

Woolenwick Infant and Nursery School

Special Educational Needs and Disabilities (SEND) and Inclusion Policy

1 Introduction

- 1.1** The mission statement of our school talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

2 Aims and objectives

- 2.1** Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- All children regardless of gender identity
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs
- gifted and talented children
- any children who are at risk of disaffection or exclusion.

- 2.2** To identify pupils with special educational needs and disabilities and to ensure that appropriate provision is in place, through:

- Early identification and relevant support
- Planning and working alongside parents and carers, drawing on their unique knowledge and expertise in relation to their child
- Taking into consideration the views and feelings of the child
- Working effectively with outside agencies when required

The school will work within the guidance provided within the SEND code of practice 2014.

The Special Educational Needs Co-ordinator (SENCO) is Laura Pezeshkpour (DHT, experienced prior to 2009, does not hold national award). Mrs Pezeshkpour works closely with the Inclusion Leader, Christina Anderson and the ASD Lead, Vicky Wilson.

This policy complies with the statutory requirement laid out in the SEN Code of Practice 0-25 years and has been written with reference to the following guidance and documents:

- The Equality Act 2010: advice for schools DfE Feb 2013
- Special Educational Needs and Disability Code of Practice 0-25 years.
- Statutory Guidance on supporting pupils at school with medical conditions
- The National Curriculum in England for Key stage 1 and 2 2014

- Safeguarding Policy
- Accessibility Plan

This policy is the responsibility of all teaching staff. It is the responsibility of all teaching staff to ensure learners with SEND have access to the National Curriculum.

2.3 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

2.4 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve as much as they can?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?

3. Responsibilities

The key responsibilities of the SENCO as outlined in the Code of Practice are:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for pupils with SEND
- Co-ordinating provision where a child looked after has SEND
- Advising on the graduated approach to providing SEN support
- Liaising with external agencies and being the key point of contact
- Liaising with potential next providers of Education to support smooth transition
- Working with the Headteacher and Governors to ensure the school meets statutory requirements

Every teacher is a teacher of every child, including those with Special Educational Needs and Disabilities

The class teacher is responsible for:

- Monitoring the progress of all children with SEND
- Raising Personalised Passports and involving parents/carers and the child in these.
- Identifying children's needs early and raising these with the inclusion team

4 Identification, Assessment and Support of Pupils with Special Educational Needs and Disabilities

4.1 There are four broad areas of need outlined in the SEND code of practice. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. These areas of need are:

- Communication and interaction
- Cognition and learning
- Social, emotional mental health difficulties and
- Sensory and/or physical needs.

At our school, we identify needs by considering the whole child not just their special educational needs/ disability. We are proud to be inclusive and supportive of all learners.

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have a SEN. If once reasonable adjustments have been made to remove barriers, the child does not make adequate progress they may be identified as having SEN.

Underachievement is identified through termly pupil progress meetings. These are held with the Headteacher and SENCO. Provision is reviewed at this time and adjustments are made in light of the child's current progress. This is part of the 'assess, plan, do, review' process.

Where children need *significant* additional and /or different provision they will be in receipt of SEN support and have a personalised passport to identify the child's strengths, areas of challenge, support strategies and termly targets. Teachers are responsible for reviewing the child's progress against these targets and planning future provision. Parents are encouraged to contribute during this process and offer their views.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers use a variety of assessment tools in order to gain an accurate overall picture of the child. In some cases, more specialised assessments may need to take place, such as those completed by a Speech and Language Therapist.

It is the responsibility of the senior leadership team, along with the SENCO, to identify the professional development needs of teaching and support staff in relation to supporting vulnerable learners.

4.2 Teachers are familiar with the relevant equal opportunities' legislation covering race, gender and disability.

4.3 Teachers ensure that children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- participate safely in clothing that is appropriate to their religious beliefs
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of social and cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets that enable them to succeed
- are encouraged to participate fully, regardless of disabilities or medical needs.

5 Request for an Education Health and Care Plan (EHC Plans)

If a child continues to present with significant additional needs or their needs present as complex, the school may request that the Local Authority assess the need for an EHC Plan.

- The school will use the Hertfordshire criteria to identify and prepare submissions for those children who may need an EHC Plan. The local authority alone grants the right to be assessed.
- The school are responsible for ensuring that the educational provision outlined in the plan is made.
- EHC Plans are reviewed at least annually.
- If a pupil makes sufficient progress, an EHC Plan may be discontinued by the Local Authority.
- Each child's needs are assessed on the banding tool and funding is allocated accordingly.

Further information on how the Local Authority meets the needs of Pupils with SEND can be found on the Local offer page.

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

6 Children with disabilities

6.1 Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access.

6.2 Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

- 6.3** Teachers ensure that the work for these children:
- takes account of their pace of learning and the equipment they use
 - takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
 - is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials
 - allows opportunities for them to take part in educational visits and other activities linked to their studies
 - includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology
 - uses assessment techniques that reflect their individual needs and abilities.

- 6.4** The school recognises that a number of features can impact upon progress and attainment and may not relate to any Special Educational Need. Reasonable adjustments / different provision may be made for:
- Children with disabilities
 - Children in receipt of pupil premium
 - Children looked after
 - Children affected by low attendance
 - Children with a health care plan
 - Children with English as an additional language
 - Children to parents in the services
 - Children who are being monitored by the local authority through Child Protection or Child In Need plans.

7 Disapplication and modification

7.1 The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

7.2 In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

- 7.3** Should we go ahead with modification or disapplication, we would do so through:
- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
 - Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

8 Managing and Storing information

The school holds a register of pupils in receipt of SEN support, this is generated using SIMs. Information relating to individuals, such as external medical reports / CDC reports/ other reports generated by external agencies, are uploaded to the school in-house system (CPOMs.) The Inclusion Team hold originals which are stored in a locked cupboard.

8 Pupil Participation

- Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education.
- They will contribute to their Personalised Learning Plans and Passports by outlining their enjoyments, strengths and challenges and, where appropriate, will explain how they would like to be helped and what their targets should be.
- Children with an EHC Plan contribute with their views as appropriate.

9 Partnership with Parents

- It is essential that parents/carers play an active role in their child's education and working in partnership is key to enabling children to achieve their potential.
- Parents will be invited to contribute their opinions and ideas when planning for SEND support. The school recognises the unique knowledge and expertise that parents have about their children.
- Class teachers work closely with parents at all stages and should be the first port of call, however further discussions with the Inclusion Team when planning provision may also be necessary.

10 Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school has access to a range of services, including:

- Educational Psychology Service
- A Speech and Language Therapist
- A school nurse (and other relevant medical professionals)

- In-reach and Outreach support from a local, specialist provision school
- Advisory teachers with specialisms in Early Years, Autism, Hearing Impairments, Visual Impairments, Physical Disabilities and more

Children with medical conditions will be fully supported to ensure they have full access to education, including school trips and Physical Education. Some children with medical needs may be disabled; in this case the school will comply with its duties under the Equality Act 2010.

11 Supporting families

The school recognises that parents of children with SEND and/ or medical conditions may request or require additional support which can be accessed via a multi- agency approach. In these circumstances parents / carers may wish to initiate a Families First Assessment with the support of the school's Inclusion Team.

12 Complaints Procedure

The school's standard complaints procedure should be followed if a parent / carer wishes to complain about any aspect of SEND provision.

13 Review

The Governing Body will review this policy in line with its annual cycle of review.