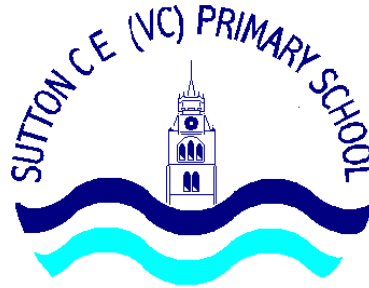


# SUTTON CE (VC) PRIMARY SCHOOL



## **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND INCLUSION Version 2018:v1**

Approved by Governors

Date: June 2018

**To be reviewed every two years**

## **SUTTON CE (VC) PRIMARY SCHOOL**

### **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND INCLUSION**

Sutton CE (VC) Primary 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.

Sutton CE (VC) Primary School 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 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 believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs and / or disabilities (SEND)
- Those who are looked after by the Local Authority (CLA)
- Any learners who are at risk of disaffection and exclusion

We recognise that all pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. 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 Sutton CE (VC) 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/her full potential. We see inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staff policies, relationships with parents/carers and the community. The SEN Co-ordinator for the school takes a lead role in relation to inclusion, and is a member of the Senior Leadership Team (SLT), reporting to them about matters relating to inclusion.

The Governing Body have an appointed governor for Special Educational Needs and issues relating to SEND are discussed at the Teaching and Learning committee meetings and the full Governing Body meetings.

## Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and eliminate prejudice and discrimination against, children with special educational needs and disabilities.
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 high quality teaching and differentiated planning by class teachers, support staff and SENCO as appropriate  
(\*Except where disapplication, arising from a EHC Plan 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 classroom provision, for those pupils recorded as having SEND at SEN Support.
6. To ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by all staff and parents/carers.
7. To ensure that we are able to meet the needs of all our children who attend our school.
8. To enable children to move on from us well equipped in the basic skills of English, Maths 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 co-ordinating SEND provision

1. The SENCO will meet with class teachers to discuss additional needs, concerns and to give advice about the 'Assess Plan Do Review Proforma'.
2. At other times, the class teachers will alert the SENCO to newly arising concerns.
3. Reviews will be held at least three times a year for children working at SEN Support.
4. Targets arising from 'Assess Plan Do Review' meetings and reviews will be used to inform and support whole class approaches to inclusion eg: differentiation, varied teaching styles.

5. The SENCO monitors curriculum planning with regard to SEND.
6. The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation and monitoring children's work.
7. Class teachers primarily deliver SEND support through high quality teaching and differentiated teaching methods. Additional support is given by trained teaching assistants (TAs) throughout the school in Support Programmes monitored by the SENCO and class teachers. The support timetable is reviewed three times a year by the SENCO in line with current pupil needs. Funding for these programmes is allocated from the schools SEN budget, some additional funding for those in receipt of an EHC Plan comes from the Local Authority's centrally held funds.
8. Support and advice is sought when required, from SEND Specialist Services, Speech and Language Therapists, Occupational Therapists and Physiotherapists.
9. Support staff, class teachers, SENCO, the Headteacher and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **Allocation of resources to and amongst pupils**

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEND provision.

### **Identification and assessment arrangements, monitoring and review procedures:**

Sutton CE (VC) Primary School uses a range of assessments to monitor pupils' progress including:

Foundation Stage Profiles  
 Yr 1 Phonics Screening  
 Key Stage 1 SATs  
 Diagnostic Tests for starting new Maths Topic  
 Independent Writes  
 Key Stage 2 SATs  
 Assessing pupil's work

In addition the school uses informal and formal assessments regularly.

Based on the school's observations and assessment data and following discussions between the class teacher, SENCO, parent and Headteacher a child may be recorded as needing either:

Differentiated curriculum support within the class  
 Additional support through SEN Support provision

## High Quality Teaching

It is our aim at Sutton CE (VC) Primary School that all children will have access to high quality teaching. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require SEN support.

## Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's educational needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision at SEN Support may need to be made.

## SEN Support

When it is decided that children's needs are not being met by differentiated work alone, the class teacher and SENCO look at all the information and assessment data collected from within the school. If external agencies and professionals have been involved this information will also be used to inform the next steps.

