

RIDGEWELL PRIMARY SCHOOL

'Laying Foundations for Life-Long Learning'



SEND and Inclusion Policy

To be reviewed: 2024

Ridgewell Primary School's Special Needs Coordinator (SENCo) is Mrs Lowe.
(National Award Accreditation completed in August 2015)
The SENCO is a member of the Senior Leadership Team (SLT) as Head of School. *Code of Practice 6.89*
If you have an SEN issue you are invited to email –Theresa.Lowe@dcvst.org

We believe every teacher is a teacher of every child including those with SEND.

Our Vision

Our school believes that all students should be able to make the best possible progress at school and we are committed to ensuring that the necessary provision is made for any pupil who has SEND. We support pupils with SEND to be included in all aspects of school life.

This policy was developed in consultation with parents, SLT, staff, Governors and NASEN website.

Introduction

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

Aims

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 for the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in 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 provides a focus on outcomes for children and not just specific hours of provision/support.

INCLUSION STATEMENT

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

Objectives of this Policy

To work within the guidance provided in the SEND Code of Practice 2014.

To ensure high levels of achievement for all.

To be an inclusive school.

To identify and provide for all pupils requiring SEND provision and additional needs as early as possible in their school career.

To meet individual needs through a wide range of provision.

To attain high levels of satisfaction and participation from pupils, parent and carers.

To share a common vision and understanding with all stakeholders.

To give transparent resourcing to SEND.

To provide curriculum access for all.

To provide support and advice for all staff working with special educational needs pupils.

To work towards inclusion in partnership with other agencies and schools.

To ensure an SEN Information Report is published on the school website.

To achieve a level of staff expertise to meet pupil's need.

To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEND & Inclusion Policy.

To make parents, staff and Governors aware of the Local Authority Local offer

(<http://www.essexlocaloffer.org.uk/>)

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties as they arise.

2. ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN 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).

3. MANAGEMENT OF SEND WITHIN SCHOOL

The Governing Body has delegated the responsibility for the day to day implementation of the policy to the SENCO who has Qualified Teacher Status. The

management of SEND is supported by the administration staff.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet needs.

Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions.

Teaching Assistants and Learning Support Assistants play a significant role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

The SENCO is responsible for:

Overseeing the day to day operation of this policy.

Co-ordinating provision for children with special educational needs.

Liaising with and advising teachers.

Managing Teaching Assistants and Learning Support Assistants

Overseeing the records on all children with SEND

Liaising with parents of children with SEND (in conjunction with Class Teachers)

Contributing to the training of staff, both internal and external.

Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

The SENCO is responsible for reporting to the governor with responsibility for SEND on the day to day management of SEN policy.

The SEND Governor is responsible for:

The SEND Governor's responsibilities are set out in the Governors' Handbook.

4. IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

The SENCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs:

- The analysis of data, including entry profiles at Foundation Stage(FS) and end of FS data, SATs, reading ages, annual and termly pupil assessments, spelling ages, Year 1 phonics and other tests.
- The use of our local authority SEND criteria (see Provision Guidance <https://schools-secure.essex.gov.uk/pupils/sen/Provision%20Guidance/Pages/Provision-Guidance-Toolkit.aspx>)
- The following up of teacher concerns
- Following up parental concerns

- Tracking individual pupil progress over time using baseline assessments.
- Information from previous schools on transfer
- Information from other services

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

A Graduated Approach register is also held which documents early interventions and tracks progress. This is reviewed termly with the class teachers.

5. CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having Special Educational Needs, the school provides for these additional needs in a variety of ways.

The range of provision may include:

- * In class support for small groups with a Teaching Assistant (TA)
- * Small group withdrawal with TA, CT,
- * Individual class support / individual withdrawal
- * Further differentiation of resources
- * Homework/learning support club
- * Interventions
- * Provision of alternative learning materials/ special equipment
- * Group support
- * Provision of additional adult time in devising interventions and monitoring their Effectiveness including additional time for tests.
- * Staff development/training to undertake more effective strategies
- * Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training
- * Additional Access Arrangements for statutory testing

6. MONITORING PUPIL PROGRESS

Class Teachers are responsible for providing quality first teaching which includes assessing progress of all pupils. Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- * Narrows the attainment gap between pupil and peers
- * Prevents the attainment gap widening
- * Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- * Equals or improves upon the pupil's previous rate of progress
- * Ensures full curricular access
- * Shows an improvement in self-help and social or personal skills
- * Shows improvements in the pupil's behaviour

7. RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- * Information from parents

- * Information on progress and behaviour
- * Pupil's own perceptions of difficulties
- * Information from health/social services where applicable
- * Information from other agencies where applicable

Copies of relevant records will also be held by held by Class Teachers. All records of SEN will be transferred upon the children leaving school.

