

Special Educational Needs & Disability (SEND) and Inclusion Policy

(This policy should be read in conjunction with policies for Gifted and Talented, Child Safeguarding Equal Opportunities plus the Single Equality).

Introduction

At Sir John Barrow School every child matters. This is at the heart of all we do and is reflected in our Mission Statement:

‘The SJB team – succeeding, enjoying and belonging’,

We endeavour to provide a broad and balanced education for all children and the National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. In order to facilitate pupil inclusion, this policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type of difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

As a school we recognise that there can be contributing factors other than SEND which can impact on pupil progress and attainment, these include: Disability Attendance and Punctuality Health and Welfare English as an Additional Language (EAL) Being in receipt of Pupil Premium Grant Being a Looked After Child Being a child of a Serviceman/woman. Each of these factors are assessed on an individual basis with reasonable adjustments put in place to allow full

curriculum access; only when provision over and above these adjustments is required will they constitute SEN.

Aims

The aims of this policy are:

- to include all pupils in school life.
- to create an environment that meets the special 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.
- raising staff inclusion through ongoing staff development.
- to ensure that parents are encouraged to support their child's education.
- to ensure staff and the SEND child understand their role in supporting their education.
- to develop inclusive practices throughout the educational community to promote equality of access and opportunity for all learners.
- to recognize and celebrate the progress and achievements that all members of the educational community make.

Educational inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different 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:

- providing support for children in all curriculum areas to help them to succeed regardless of their SEND.
- planning to develop children's understanding through the use of all their senses and through varied 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.
- Where appropriate, children may be withdrawn from class for small group or one to one support as necessary.
- Provisions are made to ensure that as far as possible all children have access to all school visits and recreational activities.

Provision for children with special educational needs is the responsibility of all members of staff.

Special Educational Needs & Disability

Children with special educational needs have learning difficulties that call for special educational provision to be made. Children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age in any of the following areas:- Communication and Interaction, Cognition and Learning, Social emotional and mental health, Sensory and/or physical needs.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. (‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’)

After the initial settling in period, in Foundation Stage and KS1, if a child is not making the expected progress, the class teacher will make their concerns known to the SENCo. A meeting with parents may be held, to highlight concerns and to discuss ways forward.

As a school we recognise that there can be contributing factors other than SEND which can impact on pupil progress and attainment, these include: Attendance and Punctuality, Health and Welfare, English as an Additional Language (EAL), Being in receipt of Pupil Premium Grant, Being a Looked After Child, Being a child of a Serviceman/woman. Each of these factors are assessed on an individual basis with reasonable adjustments put in place to allow full curriculum access; only when provision over and above these adjustments is required will they constitute SEND.

Identification of SEND pupils.

Early identification of a child’s special educational needs is very important. The normal cycle of planning, teaching, assessing and evaluating is the primary means of identification as well as regular communication with parents. The progress of all children is regularly monitored and reviewed by class teachers, the head and the SENCo. Additional needs may become apparent at any time in

a child's school life. If a child is below age related expectations and making limited or no progress, following parental consent they will be placed on the SEND register. The child will have an Educational Plan which details the provision they are receiving. The impact of the provision is evaluated termly or sooner. The SENCO may also suggest starting the process of the Early Help Assessment,

Implementation:

SEND:

- All children will be identified as 'SEND' or 'SEND with an Educational Health Care Plan' at SJB school and named on the SEND register.
- Every child on the register has a SEND Education Plan where targets are reviewed termly or more if necessary. It is written and reviewed by the class teacher(s) and, where appropriate TA/HLTA. This is shared with parents/carers.
- The class teacher is initially responsible for identifying a child with special needs and initiating appropriate action.
- Progress of pupils with SEND will be reviewed regularly to provide the most effective learning provision.

If we have evidence that a child is making insufficient progress despite support the SENCO may seek further advice from external specialist professionals, including specialist teachers and educational psychologists. An Early Help assessment is required in order to request the involvement of external specialists including – Educational Psychologist, Behaviour Support Team, the School Nurse, Speech Therapy, Pupil Referral Unit, Occupational Therapy, Specialist Teaching Service, LACES, Physiotherapy, Barnardos. Child protection issues are dealt with by the designated child protection officers. This will be completed by staff at school in collaboration with the parents and child. The SENCO will keep parents and children fully involved and informed about any proposed interventions. For children found to have very specific long term, or even lifelong needs, advice will be sought from external agencies with a possible request put in to the Local Authority for an Education, Health and Care Plan (EHCP) assessment. providing the child fits criteria in line with the criteria as listed in the Cumbria SEND Handbook. A range of written evidence about the child will support the request. Both referrals to outside agencies and requests for additional funding and support are requested by via a 'SEND Early Help Assessment'; this will be completed collaboratively by the SENCo, Class Teacher, support staff, parents/carers and any outside agencies who have involvement with the child including:

- Pupils with an Education Health and Care Plan (EHCP) will, in addition to the on-going review of their progress and specific support through their Education Plan, be reviewed annually.
- Pupil progress is recorded and monitored using the schools' tracking system. Insufficient progress will alert staff to considering the effectiveness of the provisions a child may have received and whether a different intervention may be more effective. Pupil progress is recorded every term following testing. The Headteacher and SENCO meet termly to

review the SEND provision following Pupil Progress meetings with Class Teachers.

