North Duffield Community Primary School

**INCLUSION/SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)**

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| **Document Status** | | | |
| **Date of Next Review** | May 2021 | **Responsibility** | *Mr A Russell* |
| **Success Criteria for review completion** |  | **Responsibility** | *Mrs M Mounfield (SENDCO)* |
| **Date of Policy Creation**  *Updated May 2020* | **Adapted school written model** | **Responsibility** | *Mrs G Vollans* |
| **Date of Policy Adoption by Governing Body** | | **Signed:……………………………..**  **Headteacher**  **Signed:…………………………….**  **Chair of Governors**  **Date…………………………………** | |
| **Method of Communication**  **Website** | |

**The following guidance and statutory documents have been used in writing this policy.**

* **SEND Code of Practice 2014**
* **Keeping Children Safe in Education 2019**
* **Working Together to Safeguard Children 2018**
* **Children and Families Act 2014**
* **Child Protection Policy**
* **Single Equality Scheme**
* **E-Safety Policy**
* **Supporting Pupils at School with Medical Conditions 2014**
* **Anti Bullying Policy**
* **Teaching and Learning Policy**
* **Marking Policy**
* **Assessment Policy**
* **Behaviour Policy**

**Abbreviations Used**

CAMHS – Child and Adolescent Mental Health Service

EHC Plan – Education and Healthcare Plan

EHS – Early Help Service

LA – Local Authority

PSO – Pastoral Support Officer

SALT – Speech and Language Therapy

SENDCo – Special Educational Needs & Disability Coordinator

SEND –Special Educational Needs and/or Disability

SES – Single Equality Scheme

TAs – Teaching Assistants

**Policy Statement**

At North Duffield Primary School we work with relentless consistency to enable **all** our children to achieve our school vision, **"Growing Learners for Life," Every child will make good or better progress through the high quality teaching they will receive, and their engagement with our diverse, absorbing and exciting curriculum which provides appropriate and relevant enrichment experiences.**

We model and promote an inclusive ethos so our learners are flexible, imaginative, responsible and confident life-long learners, who value “Rights, Respect, Responsibility and Independence.” The fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs, are promoted throughout our school curriculum, and our whole school ethos. This ensures that children with SEND or medical conditions have the same opportunities and expectations placed upon them as all other young people.

**Principles (foundation for our practice)**

* Each child is the responsibility of their class teacher who receive regular training to enable them to meet a wide range of needs, ensuring early identification of SEND
* Identify and meet the needs of all our children maintaining a rigorous, consistent equality of opportunity and inclusion to all areas of the curriculum and school life.
* Fortnightly discussion and update of Pyramid of Need at staff meeting
* Welfare File maintained for vulnerable pupils
* All children have access to a relevant, broad and balanced curriculum
* All children have high expectations placed on them to achieve the very best of which they are capable
* Children learn in different ways therefore the curriculum is adapted and adjusted to ensure achievement
* Relevant resources are purchased through effective discussion with outside agencies to support a child’s needs and progress
* All children have regular opportunities to give their views on their learning experiences
* Governors work closely with the SEND team to ensure that our principles are effective
* All children have access to a range of multisensory teaching approaches and resources that are relevant to the stage of their learning including language, in order to remove any barriers to learning
* School sees parents as partners who are fully involved fully in their child’s education, aspirations and well-being
* Mixed ability groupings are key to inclusion, facilitating quality discussion and maximising teaching and learning (see Teaching and Learning policy)
* Through metacognition all children learn to be resilient independent learners promoting reflection and well-being
* All children experience their best work on display regularly and experience pride
* All children are given a range of opportunities to apply key skills across the curriculum.
* Staff liaise effectively with outside agencies to ensure appropriate provision and identification of needs
* Children working below expectation of the National Curriculum will be assessed using Pebbles, where appropriate, in accordance with the Assessment Policy. Pebbles will be used to provide further targets where necessary
* Termly reading assessments using the New Salford Sentence Reading Test carried out by SENCO on all SEND children

To ensure our principles are maintained, the teaching staff are responsible, involved, sensitive, informed and well equipped to provide for the needs of all children, including early identification of any specific need or difference. This will ensure that the academic and emotional needs of all children are met, in order to maintain their well-being; identifying gaps in attainment and reducing the risk of long-term under achievement, in line with the Children’s and Families Act 2014.

**Objectives**

The SENDCO meets with all teaching staff every half-term where SEN Support Plans are updated. This informs the intervention map and the effective use and availability of resources, intervention programmes and deployment of Teaching Assistants (TAs) across the school; it also enables the sharing/professional discussion of ideas. This forms part of our **graduated approach** to educational provision for children with SEND.

If following this approach, and through our regular data analysis and pupil progress meetings, the attainment gap widens for any child, the Progression Pyramid (appendix 2) is referred to and outside agency/outreach is sought through the North Yorkshire’s central referral system; response is within 10 working days.

**What is the graduated approach?**

The **graduated approach** is a four stage process involving:

* Assess – the class teacher works with the SENCO to carry out a clear analysis of the pupil’s needs.
* Plan – At this stage parents are formally notified and involved in forming the assessment of needs. The SENCO will agree with the parents the support to be put in place at school and where appropriate, at home, to achieve specific outcomes.
* Do – The class teacher is responsible for the child’s learning. The SENCO supports and advises the implementation of intervention programmes and assessment of the child’s strengths and weaknesses.
* Review – The impact of support will be reviewed with the class teacher and the SENCO, in line with the agreed outcomes and feeds back into the analysis of the child’s needs. Parents are given clear information about impact. Pupil’s views are taken into consideration during all stages of the approach.

