

Woodthorpe J.I. School

SEN and Inclusion Policy

Woodthorpe J.I. is a small friendly community school. Our mission is to lay the foundation for a fulfilling life by promoting a joy of learning in every child enabling them to reach their full potential within our happy, secure and caring environment.

Equal Opportunities

We will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability. The SEN and Inclusion policy works within the guidelines and inclusion policies of the Code of Practice (2015), the Local Authority and other policies current within the school.

Aims and Objectives

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN;
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership;
- to make clear the expectations of all partners in the process;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to continue to monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- through consultation with health and social care professionals, we ensure that pupils with medical conditions are supported and have full inclusion in all school activities;
- to identify the roles and responsibilities of all staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- to enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

Definition of Special Educational Needs

A child or young person has special educational needs if he or she has a learning difficulty or disability (SEND) which requires 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 2015)

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

This SEN policy details how, at Woodthorpe J.I. School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs, and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

The SENCO (Special Educational Needs Co-ordinator) is line-managed by the Head-teacher. The SENCO at Woodthorpe J.I. School is Linda McGrath.

Safeguarding Statement

Woodthorpe J.I School is committed to safeguarding and promoting the welfare of children and young people and all staff share this commitment.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Curriculum and Policy Committee reviews this policy annually and considers any amendments in light of the annual review findings. The outcome of the review is reported to the full governing body.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre- school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular

child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

The Role of the SENCO and what Provision Looks like at Woodthorpe J.School

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy;
- Co-ordinating provision for children with SEN. Planned provision is detailed on the school's provision plan, which outlines interventions to be delivered. These are time-limited and planned to meet the needs of the individual;
- Liaising with and advising fellow teachers;
- Overseeing the records of all children with SEN;
- Liaising with parents of children with SEN;
- Contributing to the in-service training of staff;
- Liaising with local Secondary schools so that support is provided for Y6 pupils as they prepare to transfer;
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;
- Co-ordinating and developing school based strategies for the identification and review of children with SEN;
- Monitoring the progress of children on the SEN register through regular classroom observations.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This might lead to the conclusion that the pupil requires help **over and above** that which is normally available within the particular class or subject.

Expected progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening;
- Closes the attainment gap between the child and his peers;
- Better the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

In order to help children with special educational needs, Woodthorpe J.I. School will adopt a graduated response. We first, assess needs, we then plan for this. We put provision in place and we then review it to see if it is successful (**Assess, Plan, Do and Review**) This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an I.E.P (Individual Education Plan) and provision plan and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an **Education Health Care Plan**, we will provide the LA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. **Additional Support** will be put in place and monitored for a period of up to 6 - 12 weeks. This support is recorded on the school's **Provision Plan** and discussed with parents at parents evening meetings. If no progress is noted after this time the child **may** be added to the school SEN register and will receive **Enhanced Support**. The class teacher after discussion with the SENCO will then provide interventions/support that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be recorded on an Individual Education Plan (I.E.P). These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the parents and child. The SENCO may be also be present at this meeting.

Reasons for a child being added to the SEN database may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Presents persistent social, emotional or mental health difficulties which are not improved by the techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains links to our policy for special educational needs, the **Special Educational Needs Information Report** including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school aims to keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and offer regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child, through IEP target setting and review meetings. Parents always have access to the SENCO and parents and children have access to the school website which has information dedicated to Special Educational Needs.

The Nature of Intervention and support

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments/observations. This may include:

- Differentiated learning materials or specialist equipment;
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with TA support or other specific interventions;
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness;
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher to discuss individual targets and progress. The SENCO may also be present at these meetings.

External agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period;
- Continues working substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and mathematical skills;
- Has emotional or social skill difficulties which regularly and substantially interfere with the child's own learning or that of the class group;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

Where necessary the school enlists the help of the following:

- An Educational Psychologist
- The allocated advisory teacher from the Pupil and School Support Service
- The allocated advisory teacher from the Communication and Autism Team
- The Behaviour Support Service
- A Speech and Language Therapist
- The hearing impairment team and the visual impairment team
- The school nurse
- City Of Birmingham School

SEN and Inclusion Training

The SENCO attends regular cluster meetings to update and revise developments in SEN and Inclusion.

Meeting additional needs and inclusion issues are targeted each year through the School Development Plan (SDP). In Service training and individual professional development are arranged to match these targets.

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.

Monitoring and evaluation

The progress of all children is monitored on a regular basis by the class teacher through informal classroom observations and formal assessments. The SENCO monitors the movement of children within the SEN system in school and provides staff and evaluates the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Education Plans for children.

School Request for an Education Health and Care Plan

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil;
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- Attainment in literacy and numeracy;
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- Views of the parents.

An Education, Health and Care plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to age 25.

It is a new way of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This new process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.

Admission Arrangements

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

Parents/Carers of children who have a Statement of SEN will be asked to write to the Governing Body prior to admission (Governors are responsible for implementing the statutory statement or Education, Health and Care plan and therefore have to legally accept a child before that child is admitted). These parents/carers will be invited to discuss the provision for their child with the

SENCO, prior to admission. The SENCO and Headteacher will assess the school's capacity to provide for the specific needs of any child with a statement and feedback to the Governing Body to enable them to decide if the child can be accepted without causing detriment to the education of other pupils already in the school (this may be a small group of pupils e.g. 6 children).

Inclusion Principles

Staff at Woodthorpe J.I. School value all pupils and supports inclusion for all pupils.

Woodthorpe J.I. School has a commitment to promoting community cohesion by celebrating cultural diversity and increasing knowledge of, contact between and respect for the range of different cultures within the school and the local and wider community.

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, part of this process will be grouping children to support those identified with additional needs.

Access to the Environment

Woodthorpe is a split-site school; the main building is accessed via a steep slope. The Reception building and gardens are approached by a gently sloping ramp. Both buildings can be accessed by someone in a wheelchair. There are accessible toilets in both buildings. The main building is based on a simple quadrangle design and is accessed by a central corridor. Fire doors prevent independent wheelchair access.

There are blinds in all classrooms.

There is a disabled parking bay in the car park at the front of the building. It is advisable to phone in advance to ascertain that this is available.

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 Access Plan.

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and respecting diversity.

Resources

Resources are located within the Study Room.

The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of disabled people as they become available.

Digital resources will be used where appropriate. When using new technologies, SEN children will be taught E. Safety.

Listening to disabled pupils and those identified with additional needs

Woodthorpe J.I. School encourages the inclusion of all children in the School Council and other consultation groups. Circle Time is used to enable all pupils to share their views and concerns. We aim to include children in their target setting and encourage and support them to take part in their annual reviews, through preparation, and making the information and meeting itself accessible and un-intimidating.

The Rights of Every Child

Woodthorpe JI School uses the U.N. Convention of the Rights of the Child to ensure that every policy supports the improvement of life chances for children.

Other related policies: Equality Scheme; Accessibility plan; Teaching and Learning; EAL; Curriculum subject policies.

Signed:

Dated: 10 November 2016

Review: November 2017