

1. ETHOS

The school identifies a special educational need as:

- a significantly greater difficulty in learning than the majority of others of the same age
- a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for other children of the same age as defined in accordance with the 2014 Code of Practice
- a child who shows aptitude or ability that far exceeds that of the majority of children of the same age.

Children have special needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. ‘Special Educational Provision’ is educational or training provision that is additional to or different from the provision made generally for children of the same age.

Ash Green Community Primary School recognises that there are children who may have Special Educational Needs or a disability (SEND) throughout, or at a particular time during, their school life. It is the policy of the school to identify, recognise and provide for that need in the most appropriate way, given that the wide diversity of needs requires access to a similarly wide variety of provision.

This policy has been formulated with reference to the Children and Families Act 2014, SEND 0-25 Code of Practice 2014; Equality Act 2010: advice for schools (DfE 2013), Schools SEN Information Report Regulations (2014), Statutory Guidance on Supporting pupils at school with medical conditions (April 2014), the National Curriculum in England Key Stage 1 and 2 Framework (2013) the Schools and Children’s Services Directorate Policy for SEN, the DDA and the Special Needs and Disability Act (SENDA 2001).

Children are not regarded as having a learning disability solely because the language of their home is different from the language in which they will be taught.

2. AIMS

Our Curriculum Statement (C2), subject policies + schemes of work, planning and assessment procedures are rigorously applied:

- to ensure that pupils’ educational needs are identified at the earliest opportunity.
- to ensure a shared responsibility for identifying and assessing a pupil’s need
- to give every pupil the opportunity to experience success in learning and to achieve as high an individual standard as possible
- to enable all pupils to participate in lessons fully and effectively
- to record progress and recognise achievement
- to value and encourage the contribution of all pupils to the life of the school
- to encourage effective and supportive links with parents
- to maintain regular communication with the SEND governor

- to work closely with external support agencies, where appropriate, to support the needs of individual pupils

3. POLICY

Role of the Inclusion Manager

The Inclusion Manager has the delegated responsibility for the day to day management and co-ordination of special needs provision throughout the school on both sites and will:

- co-ordinate intervention via the Inclusion and Progress Team at levels 2 & 3 of the Continuum of Need
- be responsible to the Head for children with Special Educational Needs
- ensure all staff are aware of the school's policy for SEND
- identify, in consultation with the staff and with respect to existing school profiles, pupils with Special Educational Needs and Disability
- liaise with, offer advice and support colleagues to ensure high quality teaching for pupils of SEND by:
 - a) establishing learning plans for individual children with suitable outcomes and targets, reviewed termly
 - b) preparing evidence for the Moderating Group
 - c) writing educational advice
 - d) coping with individual children's needs in whole class situations
 - e) updating individual provision maps
- maintain the school's SEND register and oversee records of those children
- liaise with external support agencies and voluntary bodies
- manage a team of Teaching Assistants
- ensure that parents/carers are informed of their child's progress at termly review meetings
- contribute to the in-service training of staff
- liaise with the Deputy Head re: vulnerable pupil audits and analysis of assessment data
- monitor how the individual needs of the children are met in the classroom
- maintain and review the SEND Policy, the schools Local Offer and SEN Information Report
- monitor and evaluate provisions through Edukey

Strategic Management

The SEND governor for the school liaises with the Inclusion Manager on a termly basis and reports annually to parents on the implementation of the policy for SEND.

Priorities for intervention/support for special educational needs are specified in the School Improvement Plan (see policy M44)

A summary of the policy for SEND is included in the school's Local Offer and SEND Information report, school prospectus and School Profile. This includes details of special arrangements for pupils with EHCP (Educational Health Care Plans).

Admissions

The school's admission arrangements ensure that priority nursery places are allocated to those of nursery age with a special educational need or disability. Priority to children who are in receipt of an EHCP is given when it is both the wish of the child/parents and Local Authority (LA) that they

attend and where Ash Green Community Primary School is the named placement in the EHCP. The only exception to this is where a cohort is deemed to be at full capacity with pupils with SEND.

No pupil will be refused admission on the basis of his or her special educational need or disability. In line with the SEN and Disability Act we will make all reasonable adjustments to provide effective educational provision.

