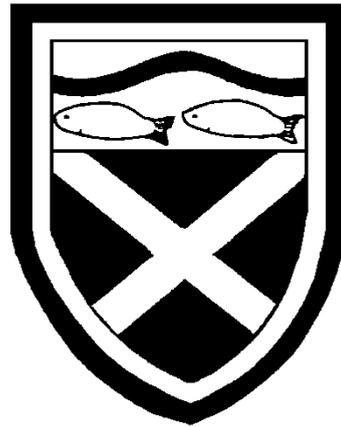


ST ANDREW'S CE PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS & INCLUSION POLICY

Summer 2020

Reviewed Annually

St Andrew's CE Primary School Policy for Inclusion and Special Educational Needs

The SEN Coordinator is Miss L Harrison, leading, Mrs S Butler, Mrs A Symington and Mrs L Benson. The SEN Governor is Mrs J Thomas.

Definition:

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that: *'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability 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 educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.'

'A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.'

Many children and young people who have SEN may have a disability under the Equality Act 2010 – 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 definition provides a relatively low threshold and includes more children than many realise: *'long-term'* is defined as *'a year or more'* and *'substantial'* is defined as *'more than minor or trivial'*.

This definition includes children with long term medical conditions, although these conditions do not necessarily mean that these children have SEN, but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. In addition, we are required to also have regard to statutory guidance regarding supporting pupils with medical conditions (DfE 2015).

Inclusion Statement

St Andrew's School is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St Andrew's is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At St. Andrew's Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training (SEND COP, 2015).

Policy Principles

In line with the Code of Practice (2015) and the Children and Families Act (2014), St Andrew's Primary School is committed to the following key principles:

- All pupils with SEND must have their needs routinely met
- Early identification and early intervention are essential for ensuring better outcomes for pupils
- Raising the achievement of pupils with SEND is a whole school responsibility
- All pupils are encouraged and supported to be active partners in the decision making about their education
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child
- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in a fully inclusive environment
- All pupils benefit from 'Quality First Teaching': this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil's needs
- Effective transition arrangements must be in place across all phases of education to ensure positive outcomes for the pupil and their family
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money

Objectives

1. To ensure the SEN and Disability Act and Code of Practice are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

4. To provide full access to the curriculum* through differentiated planning by class teachers, SEN team, and support staff as appropriate.

(*Except where disapplication, arising from a Statement or Education Health Care Plan [EHCP] occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible, of children who attend the school.
8. To enable children to move on from our school well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/ carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

1. The SENCO/SEN team will meet with each class teacher termly to review and discuss additional needs or concerns and to review IEPs (SNIPS) and Intervention plans.
2. The SENCO is available as necessary to discuss any concerns which may arise.
3. Targets arising from SNIPS (Special Needs Individual Performance Strategy) meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles, interventions.
4. The SENCO monitors planning for SEN and supports year group teams with curriculum planning.
5. The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
6. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. Additional support is funded through individual allocations from the LA as part of our delegated budget.
7. Support staff, class teachers, SEN team and outside agencies liaise and share developments in order to inform reviews and forward planning.

Identification of SEND

Based on the school's observations and assessment data and following a discussion between the class teacher, SEN team and parent, the child may be recorded as having additional or supportive needs. Each Year group has pupil progress meetings termly and any children with additional needs will be monitored.

In addition to the current criteria as identified within the Local Authority Local Offer, the school uses two or more of the following criteria to add children to the SEND register, with parental agreement:

- Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range in one or more areas.
- Received additional to or different from outside differentiated quality first teaching.
- A child with specific diagnosis in the areas of cognition and learning, communication and interaction or sensory and physical needs.
- For social and emotional mental difficulties this can include children who have severe behavioural difficulties, anxieties, depression, are self-harming, mis-using substances, have an eating disorder or physical symptoms which are medically unexplained.
- A child where an external specialist is involved in their education.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENDCO may contact them if the parents agree. The SENDCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

In the early years: Where a child appears to be below expected levels or where their progress gives cause for concern we will consider all the information about the child's learning and development. Particularly within the Prime areas of learning.

