

Review Annually or line with legislation changes



Jacobstow Community Primary School and Preschool POLICY FOR SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) & INCLUSION

The school aims:

It is our aim that...

- we challenge our children to achieve the necessary skills to face the future and live independently knowing how to make the most of the opportunities afforded to them
- by offering a secure and caring environment which nurtures their emotional and spiritual wellbeing they are enabled to lead happy and healthy lives
- our children will develop an enjoyment for learning and take pleasure and pride in their achievements
- our children will respect and value decision making processes and become self confident, active and responsive members of their communities
- our children will see new experiences as an adventure, developing a curiosity and excitement for learning that creates independent thinkers

'A child or young person has SEND if they have 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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions' SEND Code of Practice 2014

Aims and Objectives

- The school believes in the inclusion of all children and will ensure that all reasonable adaptations are made to allow inclusion of a child with SEND.
- The Governing Body and teaching staff will ensure that the necessary provision is made for any pupil who has special educational needs and ensure that where a pupil has SEND those needs are made known to all who teach/care for them during the school day.
- The staff and governors in the school are aware of the importance of early identification of SEND and meeting the needs of those pupils who have been assessed with SEND.
- Teaching staff are aware of their responsibilities under the SEND Code of Practice to ensure that the educational needs of all children in their classes are catered for in a challenging, stimulating and inclusive classroom environment.
- The staff will ensure that pupils with special educational needs have the opportunity to join in the activities of the school together with pupils who do not have special educational needs and make all reasonable adaptations to allow them to do so.

Responsible Persons

The 'responsible persons' for SEND are:

Sue Russell Headteacher, Helena South SEN Governor

The person co-ordinating the day to day provision of education for pupils with special educational needs is Sue Russell [SENCO]

The child's class teacher is responsible for ensuring that assessment, differentiation, intervention, evaluation and review are in place to meet all children's needs.

Jacobstow C P School has a commitment to inclusion and has a 'whole school approach' to SEND which involves all staff being committed to identifying and meeting the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to this policy.

Our Equal Opportunities Policy ensures that all children with special educational needs are given the same rights and opportunities as other children. The school will make reasonable adjustments to ensure that this happens. (Please see Equal Opportunities Policy)

The school has some limited disabled access due to a difficult site. However, it is committed to the inclusion of all and would in a case of need tackle the problems of creating the appropriate access. (Please Disability Access Plan)

Access to the Curriculum

- The National Curriculum (2014) is made available for all pupils. Where pupils have special educational needs a graduated response will be adopted. The school will always use quality first teaching and classroom and school resources before drawing on external support.
- The curriculum is differentiated to meet the needs of all children.
- The school makes provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENCo will assess and review the progress and attainment of all pupils' special educational needs, the action taken and the outcomes.
- There is flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- The curriculum is differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- Curriculum tasks and activities are broken down as appropriate into a series of small and achievable steps for children who have marked learning difficulties.
- All reasonable adaptations are made to ensure that all children can access learning in a way that best suits their learning style, needs and abilities.

The school makes a commitment to supporting children through a range of different strategies, please refer to our SEND Local Offer Document.

Identification of children with Special Educational Needs (SEN)

Special Educational Need as identified by the SEN Code of Practice 2014 come under 4 broad headings:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The school recognises that medical needs and behavioural needs can also have an impact upon learning and result in the development of needs under these headings.

Teachers are responsible and accountable for the progress and development of all children in their class, including those children who access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to children who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

'Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.' SENCo Code of Practice 2014

However, if as part of the normal assessment processes the class teacher identifies pupils making less than expected progress given their age and individual circumstances, they will be expected to investigate this lack of progress or attainment. Lack of progress can be 'characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap'
- Is identified in a social emotional or behavioural context and which isn't consistent with progress in academic areas

The first response to such progress difficulties will be high quality teaching targeted at the areas of weakness identified through normal class assessment.

At this stage a range of interventions may be put into place; regular 1 to 1 support, small group targeted support. Parents will be informed.

Should progress continue to be behind that expected the class teacher will discuss concerns with the SENCo and further assessments made to identify whether there may be specific SEN.

'The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.'

If specific identification of need is made parents will be informed of the outcome of the need and an IEP will be written to outline the actions to be taken to address the needs.

'In practice, individual children or young people often have needs that cut across all the areas of SEND and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need should ensure that the full range of an individual's needs is identified, not simply the primary need.'