Specialisms

A specialist teacher of Reading Recovery is in post. Both sites have Better Reading partners and all teaching staff and assistants have had training in:

- Managing Individual Learning Plan's (setting SMART targets, implementation + review)
- Identifying and supporting pupils with dyslexia
- Helping children with speech and language difficulties
- Delivery of phonics

Facilities for Pupils with SEND

The school adheres to its Equality and Cohesion Scheme in line with the DDA.

Alterations to the building have been made in accordance with the Reasonable Adjustments Duty. Wheelchair access is facilitated on the upper site and there are facilities in small areas throughout the school for small group and individual pupil work. We adhere to making any required changes to our buildings in order to meet the needs of all our pupils.

Resources

The school receives significant pupil premium as part of the individual school's budget together with a notional budget based on formula identified by the Local Authority. The Inclusion Manager works alongside the ICT manager to supply appropriate ICT resources which are accessible by SEND pupils.

Identification, Assessment and Review

The school follows the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2014) with regard to the identification, assessment and review of pupils with special educational needs. The school identifies such needs as early as possible using a graduated response as outlined in the SEND code of practice. Where pupils are transferred to Ash Green from other mainstream settings we aim to identify SEND within one half term, using previous school records and internal assessments. Parents' concerns regarding a pupil's educational, health or care need can be discussed with the class teacher at any convenient time.

To do this teachers use a range of assessments:

- EYFS Profile and Development Matters
- Key Performance Checklists
- Assessment for learning
- SAT's results
- Phonic screening
- Teacher assessment

Detailed provision mapping monitors and evaluates the impact of the intervention and ensures that pupils with SEND are rigorously assessed and monitored. Pupils who have failed to make the expected progress despite targeted support and intervention continue to be closely monitored and, on

the basis of accumulated evidence are placed on the SEND register identified as SEN Support. Parents are consulted throughout this process.

SEN Support

If a child is placed on the SEND register on SEN Support, a learning plan will be written, identifying the child's main areas of need with SMART targets to work towards. The plan will be reviewed termly with parents, and progress will be monitored. The child will also have a detailed provision map outlining the additional support that they receive. After two terms, if the child has made limited progress or the child is requiring in excess of 15 hours support it may be decided to request an Education Health Care Needs assessment. School will collect and submit evidence to the local authority in order to request an EHCP. Parents are consulted and are encouraged to be actively engaged in this process.

On gathering all relevant advice about a pupil's progress, the Schools and Children's Services Directorate may issue an Educational Health Care Plan outlining outcomes to aspire to and additional provision to be provided.

All class teachers have access to the Code of Practice. Also their own file contains a list of SEND pupils in the class and any additional information such as Vulnerable Pupil Audits (VPA's), provision maps and one page profiles. Pupils' learning plans are also kept in pupils' yellow class files and are used as working documents delivered mainly by the Teaching Assistants. The learning plans are also stored centrally on Edukey.

Review meetings

Review meetings are held termly for all pupils on the SEND register. Parents are invited to attend as well as the class teacher and individual support assistant if appropriate. Representatives from external support agencies may also be invited, if involved. If a decision is made at the meeting to draw up a new learning plan, the class teacher will file a copy in the class SEND file giving access to all adults who may work with that child. The learning plans are also stored centrally within Edukey. This is then reviewed by the SENCO. A copy of the learning plan is sent to parents following the meeting.

For pupils with an EHCP an Annual Review is also held to review progress towards outcomes outlined in the EHCP. A copy of the review report is sent to all invitees, including parents, and the Schools and Children's Services Directorate, and any external agencies.

The SEND Register

In addition to the results of the termly reviews, the SEND register is updated before the end of each term. Class teachers may at any time nominate additional pupils to be placed at SEN Support based on thorough assessment and monitoring. In order to do this the following evidence will be used:

- results from any curriculum tests
- evidence of strategies already in place
- day-to-day assessment
- other relevant information e.g. medical, family circumstances etc.
- evidence of intervention strategies that the child has attended
- individual provision maps

Curriculum

Wherever possible pupils are taught alongside peers and have access to a differentiated, broad and balanced curriculum with their needs identified in planning documents and learning plans. The

Leadership Team monitors teachers' planning on a weekly and half-termly basis. This is to ensure that planning reflects the differentiation required to meet the needs of pupils with SEND.