Use of this process will identify the need to involve specialists, such as SALT, CAMHS, outreach services, EHT or Educational Psychologists.

This in turn identifies the changing needs of, and progress of any child, be they cognition and learning, social, emotional and mental health, communication and interaction, sensory and/ or physical, and inform current provision on the Inclusion/SEND register, thus enabling the use of short, effective intervention programmes.

SEN Support Plans will clearly identify the outcome/s for a child and the steps to be taken to achieve these. Every SEN child will have personal learning targets which are ongoing and regularly practised and updated in the classroom.

Staff will plan work which is enables children to achieve their targets setting appropriate tasks and teaching approaches where necessary. Teaching Assistants (TAs) will be used to develop independence and support children under the direction of the class teacher and according to their SEND or EHC plan.

All children will be fully included in teaching and learning approaches and the use of clear success criteria and individual targets, ensuring development at and beyond their standard in the classroom. The robust marking policy will be adhered to by all staff ensuring children receive regular personalised and informative feedback which they can act upon to improve.

All children’s progression is tracked in accordance to the school Assessment Policy. If there is a concern an At a Glance profile is completed to establish the strengths and weaknesses of the child. This can also indicate the areas for development and whether moderate or specific learning difficulties are being experienced. This can be explored with outside agencies.

To help safeguard every child’s well-being, children will be given every opportunity to work alongside their peers, to the best of their ability, within our inclusive environment; every achievement will be celebrated no matter how small. Our Pastoral Support Officer ensures regular pastoral care in the form of small group work or 1:1 is always available as and when a need arises.

**Evaluation**

* Monitoring by SENCO, Headteacher, Responsible Governor of the objectives above
* Termly feedback of reading assessment results to teachers
* Half-termly meetings with all staff re SEN Support Plans and Graduated Approach and CPD needs
* Fortnightly slot at staff meetings to discuss any vulnerable children and priorities/strategies (Pyramid of Need)
* Weekly update of Welfare File between SENDCO and PSO
* SEND/Inclusion development and impact reported to Governors at meetings and through termly meeting with SEN Governor
* Statutory and relevant policies available on website
* Analysis of school data and national data. (Analysing School Performance)

**Governing Body Evaluation:**

* Appointing an SEN Governor who is champion for people with SEND.
* Monitoring data with respect to vulnerable groups to ensure policy and practice is effective.
* Constructively question the leadership on funding and training.
* Undertake learning walks in school with a specific focus.

**Placing children on the school’s register of Special Needs**

Any child identified by the class teacher as not making sufficient progress, will in the first instance, be monitored by the SENDCO who will suggest strategies to support the class teacher. If appropriate the child will be put on a relevant intervention programme and recorded on the intervention map which will be updated at the half termly meeting. Some interventions, where necessary, run outside of the classroom, but are planned by the class teacher to enable application of the skills learned within the general classroom curriculum.

Progress on any planned intervention programme will be subject to the ongoing formal monitoring of the provision map, reviewed every half-term and part of the **graduated approach**. All staff will receive copies of relevant Support Plans which are used as working documents and updated as and when is necessary to enable access to learning within the classroom.

Any child who requires continuous support to meet their needs will be registered at the SEND Stage of the Special Needs Register, which means Special Educational Support (appendix 1). Other agencies will be involved at this stage if relevant. This ensures that their needs will be met and monitored through the school’s graduated approach (see appendix 3). Parents will be involved in developing and implementing a joint learning approach at home and in school. Formal meetings termly, in addition to parent evenings, will be held each term and include the pupil voice.

If difficulties continue with little or no progress, despite interventions and adjustments to curriculum and resources Statutory Assessment will be considered and discussed with a view to application for an EHCP.

**Children with Medical Conditions**

Children with medical conditions have access to a broad and balanced curriculum and teachers have full details of these conditions. A child who is unable to attend school because of a medical condition will have their educational needs identified and receive educational support quickly and effectively through in line with the statutory guidance (2014) Supporting Children at School with Medical Conditions. School remains responsible for providing quality first education and liaising with relevant agencies.

SENDCO Mrs M Mounfield

Named person Mr A Russell (Children with Medical Needs Policy)

Designated Governor Mrs G Volans

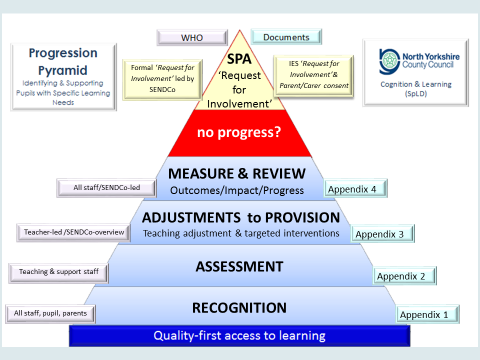
**Appendix 1**

**Defining progress that is causing concern.**

The triggers for intervention through SEND could be the teacher’s or other’s concern, underpinned by evidence, about a child who despite receiving appropriate learning opportunities and interventions:

* Makes little or no progress even when teaching approaches are targeted particularly in a child’s identified area of difference.
* Show signs of difficulty in developing basic literacy or mathematical skills.
* Presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed within the school.
* Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
* Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum and resources.
* A medical condition has been identified.

**Appendix** **2**

**Progression Pyramid**

**Appendix 3**

**The Graduated Approach**

