

## SEND & Inclusion

### Loatlands Primary School

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<b>Author (name &amp; job title):</b>		Laura Buckley (Headteacher)	
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## SEND & Inclusion Policy

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### **Our School Ethos and Values**

*'At Loatlands Primary School we aim to nurture children with the skills and qualities to strive for excellence and flourish in a modern world. We aim to grow together as a 'school family' to develop lasting learning partnerships and the respect of others'*

### **Our School's SEND Intent**

*At Loatlands Primary School we promote Quality First Teaching in an inclusive learning environment aimed for all children to reach their full potential. We have high expectations for all children and aim to achieve this through the removal of barriers to learning and participation.*

### **1. Aims**

Our SEND Policy (including Inclusion) aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities
- Explain the roles and responsibilities for everyone involved in providing for pupils with SEND
- Provide curriculum access for all
- Meet individual needs through a wide range of provision
- Carefully map provision for all vulnerable learners to ensure that staffing deployment, resources allocation and choice of intervention is leading to good learning outcomes.

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- Ensure high levels of staff expertise to meet pupil need, through well targeted continuing professional development
- Work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the need of all vulnerable learners
- 'Promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.' (National Curriculum, 2014)

## **2. Legislation and guidance**

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- The statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 updated in 2015 (which takes account of the SEN provisions of the SEN and Disability Act 2001) and the following legislation:
- Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014 which sets out schools' responsibilities for education, health and care (EHC) plans, SEN Co-ordinators (SENDCOs) and the SEN Information report.
- Equality Act 2010
- Ofsted SEN Review 2010 'A statement is not enough'
- Ofsted Supporting SEND – research and analysis May 2021
- Ofsted Section 5 Inspection Framework April 2014

## **Inclusion Statement**

*Loatlands is a fully inclusive school which strives to ensure that all children achieve their full potential in all areas of the curriculum, regardless of gender, ethnicity, social background, religion, physical ability or educational needs.*

We endeavour to achieve maximum inclusion of **all** children within our school whilst meeting their individual needs.

- Teachers provide sequenced learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We recognise, welcome and celebrate linguistic and cultural diversity and have high expectations of all pupils regardless of ethnic, cultural or linguistic heritage.
- We aim to include all pupils and parents in our school by respecting diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.
- **We focus on individual progress as the main indicator of success.**
- We strive to make a clear distinction between "underachievement" and special educational needs.
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## 4. Definitions

### Special Educational Needs Definition

We use the definition for SEN and for disability from the SEND Code of Practice (2015). This states: **'A child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'** A child or young person has **'a learning difficulty or disability if he or she has a significantly greater in learning the majority of others of the same age, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools ...'**

Some children and young people who have SEN may have a disability under the Equality Act 2010- that is...'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.' This definition includes sensory impairment such as those affecting sight or hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer.

### English as an additional language

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside and outside of school.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age by mainstream schools. **Code of Practice 2015**

The code of practice describes 4 broad categories of need:

#### 1. Communication and Interaction

This includes pupils who have difficulties with speech, language and interaction. Speech language and communication needs (SLCN) Autism Spectrum Disorder ASD

#### 2. Cognition and Learning

This includes pupils who have difficulties acquiring and retaining skills and knowledge and understanding concepts. Moderate learning difficulties MLD Specific Learning difficulties – such as Dyslexia SpLD

### 3. Social, mental and emotional health

This includes pupils who have difficulties resulting in challenging or withdrawn behaviours Social emotional and mental health SEMH Attention Deficit and Hyperactivity Disorder ADHD Attention Deficit Disorder

### 4. Sensory/physical

This includes children who have sensory and or physical impairments Visually Impaired VI Hearing Impaired HI Physical Disability PD

These four broad areas give an overview of the range of needs that may be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a child into category. We consider the needs of the whole child, which will include not just the special educational needs of the child.

## **5. Roles and Responsibilities**

### **The SENDCO and SEN Manager**

The SEN Co-ordinator is Mrs Laura Buckley and SEN Manager is Mrs Sue York. In line with the recommendations in the SEN Code of Practice 2015, the SENDCO, supported by the SEN Manager (who manages most aspects of SEN administration), will oversee the day-to-day operation of this policy in the following ways:

- Work with the Head teacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual pupils with SEN, including those who have EHC plans
- Identify on the provision map a list of pupils with special educational needs – those in receipt of additional SEN support, those in receipt of High Needs funding and those with an Education Health and Care plan.
- Co-ordinate the provision for children with special educational needs
- Liaising with and advise teachers and support staff
- Advise on the graduated approach to providing SEN support
- Oversee the records on all children with Special Educational Needs
- Provide professional guidance to colleagues and work with staff, parents carers and other agencies to ensure that pupil with SEND receive appropriate support and Quality First Teaching
- Contributing to the in-service training of staff
- Implement a programme of Annual Review for all pupils with an EHCP.

- Carry out the referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care
- Oversee the transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map and any mid-term transfers.
- Evaluate regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- Liaise and consult sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Attend SENDCO Trust meetings and training as appropriate.
- Liaise with the school's SEND/Inclusion Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs
- Be the points of contact for external agencies including the local authority and its support services
- Ensure the school keeps the records of all pupils with SEND up-to-date

### **English as an Additional Language Co-ordinator**

The EAL Co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintain a list of pupils with EAL in collaboration with the SEN department
- advise on the provision for children with additional needs relating to ethnic or linguistic background
- meet at least termly with all teachers to review the linguistic progress of children learning EAL and establish next steps in learning
- support curriculum co-ordinators as required with the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advise on and source bilingual and culturally reflective materials to support children's learning across the curriculum
- liaise with the Parent support worker who will provide materials in translation to ensure that bilingual parents equality of access to essential information
- attend network meetings and training as required
- contribute to the in-service training of staff

## **The Head teacher**

The head teacher will:

- Work with the SENDCO, SEND Manager and SEND governor to determine the strategic development of the SEND policy and provision within school
- Have overall responsibility for the provision and progress of learners with SEN and/or disability
- Work with the EAL Co-ordinator to monitor the progress and provision for all EAL pupils
- Lead as the Pupil Premium Co-ordinator monitoring the progress and provision of all children who are Pupil Premium across school
- Lead the inclusion of all pupils who are Looked after and monitor their progress to ensure they have the best life chances possible and have access to the full range of opportunities in school
- Check that the statutory Personal Education Plan (PEP) has been arranged and regularly reviewed
- Prepare a report on the child's educational progress to contribute towards the statutory review (usually help at 6 monthly interval or more frequently if there is a concern)
- Discuss feedback from the statutory review (chaired by the independent Reviewing Officer) with social workers and, where necessary, the carers and members of the Virtual School team

Our school will work closely with the county's The Virtual School for Children which promotes the educational needs of Looked after Children and monitors admissions, PEP completion, attendance and exclusions.

## **The SEND Governor**

The SEND Governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of the SEN and disability provision within the school and update the governing body on this
- Work with the Head teacher, SENDCO and SEN manager to determine the strategic development of the SEND policy and provision in the school

## **Class Teachers**

### **Every teacher is a teacher of SEND and EAL**

Each class teacher is responsible for:

- Ensuring they follow the SEND policy
- Providing Quality First Teaching

- Providing sequenced teaching and learning opportunities including adapting work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- The progress and development of **all** the pupils in their class
- Discussing pupil progress with parents
- Completing baseline assessments prior to interventions and completing exit data
- Inputting baseline and exit data onto the Provision map
- Working closely with Learning Support Assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Work with the SENDCO and SEN Manager to review each pupil's progress and development and decide on any changes to the provision
- Ensuring interventions take place
- Maximising the achievement and opportunity of all vulnerable learners

**Quality first teaching** is the first step in responding to pupils who may have SEN. This approach focuses on providing high quality and inclusive teaching for every child. When planning, teachers need to consider how tasks can be scaffolded or broken down for learners, which additional resources will be available and how to model what the intended outcome might look like. Lessons must build on prior learning with teachers adapting approaches by providing opportunities for input sessions, prior to a lesson, (the pre-teach strategy) during lessons which reflect the needs of learners, responding to the learning within the lesson by providing more focused group work and or additional opportunities to practice key concepts and skills (post teaching provision) Class teachers should reduce the risk of over reliance on an adult which may impact on a child developing independence.

### **Additional support for learning / the role of the Learning Support Assistant**

All our teaching assistants are trained to deliver interventions. They support pupils on a 1-1 basis and within small groups and maintain intervention records.

The school evaluates the effectiveness of provision for pupils on the SEN register through the provision map, analysing the progress data of pupils, additional support reviews and evaluating progress against targets set. Effective targets are set for each child each term, with personalised programmes being set, where appropriate.

Children on the SEN register, 'SEN Support', and those with Education Health and Care Plans have their additional Support Plans reviewed three times a year and parents are invited to attend these reviews.

The SENDCO and SEN Manager monitor the progress and provision of all children on the **SEN register**.

## **6. Identifying and supporting pupils who need additional support**

All learners will have access to **Quality First Teaching**. Vulnerable learners will have access to carefully sequenced activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates.

We assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils. We seek to identify pupils making less than expected progress given their age. This includes progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Fails to make progress with wider development or social and emotional needs
- Fails to make progress in self-help, social or personal skills

When deciding whether Special Educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views of the pupils and their parents. We will use this information to determine the support that is needed and whether something different or additional is required.

### **Identification and Assessment**

Children's needs should be identified and met as early as possible through:

- Analysing data, including entry profiles
- Classroom-based assessment and monitoring arrangements.
- Following up parental concerns.
- Tracking individual children's progress over time.
- Information from previous schools and other services.

- Maintaining a provision map for all vulnerable learners which clearly identifies pupils receiving additional support.

Pupils receive **SEN support** when it is clear that their needs require intervention which is “additional to” or “different from” the sequenced learning within the curriculum offered for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice.

Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered Additional SEN Support but will be on the school’s provision map.

Interventions for pupils on the SEN list will be identified and tracked using the whole-school provision map.

Some pupils on the SEN list will require additional High Needs funding (applications will be made to the Local Authority) to ensure their underlying special educational need is being addressed.

Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Our action plans/One Page Profiles (OPPs) are a planning, teaching and reviewing tool which enables us to focus on particular areas for development for pupils with Special Educational needs. These are working documents which can be refined and amended. They will only record that which is additional to or different from the differentiated plans which are essential provisions for all children. OPPs should be made accessible to all those involved in their implementation and pupils should have an understanding and ‘ownership’ of their targets. Targets will be arrived at through Triangulation meetings between the SEND team, class teacher and parents. The views of children ‘pupil voice’ will be sought prior to meetings and form an integral part of the review and next step planning process. These will be reviewed at least termly.

### **Assessing and reviewing pupils’ progress towards outcomes**

We follow the graduated approach as advised in the Code of Practice and the 4 part cycle of **assess, plan, do and review**, as set out below.

**Assess**- this involves analysing the child's needs using teacher assessments and knowledge from working with the child, details of previous progress and attainment, comparison with peers and national data, as well as the views of parents. The child's views (age appropriate) and where relevant, advice from external support agencies, will also be considered. This analysis will require regular review ensuring that support and intervention is matched to needs, that barriers to learning are clearly identified and being overcome. It is important to note both a child's strengths and areas for development.

**Plan** – meetings with teaching and support staff, parents or any specialists who are involved to plan for what support will be put in place, will be carried out. The plan will be outcome focused. The plan will involve the child and parents at the centre.

**Do** – this is the implementation of the support plan. The class teacher remains responsible for working with the child on a daily basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They need to ensure they work closely with the learning support assistant to plan and assess the impact of the support and interventions and links to classroom teaching.

