

Robert Shaw Primary & Nursery School

Policy for SEND and Inclusion

*Here at Robert Shaw Primary and Nursery School we believe;
Every child deserves a fair start in life, with the very best opportunity to succeed.*

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 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 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Curriculum guidance for EYFS
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Aims

At Robert Shaw primary & Nursery school; we seek to develop the full potential of every pupil in school. We aim to break down any barriers to learning through motivation and the fostering of high self-esteem, enabling all pupils to succeed by paying attention to these specific areas:

- Identifying, at an early age, pupils who need extra help and attention.
- Enabling each pupil to participate in, and contribute to, school life.
- Ensuring we meet the needs of every individual child.
- Creating a secure, safe and happy environment which allows all children to learn to learn effectively.
- Providing for children's specific needs through whole class, small group and 1:1 teaching.
- Providing full access to the curriculum for all learners through using a variety of teaching strategies.
- Monitoring those with SEND by regular review and assessment, to enable us to recognise, celebrate and record achievement.
- Working with parents and external agencies to provide support for those children with SEND.
- Including the voice of the child in monitoring and reviewing their own progress.
- Providing support and advice for all staff working with special educational needs pupils.

TYPES OF SEN

SEN is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, Mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN. Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as such. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Disability

Many children and young people who have SEN may also have a disability as defined by the Equality Act 2010 as '...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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

Children and young people with such conditions do not necessarily have SEN, but where a disabled child or young person requires additional educational provision they will also be covered by the SEN definition.

We will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

IDENTIFICATION, ASSESSMENT AND REVIEW

The Code of Practice emphasises a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum. The graduated response should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

At Robert Shaw we assess each child's skills and levels of attainment on entry. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. These professionals should liaise with the school to help inform the assessments.

Class teachers make regular assessments of progress for all pupils. These should identify pupils making less than expected progress given their age and individual circumstances. 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.
- Widens the attainment gap.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments.

Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties, liaising with both parents and school SENCo team. Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. Provision maps and IEPs are used to record additional provision for pupils on the SEND register.

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system. The school uses SIMS to keep a register of pupils with SEND. Information about the identification, assessment and provision for each pupil is kept within individual folders and on the school management program 'Blue Hills'.

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class teacher in problem solving and advising on the effective implementation of support.

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

SUPPORTING PUPILS AT SCHOOL 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 with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

Roles and responsibilities:

The Governing body:

The Governing body will:

- Ensure the school has regard to the SEN Code of Practice when carrying out its duties toward all pupils with SEND.
- With the HT and SENCo, determine the schools general policy and approach to provision for all pupils, establish appropriate staffing and funding arrangements.
- Report to parents annually on the school's policy on SEND
- Ensure that necessary provision is made for any pupil who has SEND
- Every school must appoint a 'responsible person' for SEND. In this school we have phase leaders each responsible for SEND in their phase (Foundation, KS1 and KS2)
- The SENCo phase leaders will make sure that the needs of all pupils with SEND are known to all who are likely to teach and come into contact with them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEND and that the teachers are supported to deliver the support identified in the school SEND policy.
- The SEND policy is regularly evaluated for its effectiveness in bringing about improvements for all pupils with SEND.
- Ensure that learning targets for individual pupils with SEND are identified; and additional or different provision from the differentiated curriculum is offered for all pupils
- Ensure these interventions are planned, delivered, recorded and provision is evaluated to guarantee its positive impact on outcomes for pupils with SEND.
- Ensure that a pupil with SEND is included in school activities with pupils who have no identified needs and are a part of the community of Robert Shaw Primary and Nursery School.
- Ensure the efficient use of resources for the education of children in the school.
- Ensure that the behaviour and attendance policy do not disadvantage students with SEND

Coordinating SEND 'The SENCo Team'

The Governing body ensures, in line with its statutory duty, that;

- SENCOs are provided with leadership and management time in order to undertake their duties effectively.
- The SENCOs are responsible for the day-to-day operation of the school's SEND policy. In order to undertake this, the SENCOs will liaise with other teachers in the school and are responsible for co-ordinating the planning of additional and different support provided for pupils with SEND.
- The SENCOs are also responsible for liaising with relevant external agencies and for contributing to the in-service training of staff.
- The SENCOs will act in an advisory or supportive role to other members of staff, particularly in terms of helping staff to establish appropriate pedagogic practice to support pupils with SEND.

SENCO Role:

The SENCO team will be responsible for;

- Overseeing the day-to-day operation of the school's SEND policy.
- Liaising with and advising fellow teachers and TA's.
- Co-ordinating provision for pupils with special educational needs.
- Overseeing the records on all pupils with special educational needs keeping Personal Provision Maps (PPMs), Individual Education Plans (IEPs) and personal profiles of children up to date.
- Monitoring provision and interventions using Blue Hills Provision Management Software. (Whole School Provision Map).
- Liaising with parents of pupils with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinate reviews of children with SEND.
- Manages the school based SEND assessment and Documents required by outside agencies.
- Maintain and review teaching materials.
- Maintain the skill base of our practitioners.

Class teachers are responsible for:

- Providing high quality teaching for all children.
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO parents and pupil).
- Regularly reviewing the impact of these adjustments, interventions and support including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND.

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedure for giving feedback to teachers about pupils' progress.
- TAs work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in monitoring progress.

The SENCOs will support the Head teacher to monitor the effectiveness of the learning and integration of pupils with SEND.