At all stages the views of the child (where appropriate) will be included in any actions taken. 'The support provided to an individual should always be based on a full understanding of their particular strengths.'

The child will be registered on the school register of SEN support.

Once the plan of action is agreed, targeted interventions, curriculum modification and reasonable adjustments will be made to support learning to help the child to make progress.

These actions will be reviewed termly and their impact assessed and evaluated.

If at the end of the review period that impact has not be improved progress the SENCo in discussion with the class teacher, support TA, parents and child may make a referral for additional support and advice from external agencies; Educational Psychology, Speech and Language Therapy, Dyslexia Support, Communication Support etc

This advice will form the basis for further interventions to support the child.

Should there continue to be concerns, especially that the learning difficulties look to be a long term issue, the school may use the evidence gathered in school and from external agencies to progress to assessment for an Education Health Care Plan (EHC)

Jacobstow Primary School Graduated Approach to SEN Support.

Usual Class assessment processes

- ➡ **Not making expected progress**
 - ➡ **Intervention programmes in place**
 - ➡ **Specific assessment against SEN criteria**
 - ➡ **Discussion with child and parents**
 - ➡ **Register as a Concern – review of interventions**
 - ➡ **Evaluation, assessment, impact, progress**
 - ➡ **Progress indicates no further need for intervention remove from Register of Concern**
 - ➡ **Lack of progress review of plan,**
 - ➡ **Register of Individual Need -additional support and provision in place**
- PLAN – DO – REVIEW**
- ➡ **Progress move from Register Individual Need and monitor**
 - ➡ **Lack of progress referral for advice and support to external agencies**
 - ➡ **If problems continue and are considered to be long term refer for**

Education Health Care Plan assessment.

Behaviour Difficulties

Behaviour difficulties should not be recognised as a Special Educational Need in themselves.

Poor behaviour is never acceptable in school as it disrupts the learning of all children in school and not just the child whose behaviour is causing the disruption. However, the school recognises that poor behaviour does exist for some children and it sometimes needs more than the behaviour management structures and systems already in place in school to be managed.

Poor behaviour is most often a symptom of other underlying issues for the child. It is important to identify if possible the underlying causes and to support the children by addressing these issues so that the behaviour can be modified.

Positive relationships between home and school can help to overcome these issues. Parents will always be informed when behaviour issues arise and their views sought as to the potential causes of the problems.

There may be occasions when external advice will be sought to enable the child and the school to address the problems resulting from the poor behaviour. In this case referral to the Behaviour Support Team will be made by the SENCo.

Children with behavioural difficulties will be registered on the Register of Behavioural Need and an IBP action plan will be written.

It is recognised, however, that behaviour issues can be the result of an underlying SEND and therefore they may be the primary symptom of that SEND and therefore in these cases the child's needs will be recognised on the SEND record of need.

Resources

- The school is allocated specific funding for pupils with SEN. These funds are devoted to the purchase of: ancillary hours any specialist equipment i.e. reading books to engage reluctant readers.
- The school supplements this when necessary from the base budget.
- The Local Authority makes monies available to the school to support the pupils who are the subject of Education Health Care Plans/statements from the High Need Budget. This is

amount is only paid once the school has contributed a minimum of £6000 towards the reasonable adaptations and support needed to allow access to learning. It may be used to give fulltime support, specific equipment, and professional advice or modify the site.

Liaison

- Parents will always be informed when an external agency becomes involved with their child.
- Regular liaison is maintained with the following external agencies for pupils on the Register of Individual Need and pupils with Statements or EHC Plans:
 - SEN Support Services
 - Educational Psychology Service
 - Social Care
 - The Hearing Support Service
 - The Vision Support Service
 - Occupational Therapy
 - Health Service
 - Education Welfare Service
 - Early Years Service
 - Short Stay School
 - Children in Care Officer
 - Reintegration officer
 - Special Education Section
 - Parent Support Services including PSA
 - Child Adolescent Mental Health Service
- The school has links to the other primary schools within the area as part of the Bude Communities' Schools' trust and liaison is maintained particularly with regard to transition issues. It is now part of the Bude Communities' Schools' Trust as cooperative trust set up to foster close links between schools and to share expertise.
- The school has a named SEN governor.
- SEN issues are reported to the full governing body once a term.
- Policies are reviewed by the curriculum subcommittee
- The SEN governor and the SENCO meet each term.

