

MEADOWS PRIMARY SCHOOL AND NURSERY

SEN AND INCLUSION POLICY 2017

Rationale:

Meadows Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Meadows Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers and those who are in families under stress.
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning

difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early Years pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Meadows Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Meadows Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The development and monitoring of the school's work on Inclusion will be undertaken by the Head teacher the SENCo, and SEN Governor who is also a parent and teacher at the school.

The SEN Coordinator is Andrew Denton, who also takes the lead role in relation to additional educational needs, and as a member of the SLT, reports regularly to the group on this area.

The inclusion manager is Jayne Roberts who takes the lead role in relation to inclusion and attendance.

The SEN Governors is Jayne Roberts.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate.

(*Except where disapplication, arising from a Statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

1. The SENCO will meet with class teacher as required to discuss additional needs concerns and to review provision maps.
2. At other times, the SENCO will be alerted to newly arising concerns through the SEND file located in the school office.
3. The SENCO will discuss issues arising from the file with the class teacher within one week of receiving the information.
4. Where necessary, reviews will be held more frequently than twice a year for some children.
5. Targets arising from parents meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.

6. The SENCO monitors planning and teaching and learning for SEN and supports year group teams and individual teachers with curriculum planning when necessary.
7. The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
8. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the schools annual budget. The support timetable is reviewed termly, by the class teachers and TA's, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Higher level additional support is part funded by the LA.
9. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised Provision

There are no special educational needs classes at Meadows Primary School but children with SEND receive daily intervention in a small group or 1-1 to close the gap with their peers.

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group and from this we can calculate the cost of the whole of our SEN provision.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The schools system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The schools system includes reference to information provided by:

Baseline assessment results Progress measured against the objectives in the National Curriculum Standardised screening and assessment tools Observations of behavioural, emotional and social development

An existing Education and Health Care Plan of SEN or SENA assessment
Assessments by a specialist service, such as educational psychology,
identifying additional needs
Another school or LEA which has identified or has provided for additional
needs

Based on the schools observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support in a small group or 1-1.
3. Additional support as tailored intervention.

Our current criteria for **additional support**

A pupil with a specific diagnosis of need from an outside agency.

A pupil who is not making expected progress or who has fallen behind Age Related Expectation. (ARE).

A pupil with a visual or hearing impairment.

A pupil with a physical disability.

A pupil with a social/emotional difficulty.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

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|----|-----------------------------------------------------------------------------------------------------------|
| 1 | Closes the attainment gap between the child and their peers |
| 2. | Prevents the attainment gap from growing wider |
| 3. | Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers |
| 4. | Matches or betters the child's previous rate of progress. |
| 5. | Ensures full access to the curriculum |
| 6. | Demonstrates an improvement in self-help or social or personal skills. |
| 7. | Demonstrates an improvement in the child's behaviour. |

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision is changed.

Evidence that change is needed are:

There has been little or no progress made with existing interventions

Additional support is required to develop literacy or numeracy skills

Additional support is required for emotional, behavioural or social development

Additional support is required for sensory or physical impairments

Additional support is required for communication or interaction needs

There are likely to be two groups of children that fall within this category

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, there should be scope to plan for each child to have an **individual target/s**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCO.**

A child receiving this level of support at will have an Individual provision map.

This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies. We use the LEA model with minor adaptations for this purpose.

Monitoring will be carried out on a weekly basis using the school's standard proforma by all those involved with the child. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate.

Individual Provision maps will be reviewed at parent meetings or at least twice a year, although some pupils may need more frequent reviews. The SENCO will take the lead in the review process if necessary. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make further changes to provision. Triggers could be:

Little or no progress in the areas of concern. Working at ARE (age related expectations) substantially below that expected of children of the same age Continuing difficulty in developing literacy and numeracy skills Emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning Sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service Continuing difficulty with communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A child receiving this level of support will have an Individual Provision map. **Monitoring** will take place as for all children and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

School request for an Education and Health Care Plan.

For a child who is not making adequate progress, despite a period of support or where a diagnosis of an ASC or following a medical assessment and in agreement with the parents/carers, the school may request the LEA to make an assessment in order to make a judgement as to whether an EHCP is necessary.

The school is required to submit evidence to the LEA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LEA's current Criteria for issuing an EHCP.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

EHCP

A child who has an EHCP will continue to have arrangements as before plus the additional support that is provided using the funds made available through the EHCP.. There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

The Schools Arrangements for SEN and Inclusion In-Service Training

The SENCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.

