



Policy  
For SEND & Inclusion

Idle CE Primary School

## SEND & INCLUSION POLICY

### **Co-ordinating Provision for children with SEND**

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) and the Governing Body, are responsible for the operation of provision in the school for pupils with SEND. This encompasses a range of duties to comply with the SEND code of practice 2014 (see the Role of the Governing Body later in the policy).

SEND Governor: Anna Reynolds

The role of the SENDCo is to provide professional guidance to all stakeholders in the area of SEND, in order to secure high quality teaching and effective use of resources to ensure progress. SEND Coordinator: Mrs Raj Kaur

### **Aims**

As a Christian school we aim to develop in every child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential in relation to God and society. We give high priority to the quality of care and we nurture attitudes of mutual respect and responsibility within the school community as reflected in the Every Child Matters agenda and place the Safeguarding of Children in all its forms at the heart of our work (see Safeguarding Policy). We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and throughout all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Our School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

### **Admissions Arrangement**

No pupil will be refused admission to school on the basis of his or her special educational need wherever possible. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

### **School Identification of children with SEND**

We recognise that a child may have Special Educational Needs at any time during their school career. This could include cognition and learning difficulties; physical or sensory impairments; communication and language difficulties; social, emotional or mental health difficulties. Provision will be made for these children using the graduated approach outlined in the Code of Practice 2014:

- Children who have an education, health and care plan may require further support which is provided by the school in addition to the usual differentiation of the class, e.g. small group work support from a learning needs assistant to meet their unique individual need (long term interventions). These children often access additional agencies to address multiple issues.

- Children with additional support needs, who do not have an EHCP and therefore are known within school under the following terms; Quality first teaching – This is the first step when identifying individual needs. This is where teachers feel there is a gap and additional resources of support may be provided in the classroom in order to support the child’s progress. SEND School Support (SSS) This stage is when children will access additional support and targeted interventions in order to help them to continue to make progress. SEND School Support (SSS+) Children working at this stage will access to a greater number of interventions. This may be done in small groups or as 1: 1. These children will have an individual provision plan (My Support Plan) which is adapted to ensure they are still able to make progress and be successful at school. In order to monitor progress and the school may seek further support and advice from external agencies, e.g. the Educational Psychologist Service, the SEND Service and also external agencies like Early Help.

If the child being monitored as part of their additional School Support has significant learning difficulties, evidence is collated and the school may apply for an assessment by the Local Education Authority for an education, health and care plan. An education, health and care plan describes the learning needs a child may have and sets out the provision that must be made to meet these needs. This plan is reviewed annually with the school acting as the medium through which the additional agencies contribute so that if the child has complex needs all aspects of their needs are assessed and reviewed.

Idle CE Primary School provides a broad and balanced curriculum for all children. We do however recognise that some children cannot achieve in line with age expectations or have Special Education Needs beyond those of their peers.

This can be manifested in many different ways:

- Difficulties acquiring and using new knowledge, concepts and skills
- Specific Learning Difficulties (e.g. Dyslexia)
- Extremely low levels of Self-Esteem
- Struggles with Self Discipline
- Difficulties with Emotional or Social Behaviours
- Physical Disabilities
- Sensory Impairments
- Speech, Language and Communication Difficulties.

The National Curriculum is the main benchmark for assessing children's progress and for planning to meet their academic needs. When planning, teachers set suitable learning objectives and respond to children's diverse learning needs. They take account of pupils needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child and the priorities outlined in their Outcome Provision Plan.

## **Aims**

### **The aims of this policy are:**

- to create an environment that meets the individual educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

## **Educational inclusion**

Through appropriate curricular provision, we respect the fact that children:

- have individual educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

### **Teachers respond to children's needs by:**

- using both formal and informal assessments to identify and plan for children's needs
- providing support for children who need help with communication, language, literacy and

numeracy;

- planning to develop children's understanding through the use of appropriate senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- listening to their views and taking on board their likes and dislikes.
- allowing time for parents to share their views.

### **Role of the SENDCO**

In our school the Special Educational Needs Co-ordinator (SENDCO):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs (Wave 3 support) and those pupils requiring Wave 2 Intervention (catch up programmes);
- supports and advises colleagues;
- maintains the school's SEND register;
- contributes to and manages the records (Pupil Passports, My Support Plans, EHCP and provision maps) of all children with SEND;
- manages the school-based provision and completes documentation required by outside agencies and the Local Authority.
- acts as a link with parents and pupils, ensuring they are aware of any SEND provision their child may receive;
- acts as link with external agencies and other support agencies.
- monitors and evaluates the Special Educational Needs provision and reports to the Senior Management Team (SMT) of which they are a member;
- advises the SMT and governors with regard to Provision Mapping of support and the allocation of SEND funding

## **The role of the Governing Body**

The governing body and the named governor in particular has a specific responsibility for Monitoring and Evaluating the SEND provision in school. At a general level the governing body has a responsibility to:

- decide and review the schools SEND policy and approach to meeting the needs of pupils;
- do its best to ensure that the necessary provision is made for all pupils with SEND;
- ensure that teachers are aware of the importance of identifying, and providing for, those pupils who have SEND;
- consult with the LA & the Governing body of other schools in the interests of co-ordinated SEND provision;
- ensure the inclusion of pupils with SEND in activities;
- have regard for the code of practice when carrying out its duties

## **Allocation of resources**

The SENDCO, supported by the Business Manager, is responsible for the operational management of the specified special needs funding and provision within the school, including the provision for children with an EHCP. A child with an education health and care plan will have individualised support, this may be in the form of a special support staff or changes have been made in order to meet their needs. There is also personalised learning time allocated to children who are being monitored as needing additional school support. This intervention can be run either in small groups or one to one and provision can be more should the need arise.