- The SENCO and Governor with responsibility for SEND meet termly.
- At school we adapt the curriculum through careful planning which is differentiated to individual needs. Assessment informs planning.
- The school is situated on one level with access to all areas including toilets and cloakrooms. The school has small areas where specialist SEND provision can be given on a one to one basis or in small groups. There are two disabled toilets.
- Arrangements are made for supporting pupils with SEND in transferring between phases of education. We work closely with all secondary schools during the transitional period. This can start as early as is necessary but normally begin in Year 5. Additional visits are available where pupils may use communication passports and also have opportunity to learn to purchase dinners, Use timetables and planners, Meet staff and key workers, Familiarise themselves with the setting.
- This school will liaise with the receiving school when a child with SEND needs is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer

Resources and Additional Support available for pupils.

This is provided on a needs-led basis. Additional support is provided through additional adults, information technology, small group and 1:1 interventions.

Advice will be sought via specialist professionals where appropriate. We will also gather information from the local offer, collaboration with local schools and others.

We continually strive to increase the expertise and training of staff in relation to children with SEND. There are a number of members of staff within the school who have a wealth of experience in the following areas much of which is based upon close working with other professionals. Training needs are recognised depending upon the needs of the children within the school:

- Language and communication

We employ a Private Speech Therapist who works closely with specific TAs and individual children. We also work with the NHS Speech Therapist – using advice offered to support pupils.

- Social, emotional and mental health

We run the Kidsafe programme in school. Staff are trained in Emotional Resilience. SENCO has attended the Mental Health Programme.

- Physical and/or sensory

Specific TAs have had training in moving and handling.

Gifted and Talented:

- Gifted and Talented children will be identified by their class teacher and brought to the attention of the G&T coordinator. The G & T coordinator continues to investigate interventions to support identified pupils.
- Gifted children will be encouraged to complete differentiated tasks in lessons as planned by the teacher.
- Talented children will be signposted to school and local clubs if available.

Equality:

- A Single Equality document is in place. All racial incidents are monitored in the Racial Incident Monitoring Log.

Children Looked After:

- Every child who is looked after by the local authority has a PEP (Personal Education Plan). These are updated twice a year. Review meetings are attended by the designated teacher (Deidre Dobson). The CLA advisory teacher meets with the designated teacher each term to discuss CLA's progress and the Pupil Premium.

Attendance:

- The Head teacher/EWO/School Nurse/SENCo monitors attendance and groups of children with high percentage of absence or lateness are targeted.

School council:

- The school council meets every two weeks and is involved in decision-making. Two children from every class attend school council meetings and are voted in by their peers.
- Reception and Nursery classes are represented by a child from Year 2.

Governors:

- Governors (Inclusion Committee) regularly receive Inclusion reports. There is a nominated G&T and SEND governor who meets regularly with the SENCo/Head/G&T Co-ordinator.

In our school the SENCo:

- Is also the Inclusion Manager for the school;
- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the progress and records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;

- monitors and evaluates the special educational needs provision, and reports to the Governing Body;
- manages and monitors a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.
- Ensures SEND pupil voice is listened to wherever possible.
- Updates the SEND Governor on relevant issues regarding child with SEND.

The role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children, and consult with the LA and other schools, when appropriate for best practice. The Governing Body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.

The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible persons' in this school are the Head and SENCo. They ensure that all those who teach a pupil with an Education and Health Care Plan are aware of the outcomes and targets.

The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education and Health Care plans.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher, in liaison with the SENCo, decides how to use funds directly related to statements/Health Care plans.

Assessment

The class teacher will assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The Headteacher/SENCo meet with class teachers each term to discuss children's progress and agree identified actions to ensure children continue to progress.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher, in liaison with the SENCo, sets suitable targets for the individual. All children identified on the SEND register have an Education Plan.

The LEA seeks a range of advice before making a decision to proceed with an Education Health and Care Plan for an individual. The strengths and difficulties the child experiences in terms of their learning and physical needs are considered to be paramount in this.

Access to the curriculum

We support children in a manner that acknowledges their entitlement to, wherever possible, share the same learning experiences that their peers enjoy. Identified children may be withdrawn from some or all core Literacy and Numeracy lessons.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school web site contains details of our policy for special educational needs, and a named governor takes a particular interest in special needs and is always willing to talk to parents.

Staff have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

The school may have contact details of other support services for the parents of pupils with SEND, which can be gained from contacting the school SENCO or via the local Cumbria LA offer localoffer.cumbria.gov.uk/

Pupil participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

Children may be involved, at an appropriate level in setting personal targets which may be used as part of their targets. They may also be involved in the termly review meetings and the writing of and review of Education and Health Care Plans. Children's views are also recorded in Early Help assessments.

Monitoring and review

The SENCO, Headteacher and Assessment Coordinator monitor the movement of children within the SEND system in school by maintaining the SEND register and using the school tracking system. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

School monitors and supports attendance in accordance with the Attendance Policy for this particular group.

The SENCO is available to support class teachers by suggesting appropriate provision and target setting.

The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO and Headteacher reports regularly to the full Governing Body.

Signed: A Robinson, D Dobson, H Pemberton

Date: March 2018

Review Date: March 2019