring and providing for pupils with SEN.
- Listening to parents when they express concerns about their child's development.
- Meeting with parents of pupils with SEN to develop a good understanding of the child's areas of strength and difficulty.

- Meeting with parents to discuss appropriate provision and agreed outcomes for their child.

Learning support staff/teaching assistants:

Under the guidance of the class teacher or SENCo :

- Carry out interventions and learning programmes planned by the class teacher or SENCO, after receiving training on how to deliver the intervention effectively.
- Carry out assessments of pupils, as requested by the class teacher or SENCo, after receiving training on how to carry out the assessment.
- Keep records of support/interventions being delivered.
- Liaise with the class teacher or SENCo to ensure that they know what progress is being made.
- Support pupils in class or by withdrawing individuals and small groups.
- Attend INSET, training and courses where appropriate.
- Be fully aware of the school's SEN policy.

Resources

The Governors and Senior Management Team at the school have identified a budget for SEN which;

- provides time for the SENCO to carry out her duties
- provides a team of Learning Support Practitioners who provide support and interventions for some pupils at SEN Support and for all pupils with Education, Health and Care plans.
- is used to purchase additional equipment and resources and make reasonable adjustments for pupils with Special Educational Needs (Equality Act 2010)
- Is used to provide training for staff where a need has been identified.
- Is used to provide access to external support services for advice, assessment or staff training.

Transition

If a child with SEN changes school the SENCo makes appropriate contact with the receiving school to ensure the transfer of information about the child.

As pupils on the SEN register progress to high school the SENCO will liaise with the various

receiving schools. This will include inviting the SENCo from the high school to Y5 and Y6 Annual Reviews and arranging visits for pupils and parents to prospective schools.

Monitoring and Evaluation

Pupil progress is monitored, evaluated and reviewed on a regular basis by class teachers and by Senior Management, including the Head Teacher and Deputy Head Teacher and also by the SENCo. Progress and any concerns are discussed with parents and with pupils themselves. Outcomes of interventions are monitored and evaluated by the SENCo and Senior Management each term.

The school's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Admissions arrangements

The school complies with the admissions policy of Stoke-on-Trent City Council. The admissions policy gives priority to children in care when schools are over-subscribed.

The policy also states that pupils with an Education, Health and Care plan will be considered separately and before everyone else and must be accepted by the school named on their plan. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

The policy has been drawn up in line with the Admissions Code which ensures quality of opportunity for all those applying for admission.

Partnership with Parents and Carers

This school values its good relations with parents and carers. The principle of an active partnership extends to all aspects of the work with children and young people with special educational needs.

If parents are concerned about their child's progress in school they should first discuss their concerns with the class teacher, then a further meeting may be arranged with the SENCo. Following this meeting, the Head Teacher and the governing body may then be involved as necessary. If parents have a major complaint then they should contact the Head Teacher immediately.

If we are concerned that a child is not making progress, then parents will be invited into school to meet with the class teacher and the SENCo to discuss the child's strengths and difficulties and to decide on appropriate provision for the child.

Links with the Agencies and LA Services

The school has access to a number of agencies and professionals who support the school in promoting achievement for children and young people with Special Educational Needs.

The school receives consultation, advice and guidance from the LA's Inclusion Services - Educational Psychology Service and SEND services) which is outlined in a Service Level Agreement each year.

The school receives additional support, where necessary, from:

- the Hearing Impairment Service
- specialists in cognitive and learning disorders
- the Speech and Language Service
- the Visual Impairment Service
- the Physical Impairment service
- specialists in autistic spectrum disorders
- specialists in social, emotional and mental health difficulties.
- the school nurse

Staff Training and CPD

Training needs are identified by the school's Senior Leadership team. Training is provided for the whole staff and governors in relation to SEN as part of the school's INSET training programme. This training may be provided by LA advisory staff, the SENCo or other members of the teaching staff or outside training providers.

The SENCo also attends courses to ensure that information in relation to SEN is regularly updated.

Our school have staff that are trained to carry out various interventions including;

Talk Boost

Better Reading

Catch up Numeracy

Inference training

Phonics interventions

We have also recently secured funding to train school staff in the identification and provision of children with speech and language difficulties. It is our vision that all staff will be trained in the early identification of needs and in providing language rich environments and activities for all children. The training is being supplied through ICAN a leading charity supporting speech, language and communication needs.

Accessibility

The school produces an accessibility plan detailing the strategies in place to identify and remove barriers to learning.

Adjustments are made to ensure that all pupils are able to access the curriculum, including participation in after-school clubs and school visits.

The physical environment of the school has been designed to improve access for all adults and pupils.

Information given to pupils and parents is planned to take account of disabilities and preferred formats.

(See Accessibility Plan- [click here for link](#)).

Policy Review and Evaluation:

The school monitors and reviews this policy annually, through regular meetings between the SENCo, Head Teacher and Deputy Head. Meetings with governors are also held.

This policy was created by the school's SENCo with the SEN Governor in liaison with the Senior Leadership Team, staff and parents of pupils with additional needs.

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (June 2014)
- Schools SEN Information Report Regulations (2014) (see Summerbank SEN Information Report- [click here for link](#)).
- Statutory Guidance on Supporting pupils with medical conditions – April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013.
- Safeguarding Policy

- Accessibility Plan

- Teachers Standards 2012

The SENCo alongside the SEN Governor Ms Sarah Oldcorn, *ensure that the Summerbank's 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.*