

Wheelwright Primary School

SEND and Inclusion Policy



Learning for Life

This document provides a brief overview of the school's approach to special educational needs, disability and inclusion. It should be read in conjunction with the school SEND Information Report which is available via our school website.

AIMS

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic, faith and GRT groups;
- children who need support to learn English as an additional language;
- children with special educational needs and disability;
- more able children;
- any children who are at risk of disaffection or exclusion.
- Looked after children
- Children whose families are from low socio-economic backgrounds and eligible for FSM

It is our aim that:-

1. All children should reach their full potential and develop in a happy and relaxed way to become independent and confident.
2. We will support pupils' learning without making them feel different or inferior to their peers.
3. Class teachers will monitor the children's progress in a careful and detailed manner.
4. We will, if necessary, enlist the help of parents, governors, support services and outside agencies and work in partnership with them, whether the help is needed for short or long term, and work together as a staff so that the child receives the maximum support we can give.
5. We will make sure that our information is up to date; that careful records are kept of the child to ensure that the correct targets are being set; and that the child's achievements are being dealt with in a positive way. These records will be relevant, informative and regularly updated. All adults working with a child will be made aware of the targets set for that child and that they will all work together towards these targets.
6. In all their work with children who have Special Educational Needs and/or Disability (SEND) the class teachers will be supported by the Head and SEN Coordinator (SENCO).
7. One Page Profiles (OPP) are drawn up to support the understanding of the individual child's strengths and needs.
8. We will work closely with parents, sharing information on children's progress and their individual needs, setting new targets and celebrating their success.
9. We will identify a pupil's individual needs and take steps co-operatively with all staff to address those needs within the context of the National Curriculum, the school curriculum as a whole, taking account of the SEN Code of Practice (2014).
10. We will meet the requirements of the Education Act (1996), the Special Educational Needs (SEN) Code of Practice (2014) and the Special Educational Needs and Disability Act (2001) and the Children and Families Act 2014.

AREAS OF SPECIAL EDUCATIONAL NEED

A child is defined as having special educational needs if he or she has a learning difficulty which calls for special educational provision.

The main categories of SEN may be summarised as:

A. Communication and Interaction Needs

Speech, language and Communication Needs (SLCN)

Autistic Spectrum Disorder (ASD)

B. Cognition and Learning Needs

Specific Learning Difficulty (SpLD)

Moderate Learning Difficulty (MLD)

Severe Learning Difficulty (SLD)

Complex needs

C. Social, Emotional and Mental Health Difficulties

Social, Emotional and Mental Health Difficulty (SEMH)

D. Sensory and/or Physical Needs

Visual Impairment (VI)

Hearing Impairment (HI)

Multi-Sensory Impairment (MSI)

Physical Disability (PD)

STAGES OF SEND

Our procedures are designed to offer a graduated response to special needs in line with the 2014 Children and Families Act including the following stages.

Teacher Action: An informal stage where class teachers:-

- identify a concern about a pupil's progress;
- gather available information about the pupil from the child's previous teacher and records;
- discuss strategies for providing appropriate work for the pupil with the SENDCO;
- seek to discuss concerns with the pupil's parents/carers;
- review progress.
- provide additional teaching or interventions to ensure progress.

School Support:

- action continues as above but with children now being placed on the school's SIMS SEND record;
- an OPP is put in place which will be reviewed with parents in January and July
- progress is reviewed half termly and through termly Pupil progress meetings;
- receptive language and reading tests or other assessments may be made;
- records of progress / ongoing areas of concern are kept.

If review at School Support reveals ongoing difficulties, the school will:-

- seek the involvement of external agencies to observe / assess and support the production / implementation of specific support for the pupil;
- continue to work closely with the pupil and parents / carers;
- continue to keep the pupil's progress under regular review;
- involve outside agencies with the aim of providing additional support and advice as appropriate.

At each review, a joint decision will be made to determine whether a child will remain at School Support or will be considered for referral for statutory assessment. Pupils may well be moved down a stage, or off the SEND record, where reviews reveal satisfactory progress and appropriate levels of attainment.

EHC plans: The production of an Education and Health Care plan is undergone in consultation with the county council, (this could be Coventry or Warwickshire) in close liaison with the pupil's parents/carers.

The provision set out in a pupil's EHC will be closely monitored by the SENDCO and reviewed annually. Parents/carers, pupils and professionals involved with the pupil will be invited to contribute to the review and attend the review meeting.