Arrangements for the Treatment of Complaints:

The procedure for managing complaints is:

- In line with the school's complaints policy
- Reports should be made to the head teacher or the chair of the governing body if the complaint is above the head teacher or the SENCO
- The school will make an initial response to a complaint within 5 working days
- Communication will initially be made by letter, followed by face to face minuted meeting

Staff Development

In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the staff development plan supported by SEN Standards Fund.

Working with Parents

- The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.
- Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.
- Parents will be fully consulted before the involvement of any support agencies with their children, and will be invited to attend any formal review meetings at all stages
- Parents are advised under the GDPR requirements that information may be shared with other professional bodies.

Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets in general through pupil conferencing and specifically through their One Page Profiles, Individual Education Plans (IEP), Individual Behaviour Plans (IBP), Plan Do Review Forms or EHC Plans.

All children complete One Page Profiles at the beginning of the school year. These outline the children's approaches to learning, how they best learn, what helps them to learn and what they are confident about and when they might need some help. When a child has a recognised need the reverse of this Profile becomes the IEP or IBP. Where sensible the children will be involved in the writing of their IEP targets.

Children will be involved in decisions which are taken regarding their education.

Evaluating Success

This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of children with SEND based upon ongoing and end of year outcomes.

In addition evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Number of exclusions
- Number of children supported
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements.

Inclusion

Jacobstow Community Primary School is committed to providing an inclusive community and meeting the needs of all its pupils, by ensuring that they have access to a broad, balanced and relevant curriculum. The school celebrates diversity and promotes self belief. The school will, within the context of services available, seek the relevant support and advice from the LA, in order to facilitate inclusion. In our school the needs of every child matters.

Aims of the policy:

- To include all pupils in school life
- To continue to raise staff awareness of inclusion via ongoing staff development
- To maximise the learning potential of all pupils and raise attainment for all
- To promote the personal, social, moral and cultural development of all pupils
- To celebrate the progress and achievements that all members of the community make
- To develop inclusive practices throughout our community by promoting equality of access and opportunity for all
- To ensure that resources are matched to need
- To work together with all partners in the education of the child
- To seek to continuously monitor and evaluate the success of policy and practice

Roles and Responsibilities

All staff have a responsibility to promote inclusion.

- It is important that all children are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- All children have a right to individual help and respect from their teachers and other staff.
- All children should have access to all aspects of the Curriculum at their level.
- The well-being of all children is fostered, and children are given extra support when experiencing difficulties.

Implementation

- SEND pupils have an IEP/EHCP which is written and reviewed regularly. It is written in consultation with the children and new targets are shared with parents/carers at IEP reviews held in conjunction with termly parent meetings.
- Progress of SEN pupils is monitored regularly by the SENCO and staff team to ensure that the learning provision is appropriate.
- Individuals and groups, such as SEND/EAL/G&T are monitored via assessments. The headteacher and staff team regularly review progress and analyse results using points analysis. Support is targeted accordingly.
- Outside agencies are used in a supportive and advisory capacity.
- Child protection issues are the joint responsibility of the headteacher and the deputy designated teacher
- Gifted and talented pupils have a GTP and receive support accordingly. They attend challenge workshops in a range of subjects within the school's cluster. They are invited to attend appropriate county wide activities arranged to support the needs of gifted and talented children.
- A Racial Equality Policy is in place and incidents are monitored.
- Children in Care (CiC) have a Personal Education Plan (PEP) which is monitored regularly by the head teacher. Staff always attend CiC reviews and liaise closely with the assigned social worker and foster carers.

- Attendance is monitored by the headteacher and lateness/absence is targeted. The Educational Welfare Officer (EWO) are involved in family support if appropriate. Good attendance is rewarded at the end of each term and at the end of the school year.
- The School Council is involved in making key decisions. Report to their classes and decisions made are recorded on the hall board. One boy and one girl from each year group are elected annually.
- Governors are aware of inclusion issues through the headteacher's report.
- The SEN Governor oversees inclusion in practice within the school.

Success criteria:

This policy will be successful when:

- Monitoring demonstrates that needs of pupils are provided for and appropriate progress is made
- Monitoring indicates that support and intervention is successful
- Monitoring demonstrates that vulnerable pupils are well supported and make progress in line or beyond their peers.
- Tracking and assessment of pupils informs appropriate planning and intervention
- Agencies work effectively together to support pupils

Monitoring, evaluation and review:

The headteacher and staff team will monitor progress and provision on a ½ termly basis.

The Governing Body, via the curriculum committee will review progress made and the effectiveness of the policy annually.