

The Grove Primary School



Inclusion and SEND Policy

2016

United Nations Convention on the rights of the Child 1989

'Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matter affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child'

Articles 12 and 13

Special Educational Needs and Disability Code of Practice : 0-25yrs September 2014

The new code says that schools must:

'Use their best endeavours to make sure that a child with SEN gets the support they need- this means doing everything they can to meet the children and young people's SEN'

(SEND Code of Practice sections 6.2)

Contents

Title	Page
Introduction	4
Aims	4
What are Special Educational Needs?	5
A Graduated Approach to SEND Support	7
The roles and responsibilities in our SEND provision	9
Supporting Children with Medical Needs	12
In service training (CPD) and Allocation of resources	12
Admissions and Transitions	13
Accessibility Plan	13
Complaints	13
Monitoring and Evaluation of Success	14

Introduction

At The Grove we provide an environment where children and school members can be happy, healthy and safe and can achieve their full social and intellectual potential. At The Grove School we provide inclusive curriculum appropriate for all our children. We believe that every teacher is a teacher of every child or young person including those with Special Educational Needs and Disabilities (SEND), that the principle of inclusion extends to society as a whole and is the responsibility of all pupils, parents, governors, staff and the wider community.

We believe that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from that made generally for others of the same age' that is provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (2014).

The Grove School Inclusion and Special Needs policy complies with the statutory guidance Special Educational Needs Code of Practice (0-25) 2014 and has been written with reference to the following guidance and documents

Equality Act 2010
Children's and Families Act 2014
Ofsted SEN review 2010.

The school's Special Educational Needs coordinator (SENCo) is Caroline Courtney.
The school's Inclusion Mentor is Linda Morris.
The Governor responsible for SEND is Alan Ball.

Our Aims

- To value the rich contribution that difference and diversity makes to our school. In recognising and responding to the diverse needs of children, we will use a range of flexible responses to meet such needs and accommodate their diversity.
- Encouragement of those with special educational needs to become independent and take responsibility within the school.
- Ensuring parents are informed of their child's special needs and provision and that communication is clear and informative.
- To ensure the view of the child (according to their age and understanding) and parents are sought and valued.
- Monitoring the progress of children regularly and keeping records of the actions taken.
- To identify and provide for all children's learning and physical needs as early as possible, using a range of strategies.

- To deliver planned and organised support for all children who are experiencing a learning difficulty or have a disability.
- To work in close partnership with governors, staff, parents, children and outside specialists to create and maintain the best possible provision for all children who have been identified as having a special educational need in accordance with the Code of Practice(2014).

Everyone in the school community - governors, staff, pupils and parents - has a positive and active part to play in achieving these aims.

What are special educational needs?

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 child of compulsory school age or a young person has a learning difficulty if they have :-

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Have a disability which prevents or hinders them for making use of educational facilities of a kind generally provided for others of the same age in a mainstream school.

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).

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

Special educational needs and provision can be considered as falling under four broad areas as outlined in the SEND Code of Practice (2014).

- Cognition and Learning
- Communication and Interaction
- Behaviour, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple

learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as Dyslexia, Dyscalculia and Dyspraxia.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty communicating their wants and needs, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated or displaying challenging and disruptive behaviour. These behaviours can occasionally reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have diagnosed disorders such as Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder (Overactive Type, Inattentive Type, or Combined Type) or Attachment Disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability prevents or impedes them from accessing the educational facilities generally provided. These difficulties can be age related and may change over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

A Graduated Approach to SEND Support

The graduated response to providing support for children with SEND is an approach which is recommended by the Code of Practice (2014) under the Education Act (1993) as adopted by Cambridgeshire Local Authority. This is an outline of those graduated response steps:

- High Quality Teaching within the classroom, including normal differentiation
- SEND support
- Statutory Assessment
- Education, Health and Care Plan(EHCP)

High Quality Teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all the pupils in their class.
- That all teaching builds on what your child already knows can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class.
- This may involve things like using more practical resources to support learning.
- That specific strategies as identified in the in-class support (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.
- Your child's teacher will discuss all children's progress at termly pupil progress meetings with the Senior Leadership Team (SLT) and consider next steps to support their learning.
- Using the Assess-Plan-Do Review cycle, we will monitor all children's progress. If over time your child does not make the progress that we would expect, we would contact you to share the additional provision that we feel would benefit your child.
- All additional provision is recorded on the school's termly provision map co-ordinated by the SENCo.
- If a class teacher has any concerns about your child's progress over time, then they will complete a 'Raising a Concern' sheet in order to gain additional advice from the SENCo.