Meeting additional needs and Inclusion issues are targeted each year through the schools long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.

In-house additional needs and Inclusion training is provided through staff meetings.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCO as to the purpose of each visit.

The LEA Special Needs Support Service (LSAT) visits regularly to provide specific information, share resources and provide in-service training where requested. The LSAT will work with individual children to carry out assessments and advise on future teaching strategies and techniques.

Teachers from the Sensory Impairment Team work in school to support children, both with and without an EHCP, who have vision or hearing impairment. The specialist teachers work directly with children where this is required. Class teachers can ask for advice from these specialists towards target setting for specific children.

The SENCO and Inclusion manager liaise frequently with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
1. School Nurse
2. Community Paediatrician
3. Speech Therapy
4. Physiotherapy
5. Occupational Therapy

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

1. Staff and parents/carers will work together to support pupils identified as having additional needs.
2. Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.

3. We make sure that all parents/carers are given information about Supportive groups for Parents/carers of children with SEND, as soon as a child has been identified as experiencing special educational needs.
4. At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and we want all parents/carers to go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
5. Provision targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All provision maps and reviews will be copied and sent to parents/carers after meetings.
6. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
7. Curriculum workshops are offered for parents/carers to attend.
8. Parents/Carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
9. Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office and on the school website, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

- Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. Children transferring from Meadows School to new schools will have all records sent that gives details of particular needs and additional provision made by the school. The SENCO will discuss these children with other schools on request.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Inclusion manager, and referrals will be made as appropriate.

Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the Inclusion manager if there is a concern they would like discussed.

There are many voluntary organisations supporting SEN and inclusion. The Inclusion manager maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations is shared with those parents who would benefit.

Inclusion Principles

Staff at Meadows Primary School value pupils of different abilities and support inclusion.

Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Access to the Environment

Meadows Primary School is a single site school, with Nursery, Reception, Key Stage 1 and lower Key Stage 2 in one building and upper Key Stage 2 in the new build. The school is built is single storey. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms

provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).

An access audit of the school has identified that the building has been modified to accommodate wheel chairs and parents with disability or who have children with disability are given access to the school car park.

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Arrangements for providing access to learning and the curriculum

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programs of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

Access to Information

All children requiring information in formats other than print have this provided.

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Meadows Primary School uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

Admission to reception is on a part-time basis for the first week. These arrangements are flexible to cater for individual needs.

Prior to starting school, parents/carers of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.

Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.

The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

Terminology, imagery and disability equality

The school has had a disability equality policy and is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

Meadows primary School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

The staff has on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

Meadows Primary School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities.

When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format.

Disability equality and trips or out of school activities

Meadows Primary School tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all year six children to Telford and Wrekin Residential Activity Centre, and provide additional TA support for individual children as required.

All children are welcome at our afterschool activities.

Evaluating the success of the School's SEN and Inclusion Policy

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

A reduction in the percentage of children with very low attainment.

An increase in the percentage of children recorded as having special educational needs attaining ARE at the end of KS1 and at the end of KS2.

A reduction in behaviour incidents and exclusions.

We may also set a measurable target related to inclusion - for example, a reduction in the numbers of children leaving us to go to a special school.

We report progress against these targets to the governing body, who in turn report to parents/carers through the Governors Annual Report. This Annual Report also includes the details of SEN provision along with the information required by the Disability Discrimination Act.

Each term the SENCO will provide information to the governing body as to the numbers of pupils receiving special educational provision through School and those with EHCP's as well as any pupils for whom a EHC Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The Annual Report to parents/carers will include the details of SEN provision along with the information required by the Disability Discrimination Act.

The SENCO will meet with the SEN Governor to discuss Inclusion and current SEN concerns. The SEN Governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Individual targets for children with additional needs will be reviewed through provision map targets, and a summary of the outcomes arising from these targets will be included in the governor's annual report to parents/carers and at the subsequent governors meeting with parents/carers.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Target setting for all pupils takes place daily, half-termly and within each Key Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Percentage targets are set for children to achieve at the end of Key Stage 1 and at the end of Key Stage 2. Targets are also set, for children identified as having additional needs. These targets aim towards increasing the number of children with additional needs who achieve age related expectation, and become more ambitious from year to year.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the schools *Complaints Policy*. This is available, on request, from the school office and on the school website.

Reviewed March 2017.