Specialist equipment has been bought in to support children including specific ICT software; physical and sensory equipment and additional resources for literacy and numeracy needs.

The school recognises the importance of in-service training. Relevant courses concerning the development of children with SEND will be offered to all staff. Training may also be delivered by the SENDCo or an external agency. Specific resources have been purchased to improve provision for SEND pupils.

## **Partnership with Other External Agencies**

Teachers should be aware of the services available to advise on issues regarding provision for SEND:

- The Educational Psychologist Service
- SEND Support Service: Cognition and Learning Team; Social, Emotional and Mental Health Team; Autism Spectrum Team; Physical and Medical team and SEND Early Intervention Team.

- Bradford Speech Therapy Service.
- Education Social Workers (ESWO)
- The Child and Adolescent Mental Health Service (CAMHS)
- Social Care/Early Help

These services can often provide information about the LEA and voluntary organisations to further support parents. Referrals can be made via the SEND co-ordinator, who will work with the class teacher to complete the necessary forms. The school liaises with the SEND Support Service, Behaviour Support Service, Speech Therapy and the Educational Psychology Service.

### **Assessment**

Early identification is vital and outside agencies can help advise on the provision of intervention strategies. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. The SENDCO works closely with parents, external agencies and teachers to plan an appropriate programme of intervention and support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. A formal review of a child's progress and the impact of the support provided is evaluated on a termly basis (or more regularly where needs are complex).

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to both understand the relevance and purpose of learning activities as well as experience levels of understanding and rates of progress that bring feelings of success and achievement.

Remote learning has been carefully planned where teachers are providing differentiated resources. This could be in the form of differentiated online activities to meet all children's needs and also at times differentiated online learning sessions in order to make it accessible for all children.

My Support Plan, which employ a small-steps approach, feature significantly in the provision made in the school. By breaking down the existing levels of attainment into finely graded steps and targets, helps to ensure that children experience success. However, the purpose of a My Support Plan goes far beyond this. In this regularly reviewed document the pupil's and parents' views are sought and recorded, the provision updated and discussed, achievement (in whatever form it appears) celebrated, as well as looking at the child as a whole and ensuring they have opportunity to contribute to the wider community, to enjoy school and to stay healthy and safe. All our children are encouraged to join out of school clubs and all necessary arrangements are made for children to take part in trips, forest school activities and residential visits.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the

classroom situation in order that they engage in Quality First Teaching (Wave 1). However, there are times when, to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom (Wave 2 and Wave 3 Provision).

### **Partnership with Parents**

The school prospectus contains details of our policy for SEND, and the arrangements made for these children in our school. Our named governor, who is also the lead pastoral person, takes a special interest in special needs and is always willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involved. Account is taken of the wishes, feelings and knowledge of parents at all stages. Parents are encouraged to make an active contribution to their child's education. Parents are encouraged to visit The SENDCO and members of staff to discuss the progress of their children. Parents are briefed of any outside intervention, and the process of decision-making is shared by providing clear information relating to the education of children with special educational needs.

### **Monitoring and evaluation**

The SENCO and all leadership members monitor the movement of children within the SEND system in school. The SENCO, Senior Leadership Team, class teachers, support assistants, parents and pupils themselves work together to draw up a provision map for children. The SENCO, head teacher and Senior leadership team hold regular meetings to review the work of the school in this area. A report on SEND provision is provided at each full governors meeting, along with any incidences relating to equality – this is minuted by the governing body and forms part of the evidence base for the effective implementation of the Equality Act 2010.

### **Role of the designated safeguarding officer**

The designated safeguarding officers are responsible for the safety and wellbeing of all children in the school. Any child protection issues go through them and if needed reported to external agencies. Detailed information about safeguarding is found in the school's specific safeguarding policy. Safeguarding Officers: Mrs Rachel Pouncey, Mrs Anne Mason, Mrs Annwen Ackroyd and Mrs Alison Craven. All necessary risk assessments are carried out in order to keep children safe in school and at home when children are isolating. Regular contact is kept with all members.

### **Due to the 2014 SEND Code of Practice schools must have regard to:**

- The views, wishes and feelings of the child or young person, and the child's parents/carers
- The importance of the child or young person, and the child's parents/carers, participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in those decisions



- The need to support the child or young person, and the child's parents/carers, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

### **Transition between Schools**

Liaison meetings or a transfer of records are arranged by the schools involved. A receipt is obtained when files are transferred to the new school. Familiarisation visits are encouraged, so that the child is familiar with the new school environment.

### **Statutory Guidance and Legal Requirements underpinning this policy include:**

The SEND Code of Practice 2014

The Children and Families Act 2014

The Mental Capacity Act 2005

The Equality Act 2010

Supporting pupils at school with a Medical Condition 2014