MANAGEMENT

Each class has information about children with SEND. All SEND records, together with any confidential reports, are kept in the Head's office. Information which the teacher needs to have at hand is kept in the classroom.

Through careful monitoring and early intervention it is hoped that the majority of children with SEND will progress to the point where they no longer appear on the school's SEND record. The Special Needs Coordinator supports staff by helping them to write and review One Page Profiles (OPP) and put in place appropriate intervention support. The Coordinator may also undertake occasional work with individual children in order to support these OPP's.

Within the school's budget every effort is made to provide additional classroom support for children with SEND and resources to support learning. In some exceptional cases, the school can apply for additional funding to meet an individual child's needs.

ROLES

Role of the SENDCO includes:-

- To oversee the school policy for SEND and inclusion.
- To liaise with outside agencies and support services.
- To help teachers set up and review OPPs.
- To manage arrangements for monitoring, review and evaluating the effectiveness of SEND provision.
- To update own knowledge through courses and reading and pass on relevant knowledge to other staff.

- To liaise with the Headteacher when making requests for statutory assessment or EHC Plans.

2. Role of the Governors

- To identify one governor with a special interest in SEND.
- To keep up to date on the school's policy and practice.
- To ensure that money is set aside in the budget to ensure SEND resources.
- To ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils.
- To ensure that pupils' special educational needs are identified and provided for.

3. Role of Class Teacher

- To meet the needs of all the children in the class.
- To keep careful records and observe children, to discuss with other teachers and parents to build up a picture of each child in the class.
- To plan for differentiation and progression.
- To involve children and parents in the setting and review of targets as appropriate.
- To build up children's confidence and self-esteem through a positive approach.
- To identify pupils experiencing difficulties, who will need interventions in addition to, or different from, those already provided by the usual differentiated curriculum.
- To discuss concerns with SEN Coordinator, Headteacher and parents/carers, and try alternative strategies in the classroom to resolve problems.
- To draw up and review OPPs with SEND Coordinator.
- To review the provision map termly.
- To inform parents about progress.
- To contribute to monitoring and review procedures.
- To seek to meet SEND within the overall framework of inclusion in the school.

4. Role of Teaching Assistants

- To work alongside teachers supporting their planned learning objectives.
- To help individual children advance the targets through timely intervention.
- To report observations in order to help for further planning.
- To be involved in relevant Inset.

5. Role of Dinner Time Staff

- To observe and support children with special needs and report to head/class teacher any relevant difficulties in the dining room or playground.

HOW PUPILS ARE INTEGRATED

We seek to be an inclusive school by:-

- using the SEND review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action;
- ensuring that all pupils have appropriate learning targets which are challenging;
- valuing the diversity of all pupils
- ensuring that our reading stock includes stories with positive images of pupils with SEND;
- looking for opportunities within the curriculum to raise SEND issues;
- seeking to make provision for SEND within routine class arrangements wherever possible;
- seeking opportunities for pupils with SEND to work with other pupils;

- encouraging pupils with SEND to play/socialise with other pupils;

ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS / CARERS

The concept of parents as partners is central to the Children and Families Act and the Code of Practice (2014). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings/consultation evenings, where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss the OPP and how they will support their children at home.

We recognise the value of parents'/carers' knowledge of their children and will seek to use that information in planning support for pupils.

We work in partnership through:-

- regular consultation and review procedure for the sharing of information;
- arranging meetings to share concerns/progress between reviews;
- sharing assessment and planning information through OPP reviews;
- discussing with parents/carers options to support transition to secondary school;
- meeting the parents/carers of prospective new pupils to the schools to discuss SEND support.
**All parents will be consulted if we identify the need to make additional SEND provision.
Permission is always sought to involve outside agencies.**

MONITORING AND EVALUATING THE PROVISION FOR SEND IN THE SCHOOL

A range of evidence may be used to monitor and evaluate the provision. This will include evidence of intervention groups, parental involvement, progress of SEND pupils and evidence that recommendations from external agencies are acted upon. Pupil progress meeting discussions and assessment data will also help to create a full picture of provision.

External support services

The school has links with;

- The Educational Psychology Service
- SENDAR
- STS, (Specialist Teaching Service)
- Flexible Learning and Ill-health Team
- RISE, (Child and Adult Mental Health Support Service)
- Speech & Language Therapy Service
- SENDIAS (Special Educational Needs and Disabilities Information and Advice Service)
- Social Services
- School nurse (Compass)

POLICY REVIEW

This Policy was ratified by Governors on 22nd November 2017

It is due to be reviewed in Nov 2018 , or when major changes are being considered