There are four distinct categories of SEND need as identified within the Code of Practice 2014:

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

Once a child has been correctly identified with Special Educational Needs, the class teacher will meet regularly with the parents/carers to keep them informed of small steps of progress as part of the 'assess, plan, do, review' cycle. These children will also be placed on an Individual Education Plan (SNIP). SNIPS will be reviewed termly with parents/carers and the child. These are however, working documents for staff and aid planning and decisions regarding support on an ongoing basis. More frequent meetings may become necessary if there is a need to move from SEN support towards a statutory assessment for an EHC.

Wherever possible pupils will remain with their class/subject teacher, in the classroom as this is where they learn best, with the rest of their class. However, there are times when 'additional to, different from' interventions need to be offered to support pupils in their learning. When any additional support is allocated, whether it is delivered by a teacher or Teaching Assistant, the focus of all intervention will be on outcomes; our aim is to put in sufficient support to enable our pupils to reach challenging targets, but without developing a learned dependence upon an adult. All pupils on the SEND

register will be supported, monitored and reviewed appropriately; internal assessments will be moderated to ensure validity and reliability. External advice will be acted upon and any additional training to meet needs will be sought, as necessary.

If a child continues to make no progress towards their individual targets on their SNIPS then the SENCO will hold a meeting with the parents and external agencies involved with the child, to create a support plan for the child. The support plan will be reviewed termly and the child will have long and short term targets set for them based on recommendations.

School request for a statutory assessment (EHC Plan)

For a child who is not making adequate progress, despite a period of being on a support plan, and in agreement with the parents/ carers, the school may request the LEA to make a request for an Education, Health and Care Plan (see Appendix 2). To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Based on individual circumstances, the SENCO may apply for an EHCP if a child meets a range of the following criteria:

- Continues to make little or no progress in specific areas over a long period of time
- Continues working at levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management plan.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite intervention and action plans sought from external agencies the child continues to lack progress or need further support, beyond currently being given.

At every stage of the SEND process it is our policy to work in partnership with out parents/ carers and their child to secure the best possible outcomes.

The School's Arrangements for SEN and Inclusion In-Service Training

The SENCO attends regular courses and meets with the Educational Psychologist to update and revise developments in Special Needs Education and Inclusion.

Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.

In-house additional needs and Inclusion training is provided through staff meetings by the SEN team.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate through staff inset training as part of the schools annual training programme.

The use made of teachers and facilities from outside the school, including support services

The Educational Psychologist visits the school regularly, following discussion with the SENCO as to the purpose of each visit.

Specialist, direct teaching from other services are used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties.

Speech and Language specialists work in school to support children who have problems. The specialist teachers/ teaching assistants work directly with children. Class teachers plan alongside these specialist teachers who are also invited to contribute to SNIP reviews.

The SENCO liaises with a number of other outside agencies, for example:

1. Speech & Language Service
2. Physiotherapists
3. IPASS
4. White House Unit
5. Northcott Outreach
6. Early Years SENCO team
7. Dyslexia Sparks

Parents/carers are informed if any outside agency are involved.

Arrangements for partnership with parents/carers

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

SNIPS targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All SNIPS and reviews will be copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate and during curriculum days.

Regular curriculum workshops are offered for parents/carers to attend as part of our parental annual training programme. We also have a Parent Partnership

Programme – where parents support parents, at meetings in school, with information, agencies and ideas for children with additional needs. Sometimes these meetings have external agencies attend to provide further information and support for parents.

Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Home visits are also carried out by the headteacher and a member of SLT. Concerns about particular needs will be brought to the attention of the SEN team after this meeting. Where necessary the SEN team will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. Children transferring from St Andrew's to new school we will ensure it receives full details of particular needs and additional provision made by the school. The SENCO will discuss these children with other schools on request.

Further information about children can also be sent and received electronically via CPOMS.

Early transition days to secondary school are organised for some children who we feel need it, when they are in year 6. Meetings and telephone calls take place between St Andrews and secondary schools ensure that children with additional needs are known to the relevant staff before the children move schools. Headstart referrals are made for pupils who need a more supported transition to secondary school. Files are passed onto their secondary schools once the pupil has started the school in September.