At this stage, the pupils and parents will always be involved. Meetings with parents and pupils will be arranged to develop a good understanding of the pupil's areas of strength and difficulty, the pupil's views and the parents' concerns. Outcomes and next steps will be agreed. A record of notes made at meetings is kept and on an **Assess Plan Do Review Proforma** which is produced and shared with the pupil, parents and all staff involved. When appropriate, parents will be informed of the local authority's Information, Advice and Support Service and signposted to the school's SEN report on the school website and Cambridgeshire's Local Offer.

The support given to the pupils will follow the graduated response of the **Assess, Plan, Do, Review** cycle. Earlier decisions and actions made will be revisited, refined and revised.

### Assess

An analysis of the pupil's needs is carried out. The class teacher, together with the SENCO look at the teacher's assessments and experience of the pupil, the pupil's previous progress and attainment, as well as information from the school's information about pupil progress, attainment, and behaviour. An individual's development in comparison to their peers and national data may be used. The views and experience of parents and the pupil's own views are taken into account. If external support services are involved, these reports and assessments are also used.

Assessments are reviewed regularly to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

## **Plan**

Where it is decided to provide a pupil with SEN support, the parents are notified.

The teacher agrees 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 SENCO advises class teachers in this process and is available to meet with parents and pupils if required, records of these meetings will be kept in the pupil files in the SEN cupboard and shared with class teachers.

All teachers and support staff who work with the pupil are made aware of the needs, the outcomes sought, the support to be provided and any teaching strategies or approaches that are required. An Additional Support Plan will be drawn up detailing the desired outcomes. Interventions and support will be selected and provided to meet the outcomes identified for the pupil. Support and interventions chosen will be based on reliable evidence of effectiveness and be provided by suitably trained staff. Where appropriate, parents will be given activities to contribute to the progress at home.

## **Do**

Class teachers remain responsible for working with the pupil on a daily basis. If interventions involve group or one-to-one teaching away from the main class, good communication takes place between the teacher and TA involved. Class teachers should plan and assess the impact of the support being given and help the pupil to make links between the work they do in intervention groups and how this can help with their class work. The SENCO supports with further assessment of the pupil's strengths and weaknesses and analyses the effectiveness of the support.

## **Review**

The pupil's progress and the effectiveness of support are reviewed at least three times a year. Parents and pupils views are sought and they are given clear information about the impact of the current support. The class teacher, pupil and parents revise the support in light of pupil progress and development - identifying next steps. The advice of the SENCO is sought when required.

## **School request for EHC Plan**

For a pupil who is not making adequate progress, despite a period of time at SEN Support and in agreement with the parents/carers, the school may request the Local Authority to undertake a statutory assessment in order to determine whether it is necessary to have an Education, Health and Care Plan. The school is required to submit evidence to the Local Authority whose Moderation of Assessment Panel makes a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgement will be made using the Local Authority's current Threshold Document. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

## **EHC Plan**

A pupil who has an Education, Health and Care Plan will continue to have arrangements as for SEN support, as well as additional support that is provided using the funds made available through the plan. There will be an Annual Review, chaired by the Headteacher or SENCO to review the appropriateness of the provision and to recommend to the Local Authority whether any changes need to be made either to the objectives within the plan or to the funding arrangements for the child.

## **The School's arrangements for SEN and Inclusion In-service Training**

- The SENCO keeps up to date with developments in SEN and inclusion.
- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-service training and individual professional development is arranged according to these targets.
- In-house additional needs and inclusion training is provided through staff meetings led by the SENCO and outside agencies at the school's request.
- 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.

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

- Advice from the Educational Psychologist and Specialist Support Teachers can be sought. There must be evidence that at least two cycles of Assess, Plan, Do, Review have been completed, a referral form and/ or Family CAF is completed by the SENCO/ Headteacher and sent to be considered by the team, along with supporting evidence.
- The Headteacher/SENCO liaise with a number of other outside agencies including:

Social Care  
Education Welfare  
Locality Manager  
School Nurse  
Community Paediatrician  
Speech and Language Therapists  
Physiotherapists  
Occupational Therapists

Parents/carers are always informed if an outside agency is involved.