SEND Support

If the initial and appropriate differentiation has not led to adequate progress then the graduated response may include

- The SENCo advising the class teacher, who remains responsible for planning and recording within the classroom setting regarding an appropriate intervention or strategies that will support your child's learning.
- The SENCo collates relevant information from yourself and staff about your child's needs which may be incorporated into an 'My Aspirations' sheet that summarises your child's needs and the support in place.
- Your child will be placed on the Special educational needs register.
- SENCo and class teacher will draw up a High Needs support plan with SMART targets which will be agreed with parents/carers.
- Provide your child with a specific 'Bookmark target strip' to enable your child to mark their progress.
- Provide specific resources for the support of your child
- Provide support that will consist of four parts- This is an ongoing cycle to enable provision to be refined and revised as necessary as the understanding of the child grows. The cycle will enable clear identification of those interventions which are most effective in support the child to achieve good progress and outcomes

The cycle is as follows

Assess –*This involves clearly analysing the pupil's needs using teacher's assessments, experience and knowledge of working with your child. Attainments, previous and current, plus a comparison with peers and the national expected attainment. Some more detailed assessments may be administered by the SENCo*

Plan – *Planning will involve a consultation with the child, parents and staff. Clear SMART targets and objectives will be planned with an expected review dates.*

Do- *The class teacher remains responsible for working with the child on a day to day basis. The SENCo and Inclusion Mentor will assist in training and supporting staff with the relevant interventions. The support will be carefully monitored.*

Review – *The review of the support plan will take place termly or sooner if required. The review will evaluate the intervention and support. The SENCo, Inclusion Mentor will work closely with support staff and teachers to assess the impact of the 'High Needs Support plan' and will then plan for next steps accordingly.*

- Parental and pupil participation will be actively encouraged to support working in partnership to support the needs of your child. Discussion will take place regularly (at least 3 times a year).
- The SENCo may draw on the advice/assessment of outside specialists if your child's needs meet the threshold for accessing their services and consider a range of different teaching strategies/approaches and resources.

'Schools should involve specialists if your child continues to make little progress or work at substantially lower levels than expected'

SEND Code of Practice 6.72 and 6.73

- The Common Assessment Framework (CAF) may be jointly completed as part of the referral process to document a holistic picture of your child. We will only share this

information with outside agencies that you have given permission for. As a result of this, there may be an additional support plan written for your child that will be reviewed in regular Team around the Child (TAC) or Team around the Family (TAF) meetings.

- The SENCo may involve outside specialists in the review process of in class strategies and interventions however, the embedding of these remains the responsibility of the class teacher.
- Care Plans will be devised for individual children who have multiple medical needs. This will be done in consultation with parents and outside specialists where appropriate.
- The SENCo considers whether the pupil meets the criteria to justify an application for Statutory Assessment.

Statutory Assessment

- This will be considered if the child has not made sufficient progress with responded with provision, as outlined above. The Local Authority will consider the need for statutory assessment following a request by the child's school and/or by the parent.

Education, Health and Care Plan (EHC)

- The LA panel will consider the need for an EHC Plan. If appropriate, an ECH Plan will be drawn up and the provision will be monitored and reviewed regularly as per Code of Practice guidelines.

The roles and responsibilities in our SEND provision

Head teacher

It is the head teacher's responsibility

- For management of the policy.
- For assessment and provision for pupils with special educational needs.
- Overall responsibility for keeping the governors informed.
- Any complaints about general or specific provision will be referred to the Head teacher in the first instance.

Governors

The Governors of The Grove School are responsible for entrusting the Head teacher, Ms Karen Martin to monitor Safeguarding and Child Protection procedures. In a support and challenge role the governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the Inclusion and SEND policy and all the other statutory policies as defined by DfE.

- By ensuring the school fulfils its statutory duties to pupils with special educational needs.
- By securing appropriate resources.
- By having due regard to the SEN code of practice (2014).
- The Inclusion and SEND policy is published on the school web site.
- A qualified teacher as designated SENCo.
- Arrangements are made with children who have medical conditions.
- Deal with any complaints in a way that is consistent with our complaints procedure.
- By participating in appropriate training.

The Class Teacher

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

Teachers should have high aspirations for every pupil. With advice and support from the SENCo clear targets should be set and reviewed on a regular basis.

- Identifies that a pupil has special educational needs and informs this to the SENCo.
- Plans what each pupil should learn and teaches pupils at all levels of response.
- Formulates High Level Need Plan each term with reference to specific, measurable targets which are regularly reviewed.
- Involves pupils, as appropriate, in the planning of their education.
- Complete a High needs target sheet with an Individual target 'bookmark' with specific SMART Targets.
- Assesses and records progress.
- Works alongside the SENCo and parents, liaising regularly.

Special Educational Needs Co-ordinator (SENCo)

The SENCo is responsible for co-ordinating the provision of special educational needs and or disability throughout the school. This will also include the following

- Overseeing the school's Inclusion and Special Educational Needs and Disability Policy.
- Supports teachers on identification of a child with special educational needs and advises teachers on how pupils might meet planned learning objectives.
- Maintains the special needs register and oversees the records kept by class teachers on all pupils with special educational needs and disabilities, which form part of pupils' high need support plans.
- Ensures parents are aware of the Local Authority's Parent Partnership Service- SENDIASS as a mechanism for support and information.(Link on school Web site)
- Contributes to the training of staff and governors.

- Liaises and works in partnership with external agencies including the Specialist Teaching Team, Educational Psychology service, Child Protection Service, Health Education Service, Sensory Specialist Team, Educational Welfare Service, Multicultural Education Service (CREDS), Paediatricians and Mental Health Agency (CAMH).
- Reports on SEN issues to other members of the SLT.

Teaching assistants

Teaching assistants are managed by SENCo and supported by Inclusion Mentor.

Pupil Premium Champion

The Pupil Premium Champion is Mrs Kathryn Hardy and she is responsible for managing Pupil Premium (PP) funding and Look after Children (LAC) funding.

Pupils

“Children, who are capable of forming views, have the right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matter affecting them.”

UN Convention on the rights of the Child 1989

- We believe that all children with special educational needs have a unique knowledge of their own needs and their views about what would help them. Whenever possible the pupils will be consulted and their views taken into account when decisions are being made about their education.
- By having their wishes about their own needs regularly sought and carefully considered.
- Be fully involved from the start of the process.
- Have the assessment process clearly and sensitively explained.
- Have their opinions listened to and valued.
- Be helped to make informed choices and decisions.
- Be involved in the setting and reviewing of targets.
- Have their views sought and honestly recorded as part of the annual review process and at other times, as appropriate.
- Have their successes celebrated and their efforts recognised
- Become confident, effective pupils
- Be treated with respect from the rest of their peers

Parents

- Offer unique insight on their child and any circumstances that might have an effect on academic and social progress
- Through consultation and working in partnership with the school to help meet their child's needs.
- Through liaison with the Parent Partnership Service if they wish to seek further advice.
- Play an active and valued role in their child's education
- Be fully involved from the start
- Have the assessment process clearly and sensitively explained
- Have access to external support and information networks. Parents can access further support and information on the school's website by clicking on the links to the Local Authority offer for SEND and the school's SEND information report.

Supporting Children with Medical Needs

See school policy – Supporting Children with Medical Conditions

Mrs Linda Morris and Mr Roy Kingsford are responsible for managing the schools responsibility for meeting the medical needs of pupils.

At The Grove school we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities and where this is the case the school will comply with its duties under the Equality Act (2010).

In service training (CPD) and Allocation of resources

We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND. Relevant SEN focused external training opportunities are made available to all teaching staff and support staff where appropriate.

The SENCo and Inclusion Mentor will assist with the provision of training for teaching and non-teaching staff. In particular they will form links with LA and other schools to devise and share training opportunities.

The SENCo and Inclusion Mentor regularly attend relevant SEND briefings, SEND courses and will disseminate relevant information to staff and the Head teacher.

The Governors through the Finance committee will allocate funds to meet the needs of pupils with special educational needs.

The Governors require the Head teacher and the SENCo to ensure the optimum use is made of resources. It is expected that every opportunity will be taken to use equipment and staff time for the benefit of other pupils providing there is no disadvantage to the pupil to whom they are normally allocated.

Admissions and Transitions

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

The currently agreed Admissions Policy of the governor's makes no distinction as to pupils with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with an Education, Health Care Plan/ Statement of Special Educational Needs, the Special Educational Needs and Disabilities Co-ordinator will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that s/he has special educational needs. The school is under a duty to admit any pupil whose Statement of Special Educational Needs names this school specifically.

The school SENCo will work closely with the SENCo of feeder pre-schools in coming to a decision about the most appropriate provision for pupils with special educational needs. The SENCo will also liaise with the Educational Psychologist, medical agencies and the under-fives team as necessary. Prior to admission to The Grove School, the SENCos of all establishments will meet to discuss and plan for pupils with special educational needs.

Accessibility Plan

Please refer to The Grove School's Accessibility Plan ([link on school website](#)).

Complaints

If parents have any complaint about the special educational provision for their child, or about special educational needs provision generally, they need to speak to their child's class teacher in the first instance. If parents are not satisfied at this stage that the matter has been resolved to their satisfaction, they need to take their complaint to the Head teacher. If parents speak to a governor at this stage, the governor will, in the first instance, refer the matter to the Head teacher. The Head teacher will investigate and then contact parents in accordance with the school's agreed complaint procedure. If the Head teacher has not resolved the matter to the parent's satisfaction, it will be referred to the Chair of Governors. Again, the schools agreed complaints procedure would be followed. For a copy of this procedure, please see the school's website or ask the office staff for a copy.

Bullying

Please refer to The Grove School policy on 'Bullying'.

Monitoring and Evaluation of Success

The SENCo monitors the movement of children within the SEN system in school. The Inclusion team will regularly summarise the impact of the policy and provide a report to governing body and head teacher.

The governors will evaluate the success of this policy by enquiring how effectively pupils with special educational needs participate in the whole curriculum and all activities and more specifically how much progress is made by all children with Special Educational Needs or Disabilities.

Signed on behalf of the Governing body

Head teacher
Ms Karen Martin

SEN Governor
Mr Alan Ball

SENCo
Mrs Caroline Courtney

Date: January 2016

Date plan to be reviewed: November 2018