Inclusion Principles

Staff at St Andrew's value pupils of different abilities and support inclusion.

Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning

between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

An important consideration, especially in relation to a child with a behavioural problem, is the impact that child may have on his/her peers. Appropriate strategies taken should make this as a priority concern. (see the schools Discipline and Behaviour Policies)

Access to the Environment (see also School Accessibility Plan)

St Andrew's is a single site school, with Key Stage 1 and Key Stage 2 departments joined by the main Hall. Parts of the school are built on two levels with stairs from ground floor or first floor. Entrance to the building is through the main lobby, which is level and has a ramp and therefore suitable for wheelchair access. Most classrooms are accessed by corridors, those that aren't can be accessed directly through another classroom on the same level.

We have made sure that there are good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).

An access audit of the school is updated regularly.

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

Differentiation takes a variety of forms within teacher planning. Learning intentions

are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Access to Information (see also School Accessibility Plan)

All children (and/or parents and carers), requiring information in formats other than print will have this provided on request

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Details of our plan to improve access to information, with targets, are contained in the school's Accessibility Plan.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Prior to starting school, parents/carers of children with an EHCP or EHCP pending are invited to discuss the provision that can be made to meet their identified needs during the head teacher's home visit.

Terminology, imagery and disability equality

The school has had a disability equality INSET and is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to a special educational needs or disability under our Anti-Bullying Policy.

We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

Listening to disabled pupils and those identified with additional needs

St Andrew's encourages the inclusion of all children in the POP Group (Pupils' Opinion Group) and the MOPS (Mini Opinion Party)

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

The staff have on-going training opportunities on issues relating to communication and listening skills e.g. Speech and language training, communication training.

Working with disabled parents/carers

St Andrew's recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers meetings in an accessible place.

When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc. For two parents/carers we ensure that we have regular telephone contact, as this is their preferred method of communication. We also have a Home-School document that informs parents of what is expected as a school partnership.

Disability equality and trips or out of school activities

St Andrew's tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all year four, five and six children to a local camp, and provide additional TA support for individual children as required.

All children are welcome at our afterschool activities.

We follow the guidance given by the Disability and Equality Act 2010.

Evaluating the success of the School's SEN and Inclusion Policy

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us set new targets for the year ahead, aiming for:

A reduction in the percentage of children with very low attainment,

An increase in the percentage of children recorded as having special educational needs attaining Age Related Expectations at the end of KS1 and KS2.

A reduction in behaviour incidents and exclusions

We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors' Annual Report. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability/ Equality Act 2010.

Each term the SENCO will provide a report to the governing body as to the numbers of pupils receiving special educational provision through Additional Needs and Statements/ Education, Health Care plans as well as any pupils for whom a Education, Health and Care plan has been requested. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The Annual Report to parents/carers will include the details of SEN provision and of the Access Plan, along with the information required by the Disability/ Equality Act.

SEN and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.

The SENCO will meet with the SEN governor to discuss Inclusion and current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Individual targets for children with additional needs will be reviewed through IEP (SNIPS) targets.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Target setting for all pupils takes place daily, half-termly and within each Key Stage. Percentage targets are set for children to achieve the Age Related Expectation (ARE) at the end of Key Stage 1 and Key Stage 2. Targets are also set, within the Basic Skills Policy for children identified as having additional needs. These targets aim towards increasing the number of children with additional needs who achieve ARE at the appropriate Key Stage, and become more ambitious from year to year. Our success in all these areas is evaluated annually and reported to parents/carers in the governors' annual report in November.

The policy itself will be reviewed annually by the SEN co-ordinator and the governing body.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

This policy should be read in conjunction with the school's Every Child Matters policy statement.

All Information has been taken from the New SEN Code of Practice January 2015.