### **Arrangements for partnerships 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 it is appropriate.
- At review meetings with parents/carers we try to 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.
- Parents/carers are always invited to contribute their views to the review process. All **Assess Plan Do and Review Proformas** and reviews will be copied and sent to the parent/carer after the meetings.
- Parent Consultation Evenings provide regular opportunities to discuss concerns and progress. Parents are able to make other appointments on request.
- Regular communication between the school and home will ensure that concerns are promptly acted upon. 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 on request from the school office, set out the steps in making a complaint in more detail.
- Parents of pupils with Special Educational Needs are advised of the Parent Support Partnership (SENDIASS) that is run by the Local Authority. This department helps advise and support parents, information about this service can be found on the Local Offer website.  
[http://www4.cambridgeshire.gov.uk/info/20136/special\\_educational\\_needs\\_and\\_disabilities\\_local\\_offer/549/about\\_cambridgeshires\\_local\\_offer](http://www4.cambridgeshire.gov.uk/info/20136/special_educational_needs_and_disabilities_local_offer/549/about_cambridgeshires_local_offer)



## **Links with other schools/Transfer arrangements**

Reception staff meet with staff from feeder pre-schools prior to pupils starting school. Concerns about particular needs may be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting with staff from the pre-school and parents.

New parents of Reception aged children are given opportunity to discuss their child's needs with the SENCO before their child starts school at a Transition Meeting.

The Headteacher and SENCO will meet with the pre-school area SENCO, parents/carers of children with additional needs and / or an Education, Health and Care Plan to discuss provision and support.

Class teachers of children joining from other schools will receive information from the previous school as soon as it arrives at the school.

The Headteacher and SENCO meet with the SENCO from our partnership secondary school to discuss Yr 6 pupils transferring to secondary school with SEN/additional needs.

Please also see our School Liaison Policy.

## **Links with the Locality Manager, Health, Social Services, Education Welfare Service and any Voluntary Organisations:**

The school regularly consults with other professionals. Concerns are initially brought to the attention of the Locality Manager at Locality Allocation and Referral Meetings (LARM). A wide range of local professionals attend these meetings to discuss what level of provision is appropriate to the request.

## **Inclusion Principles**

Staff at Sutton CE (VC) Primary School value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support the needs of all pupils within the school. Within each class, teaching styles and organisation are flexible to ensure effective learning. Groupings to support pupils with additional needs is reflected in this organisation.

The school will ensure that all children have access to a balanced and broadly based curriculum and that the programmes of study are flexible enough to meet every child's needs. Learning styles will be absorbing and effectively differentiated and the teaching styles will be diverse. All staff will work in a way to avoid the isolation of the children they are supporting.

Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and activities may be adapted or planned separately as appropriate. Alternative methods of responding and 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**

When appropriate we ensure that we provide information in formats other than print for children who require this. We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children with peer or adult support. We provide alternatives to paper and pen recording where appropriate or provide access through an adult scribe. We have staff trained in Makaton to ensure that children with communication difficulties are able to access information through sign and are able to respond through signing.

## **Admission Arrangements**

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

There are currently two Reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of provision and opportunity. Admission to Reception follows a phased induction over two days; one half of the cohort will start on the first day with the second half attending on the second day. Each half of the cohort will go home after lunch time on their first day. On the third day the whole cohort will be in school for the full day. If an individual parent has concerns about how well their child is settling into a full day at school they should speak to their child's class teacher in the first instance to see if a bespoke programme can be arranged.

Please also refer to our Admissions Criteria located in our School Prospectus and website

## **Incorporating Disability issues into the curriculum**

The PSHE curriculum includes issues of disability, difference and valuing diversity. PSHE resources are reviewed regularly to ensure they include books and artefacts that reflect a range of special educational needs. Disabled adults are invited to work with the pupils, as we believe it is important to have role models. Opportunities to teach the children Makaton signs are optimised by activities such as signed singing.

We also try to ensure we have positive images of disabled children and adults in displays and resources. We aim to make optimum use of Circle Time for raising issues of language and other disability/equality issues. We encourage the inclusion of all children in the School Council and other consultation groups. 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 un-intimidating.

## **Working with disabled parents/carers**

We recognise that there may, at any given time, be a number of disabled parents/carers of children within the school and we work to try to ensure they are fully included in parent/carer activities. We try to ensure that parents/carers with literacy difficulties have access to a reader to enable them to access information sent from school.

## **Disability equality and Educational visits or out of school activities**

We try to make all trips inclusive by planning in advance and using accessible places. We aim to take all our Yr 6 pupils to Grafham Water Activity Centre and provide additional TA support for individual children as required.