If necessary, pupils are withdrawn for individual, small group work or additional intervention strategies but the predominant mode of teaching is within the classroom setting. Careful consideration is given to ensuring that curriculum entitlement is met overall.

Integration

Pupils with SEND are offered equal opportunities to participate fully in the life of the School. They are included, wherever possible, as active participants in school trips and other social activities such as discos, after school clubs, musicals. Circle Time, PSHCE and SEALS offer additional strategies to facilitate and value the contribution of pupils with SEND.

Complaints

The school works in partnership with parents to ensure a collaborative approach to meeting pupil needs.

Complaints about SEND should be made, in the first instance, to the Head Teacher who will inform the Inclusion Manager and class teacher. If parents still remain dissatisfied they should seek a further meeting with the Head. They also have a right to complain to the governing body of the school, which is in line with the school's complaints policy.

Parents have the right to address their complaint to the LA if they have a complaint about the LA's EHCP procedure.

Continuing Professional Development

CPD opportunities will be provided in line with an analysis of needs linked to the implementation of the school's SEND policy and learning plans (setting targets, implementation and review). An SEND curriculum audit and individual staff training needs (linked to the Teaching Standards) are completed annually; the results of which inform the School Improvement Plan and the schools appraisal system. The Inclusion Manager also attends the termly Calderdale SENCO Network, termly North Halifax SEND Federation meetings and annual Inclusion conference to share excellent practice.

External Support

The school has positive relations with a range of external support agencies. The following support services supply schools with the appropriate referral forms and procedures for referral

- Inclusion Service (hearing/vision impaired pupils)
- Speech and Language Service
- Child and Family Team (Broad Street Plaza)
- Virtual Schools

The following support service referral procedures, in order to become involved with individual pupils, require them to be either at SEN support or have an EHCP:

- The SEN Team
- Autistic Spectrum Disorder Service
- Early Years Support Team (Northgate House)

Inclusion and Progress Team

An Inclusion and Progress Team has been established in order to address the academic and pastoral requirements of our pupils. This team is accountable to the Deputy Head and comprises:

- Deputy Head/Assessment Manager
- Inclusion Manager
- SALC lead practitioner
- Pastoral lead practitioner
- Home School Liaison Manager
- Reading Recovery Teacher
- Family Support Worker (qualified in social work)

The team assess the needs of the children and families on a referral system to provide appropriate support and intervention, using provision mapping, termly assessment data and information held within CPOMS.

Tracking achievement of pupils for whom intervention is in place is undertaken by the Inclusion Manager to evaluate and improve the team outcomes.

External Relations

The school also liaises with other organisations to assist in meeting the needs of pupils with SEND. These are:

- The school nursing team.
- Occupational Therapy
- Education Welfare Service
- SENDIAAS
- Social Services
- Physiotherapy

Liaison with Parents

The School endeavours to secure close liaison with parents of pupils with SEND. Parents are welcome to discuss pupil progress with the class teacher or Inclusion Manager at any mutually convenient time. The school website is being adapted to aid communication further and a text message service is used to remind parents of important meetings. The school also publishes details of its core offer on the website so that all parents can access information regarding the schools services.

Transition Arrangements

Annual reviews for Year 6 pupils with an EHC Plan are held, where possible, in the Spring term. The appropriate secondary school Inclusion Managers are invited to reviews for those on SEN Support. Additional transition arrangements may be made at these reviews e.g. extra visits etc.

A transition form is completed for each pupil showing details of education attainment and placement on the SEND register.

Copies of statements or EHC plans for special educational need and pupils' most recent learning plans are forwarded directly to the appropriate Inclusion Manager before the end of each summer term to ensure a smooth transition.

Conclusion

Ash Green aims to meet the needs of all its pupils. For those with Special Needs, be they educational or otherwise, the school strives to meet these needs through co-ordinated intervention through the Inclusion and Progress Team that encompasses;

- 1) A positive approach from all staff to ensure the delivery of the National Curriculum at all suitable levels whenever possible
- 2) The adherence to the National Code of Practice for Special Educational Needs
- 3) A partnership with parents

The Inclusion Manager has, and will, continue to attend relevant in-service training LA courses appertaining to the Code of Practice and Government Legislation and will disseminate information to all staff as and when appropriate.

Revised and amended in line with all legalisation.

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C.Hill