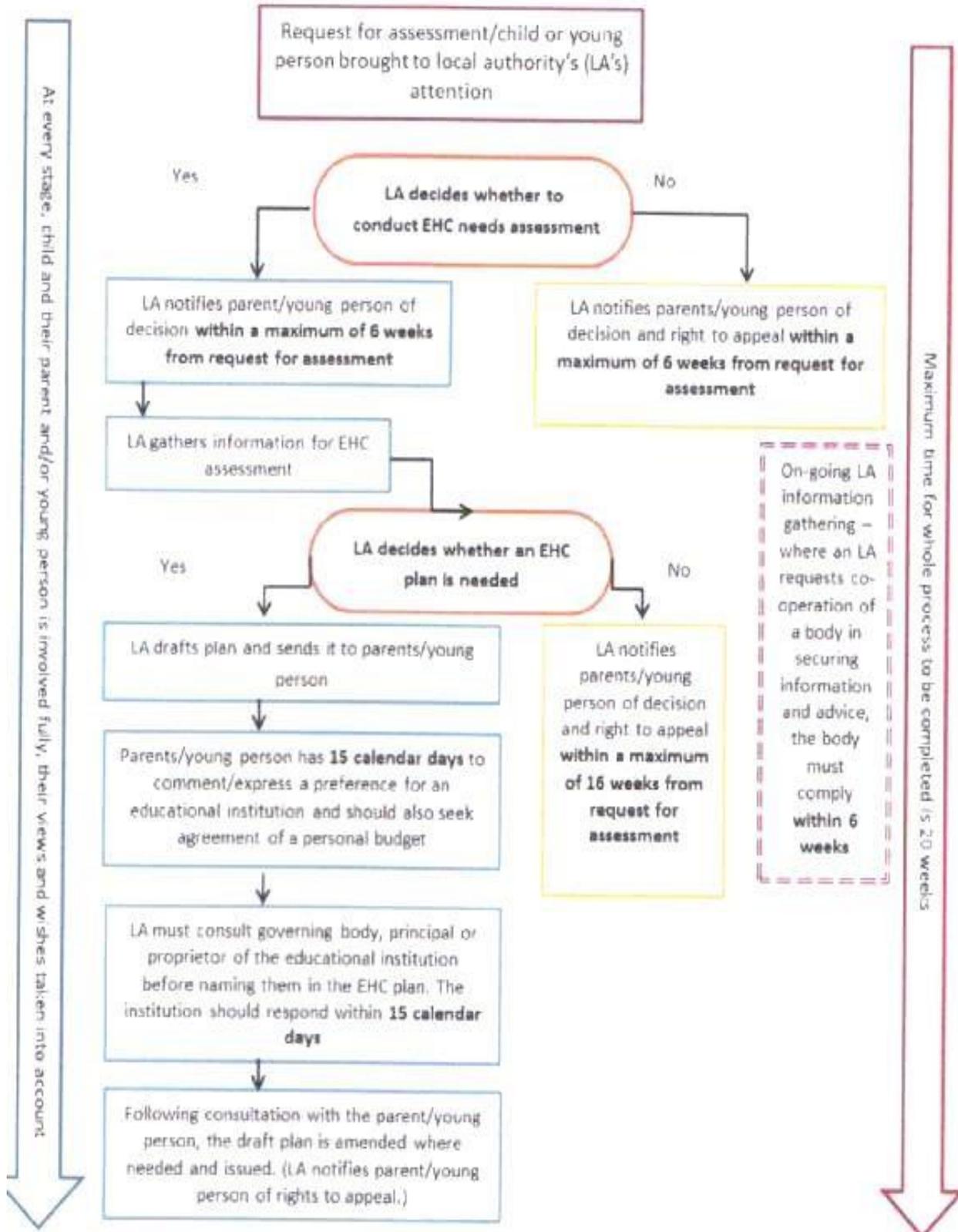
Date: Summer 2020

Glossary of Terms

SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
SENSS	Special Educational Needs Support Service
SNIPS	Special Needs Individual
(IEP)	Performance Strategy Individual Education Plan (Same as St Andrew's SNIPS)
EHCP	Education, Health Care Plan

Appendix 2: Education, Health Care plan process

Statutory timescales for EHC needs assessment and EHC plan development



Early Years and School SEN support— Early years / School / Post 16.

High quality teaching; differentiated approach, matched to meet needs; SEN provision using SEN notional funding, a graduated approach in which interventions are reviewed and their impact monitored, and external professionals are drawn in flexibly as needed will be followed by the process below:

