

# North Duffield Community Primary School

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

Document Status			
<b>Date of Next Review</b>	May 2018	<b>Responsibility</b>	<i>Mr A Russell</i>
<b>Success Criteria for review completion</b>		<b>Responsibility</b>	<i>Mrs M Henriques (SenCo)</i>
<b>Date of Policy Creation</b> <i>Updated May 2017</i>	<b>Adapted school written model</b>	<b>Responsibility</b>	<i>Mrs G Vollans</i>
<b>Date of Policy Adoption by Governing Body</b>		Signed:..... Headteacher	
<b>Method of Communication</b> <b>Website</b>		Signed:..... Chair of Governors Date.....	

**This policy is in line with the final draft Code of Practice which will be ratified by parliament for use from September 2014**

### **Abbreviations Used**

AfL – Assessment for Learning

CAMHS – Child and Adolescent Mental Health Service

EHC Plan – Education and Healthcare Plan

EMS – Enhanced Mainstream School

ELS – Early Literacy Support

LA – Local Authority

PIVATS – An assessment system developed to further inform and breakdown P Scales

P Scales – Breakdown of targets for those children whose learning is below national expectations

SENCo – Special Educational Needs Coordinator

SEND – Special Educational Needs and/or Disability

SEAL – Social and Emotional Aspects of Learning

SES – Single Equality Scheme

TAs – Teaching Assistants

## **Policy Statement**

North Duffield Community Primary School has high expectations and values the abilities and achievements of its entire young people. We are committed to ensuring progress for each and every pupil, opening up the potential for achieving their aspirations in life, to play a meaningful role in their community as young adults. We have a Can Do ethos. This ensures that “children with SEND or medical conditions have the same opportunities and expectations placed upon them as all other young people.”

## **Philosophy**

- All children are the responsibility of all the staff who receive regular training to enable them to meet a wide range of needs, ensuring early identification of SEND
- 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 a differentiated curriculum, where necessary, is developed to ensure achievement
- All resources bought are used reflectively and effectively in accordance with the child's needs and progress
- All children are positively encouraged and have many opportunities to give their views on their learning
- Governors work closely with the SEND team to ensure that our philosophy is effective
- All children have access to a range of multisensory teaching approaches and resources that are relevant to their learning style, including differentiated language in order to remove any barriers to learning
- Equal opportunities ensure that all pupils are included in all areas of curricular and extra-curricular activities (see SES policy)
- Parents are involved fully as partners in their child's education ensuring that good relationships are nurtured between the school and home, involving them and pupils in decisions affecting their learning and aspirations
- Talk Partners and Study Buddies facilitate discussion and thinking in the classroom to maximise learning
- Mixed ability groupings are promoted, wherever possible, to ensure that children are socially included (as with our AfL approach highlighted in our Teaching and Learning Policy)
- All staff ensure that every child experiences success thus growing in self-esteem
- In order to promote effective independent decision making and emotional maturity reflective thinking is developed.
- 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 or differences
- Children working below expectation of the National Curriculum will be assessed using Pebbles in accordance with the Assessment Policy.

Pebbles will be used to provide further differentiated steps where necessary

To continue achievement of our philosophy, 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 self-esteem and emotional intelligence; closing any gaps in attainment and reducing the risk of long-term under achievement, in line with the Children's and Families Act 2014.

### **Objectives**

Through half-termly meetings with all teaching staff, group or individual provision maps, to support different learning approaches, will be 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, outside agency support such as EMS is sought through the LA'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 EMS, CAMHS, therapists 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, (appendix 2) and inform current provision on the Inclusion/SEND register, thus enabling the use of short, effective intervention programmes.

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

Staff will plan work with clear understanding of the learning objectives which are appropriate for each child. Appropriate differentiation of learning and teaching approaches will be used, in accordance to all children's needs. 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 immersed in AfL through the use of teaching and learning approaches and the use of clear success criteria and individual targets, ensuring development at and beyond their level 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. Case studies are provided and regularly updated for children with learning differences to demonstrate progress within a context. Inclusion passports are developed for individual children with needs or differences to open up their potential and ensure good self-esteem and emotional maturity, in preparation for the adult world.

To ensure that every child is happy within school and maintain high levels of self-esteem, 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 care 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
- Half-termly meetings with all staff
- Weekly slot at staff meetings to discuss any vulnerable children and priorities
- Safeguarding sheet completed weekly by Teachers – Headteacher monitors
- Monitoring of evidence by SENCO and Headteacher will be used reflectively, leading to training, discussions, improved practice and continuous updating of School Development Plan
- SEND/Inclusion development and impact reported to Governors at every meeting
- Statutory and relevant policies available on website
- Analysis of school data and national data. (Raise on line)
- Headteacher oversees progress and provision for all children.

### **Governing Body Evaluation:**

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

### **Placing children on the school's register of Special Needs**

Any child identified by the class teacher as not making sufficient progress, will be put on a relevant intervention programme and recorded on the intervention map. These short term interventions should address any specific area of need identified. These run in addition to current classroom provision. Some interventions 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 provision maps which are used as working documents and updated as and when is necessary to enable access to learning within the classroom. Parents will be involved in developing and implementing a joint learning approach at home and in school through our formal meetings termly in addition to parent evenings.

Any child for whom intervention fails to close the attainment gap, will be registered at the SEND Stage of the Special Needs Register, which means Special Educational Support, other agencies will be involved at this stage. This ensures that their needs will be met and monitored through the school's graduated approach (see appendix 3).

### **Children with Medical Conditions**

Children with medical conditions have access to a broad and balanced curriculum and teachers have full details of these requirements. 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 the support of outside agencies, in line with the statutory guidance (2014) supporting children at school with medical conditions.

SENCO

Named person

Designated Governor

Mrs Maria Henriques

Mr A Russell / Mrs M Mounfield

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 differentiated 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

Area of Need	All pupils where appropriate Wave 1	Plus for some pupils Catch-up Wave 2	Plus for a few pupils Wave 3
<b>Cognition and Learning</b>	Differentiated curriculum where appropriate Mixed ability grouping Group roles AfL approach Study Buddies Talk partners VAK approach to teaching Schemes and themes approach to planning Relevant and meaningful curriculum Basic skills Mind mapping Numicon	Focused sentence work Maths intervention Literacy intervention Booster groups Phonics groups Scribing and modelling	Reading Intervention Memory skills training Multi-Sensory Learning (MSL) External Agency involvement Maths Intervention Accelerate Accelerite
<b>Communication and Interaction</b>	Visual resources Visual timetables Use of symbols Marking policy to reward effort and define next learning step Differentiation where necessary, including the use of language	ICT Memory Booster, Wordshark, Numbershark, 2Simple Write a Story Mind mapping Communicate in print Clicker 6	1:1 support where appropriate Individual Speech and Language follow up programmes External Agency involvement
<b>Emotional, Behavioural and Social</b>	Whole school behaviour policy Class rules Circle time Reward systems Sensible choices encouraged Anti bullying policy SEAL	Talking Partners Let's Communicate Social stories Symbol flipcharts Circle time Small group work Nurture groups	Individual pastoral support Home school record Individual reward system Peer mentoring Behaviour record book External Agency involvement
<b>Sensory and Physical</b>	Flexible teaching arrangements Activate Staff aware of implications of physical impairment Writing slopes Medical plans (all staff aware of implications) Alpha smarts Laptops/PCs Colour (backgrounds/pens/paper) Access to EMS SLD resources on loan Numicon	Multisensory approach to handwriting Activate Alpha smarts	Individual support throughout the day Multi Agency Involvement Physiotherapy programme

### **Appendix 3**

#### **The Graduated Approach**