A Provision Map is held for each class.

If there is a request by either parent, teacher or SENCO for a pupil to exit the SEND register this will be reviewed with all concerned parties and a decision reached and recorded.

All records are stored in a locked filing cabinet, in a locked room. Information on reports are shared according to agreed review procedures.

8. TARGETS and ACTION PLANS

Each pupil in the school has access to quality first teaching within the classroom. Some children need some extra support that is 'additional to and different from' that which is offered by the classroom planning. In these cases, the children may be placed on SEND support and a personalised programme is set up for them which will be linked to the graduated approach of assess, plan, do, review. For some children, who need further support, an assessment for an Education, Health and Care Plan may be requested.

One Page Profiles - All pupils on our SEND Register will have a One Page Profile. At review meetings the parents, pupil, teacher and SENCO assess "what is working, what is not working."

Assess, Plan, Do, Review document (APDR) – This sets out individual short term targets for pupils and is reviewed at least termly by the classteacher and SENCo with parents and pupil.

One Plan Meetings – This involves the child, parents, teacher and SENCo, plus any additional services working with the child or family. A one plan meeting should generate an action plan with long term outcomes, yearly goals and short term measurable milestones (APDR) leading towards them. These are reviewed termly.

For pupils who need further support and have an EHCP, provision will meet the recommendations on the plan. These will be reviewed annually using the One-Plan format. Copies of reviews and plans will be sent to the Local Authority, Parents and other supporting agencies.

9. CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEN Code of Practice and the Essex Provision Guidance (see earlier link).

The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Support Register. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Register will be made by the SENCO after full consultation with parents. External support services may advise on targets for a new Action Plan and provide specialist inputs to the support process. These agencies will be accessed by their individual referral routes.

Action Plan intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work below National Curriculum expectations than expected for a pupil at a similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

Parental consent is sought before any external agencies are involved. The resulting Action Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

9.1 REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Action Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- National Curriculum levels.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Care and Health Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- * Matched to the longer-term objectives set in the EHCP
- * Of shorter term
- * Established through parental/pupil consultation
- * Set out in an Action Plan
- * Implemented in the classroom
- * Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- * The pupil's parent
- * The pupil if appropriate
- * The relevant teacher

- * A representative of the SEN Inclusion and Assessment Team
- * The Educational Psychologist
- * Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- * Assess the pupil's progress in relation to the objectives on the EHCP
- * Review the provision made to meet the pupil's need as identified in the EHCP
- * Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- * If appropriate to set new objectives for the coming year

At Key Stage Phase transitions Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

10. SUPPORTING PUPILS WITH MEDICAL CONDITIONS IN SCHOOL

Ridgewell school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 20120.

See School Policy

11. PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they can help their child
- Agreeing targets for the child, both for in school and at home
- Making parents and carers aware of the Parent Partnership services.
- Arranging additional transition programmes which may be needed for pupils as they enter the next Key Stage.

Parents can contact staff by telephone, email or speak to the class teacher before and after school each day.

12. INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Reviews and setting of individual targets
- Regular meetings with named adults
- Annual reviews

13. Accessibility

The school has the following special facilities:

Wheelchair access via hall or main corridor.

Disabled toilet with hand rails;

All mainstream classrooms are: carpeted (excluding cloakroom and practical areas), have rubber soled tables and chairs, high frequency lighting and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils.

Blinds to reduce glare. (Important for lip-reading)

Ramps to outside doors to allow for wheelchair access.

Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations.

Coloured screen backgrounds are used where appropriate.

Ridgewell school endeavours to identify and remove barriers to learning." Learning Walks" are undertaken by SENCO and regular interviews with class teachers to improve the learning environment-use of One Page profiles used.

14. LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services in Children and Young People's Services. For pupils on our SEND Register any one or more of the following agencies may be involved: Educational Psychologist, School Nurse, Speech & Language Therapist, Specialist Teacher Team, FAST, Occupational Therapists. Also refer to Essex County Council Local Offer website for other services.

<http://www.essexlocaloffer.org.uk/>

15. INSET

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Head teacher's report to governors each term. In addition the Colne Valley Consortium SENCOs meet termly for support and training. SENCO updates are offered by the Local Authority who also provide a weekly SENCO bulletin.

16. RESOURCES

The provision for SEN/AEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy

17. BULLYING

Due to the vulnerability of some SEND pupils, please refer to the school's Anti-Bullying Policy. Trained Emotional First Aiders are also available to provide support to promote independence and resilience in learning.

18. COMPLAINT

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher/SENCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved Please see the school's Complaints Procedure available on the school's website.

19. REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff, parents, carers and pupils The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.