All children are welcome to attend our after-school clubs.

Please also refer to our Equal Opportunities Policy.

## **Evaluating the success of the school's SEN and Inclusion Policy**

Each 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 with the percentage in Cambridgeshire schools and school nationally of a similar context. We also analyse data on behaviour, major behaviour incidents and exclusions. We use this analysis to help us plan our provision map. At the same time we 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 'working at appropriate age-related targets' at the end of Key Stage 1 and of Key Stage 2.

We report progress against these targets to the Governing Body. The SENCO provides information to the Governing Body's Teaching and Learning Committee as to the number of pupils receiving SEN provision through SEN Support and Education, Health and Care Plans as well as any pupils for whom Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will also be noted. The Headteacher 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.

SEN and Inclusion is a standing agenda item at all Teaching and Learning Committee Meetings and will also be reported at the full Governing Body's Business Meeting.

Whole school monitoring and evaluation procedures will include the sampling of work and observations; the Headteacher, SENCO and members of the SLT undertake these. 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 'working at age related targets' at the end of Key Stage 1 and Key Stage 2. Targets are also set at the beginning of each year to ensure that all pupils will meet their end of year group / Key Stage expectations relating to the National Curriculum 2014.

Please also see our Monitoring and Evaluation Policy and our Assessment Recording and Reporting Policy.

## **Dealing with Complaints**

If a parent/carer wishes to raise a complaint about the provision for SEN and Inclusion or this policy they should, in the first instance, raise the issue for discussion with the SENCO who will try to resolve the situation. If the issue cannot 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.

Please refer to our Complaints Policy for further information.

## **Policy Review**

This policy will be reviewed every two years or earlier if a national or local decision affects its implementation.

## Allocation of Resources to pupils

Year Group	Differentiation curriculum provision	SEN Support
Foundation	<p>TA support for group work within English and Mathematics.</p> <p>Handwriting – roll and write activities. Pencil grips</p> <p>Phonics/reading – letters and sounds/ Jolly Phonics alphabet/sound games/sheets</p>	<p>TA support for specific group teaching to targets outside English and Maths lessons. Specific 1:1 teaching to targets Language work</p> <p>SENCO assessment Social curriculum Individualised behaviour programme Behaviour charts</p> <p>Speech and Language Therapy (SALT) 1:1/ small group direct work</p> <p>TA language group – materials provided by SALT</p> <p>Individualised behaviour programme</p>
Yr 1/2	<p>TA support for group work within English and Mathematics.</p> <p>Phonics Booster Groups.</p> <p>Handwriting support</p> <p>Peer support and collaborative learning</p>	<p>TA support for specific 1:1 teaching to targets</p> <p>Individualised behaviour programmes</p> <p>Reading Recovery, BRP, Targeted Reading</p> <p>SENCO assessment</p> <p>TA small group support using Numicon and Letters and Sounds Phase 2 / 3 / 5 support work</p> <p>SALT – 1:1 or small group work</p> <p>Input to ASPs from SENCO</p> <p>SENCO to monitor ASPs</p> <p>Support when appropriate from outside agencies</p>
Yr 3/4	<p>TA support for English Support Programmes</p> <p>Group work within the English and Mathematics</p> <p>Peer support and</p>	<p>TA support for groups using:</p> <p>Support Programmes: Numicon, Toe by Toe, Trick word spellers, Attack Spelling, Talking Maths, BRP, Targeted Reading</p> <p>ASPs</p>

	<p>collaborative learning</p> <p>Behaviour chart/book</p>	<p>ASPs monitored by SENCO</p> <p>SALT provision – 1:1 or small group work</p> <p>Individualised behaviour programme</p> <p>Support in English and Mathematics</p>
Yr 5/6	<p>TA support within the English and Mathematics using: Group English materials</p> <p>Peer support and collaborative learning</p>	<p>Booster classes</p> <p>Individualised behaviour programme</p> <p>TA support groups: Direct Phonics, Accelerated / Accelerwrite, Attack Spelling, Success in Arithmetic, Creative Writing Grammar, Phase 3 / 5 Phonics support, targeted reading.</p> <p>ASP</p> <p>Behaviour books/charts</p> <p>Transfer meetings for Yr 6</p> <p>Transfer support programme</p>