**Review** – At the end of the cycle, a review of the effectiveness of the support and interventions and the impact on the child's progress will take place. These review meetings will take place with parents, teachers, the SENDCO and SEN Manager. The child's view will be collected prior to these meetings. The next steps will be planned before the cycle begins again.

To summarise, the class teacher will work with the SENDCO and SEN Manager to carry out a clear analysis of the pupil's needs. This draws on the teacher's assessments and knowledge of the child. The child's previous progress, attainment or behaviour. Parental views, child views (age appropriate) and advice from external agencies (as appropriate) are key to this process.

We will regularly review the effectiveness of the support, interventions and their impact.

### **Additional support for learning including curriculum access and provision for vulnerable learners**

All our teaching assistants are trained to deliver interventions. They support pupils on a 1-1 basis and/or within small groups. Support sessions taking place outside of the classrooms are short, must supplement, rather than replace high-

quality provision from whole class teaching and are carefully monitored by teachers and the SEND team to ensure curriculum entitlement is not compromised. Through an inclusive approach, teachers should be able to reduce the risk of over reliance on additional adult support which may impact on a child developing independence. Where children are underachieving and/or identified as SEN/EAL the school uses a combination of approaches to address needs and targets as part of Quality first teaching. These responses may include working with small groups or individual children as part of the pre and post teaching strategies, providing bilingual support/access to materials in translation, further resources and OPP 'Pupil Voice'.

## **7. Monitoring and Evaluation**

The SENDCO and SEN Manager monitor the progress and provision of all children on the **SEN register**.

The EAL Co-ordinator monitors the progress and provision of all EAL children in consultation with teachers. The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways: analysis of progress data, learning walks, regular meetings about pupils' progress between the SENDCO, SEN Manager and the head teacher, monitoring OPPs and OPP targets, evaluating the impact of OPPs on pupils' progress, pupil conferencing, book scrutinies, lesson observations and the collection of stakeholders' views also take place during school year. The Head teacher and SEND governor monitor the SEN annual review before it is taken to full governors.

The school evaluates the effectiveness of provision for pupils on the SEN register through the provision map, analysing progress data of pupils and the impact of the interventions carried out. Effective targets are set for each child each term, with personalised programmes being set, where appropriate. Children on the SEN register 'SEN Support' and those with Education Health and Care Plans have their Additional Support Plans reviewed three times a year and parents are invited to attend these reviews.

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list and, in addition to this, will have an Annual Review of their EHCP.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local

Northamptonshire County Council policy and guidance – including the timescales set out within the process.

## **8. Social, emotional and mental health**

*Support for improving emotional and social development*

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the School Council, Sport teams and Year 6 House and Vice Captains
- Some pupils with SEN are Sport Leaders. This promotes teamwork and builds friendships
- Our School has a Well-being Co-ordinator
- Our School has Mental Health lead co-ordinator who works in consultation with the local Mental Health Support Team

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disruptive behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN. However, consistent disruptive or withdrawn behaviours can be an indication of unmet SEN.

We carry out assessments to determine whether there are any causal factors such as undiagnosed learning difficulties or difficulties with communication. We draw on the expertise of outside agencies as appropriate. A Boxall profile will be completed and analysed.

A Behaviour Support Plan may be required to support good behaviour, agreed in conjunction with parents and shared with all staff who have contact with the child, to maintain a consistent approach. A positive handling plan may need to be written.

## **9. Criteria for exiting Special Educational Provision**

A child may no longer require special educational provision where they:

- Make sufficient progress in relation to their baseline assessments

- Close the attainment gap between themselves and their peers
- Make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- Make progress in self-help, social or personal skills, such that they no longer require provision that is additional to or different from their peers.

This would be determined at the **review** stage of the Graduated Approach.

## **10. Medical Needs**

We recognise 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 may be disabled and where this is the case the school will comply with its duty under the Equality Act 2010. Some children may also have special educational needs and may have an Education, Health Care plan which bring together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed. It is not necessary nor appropriate for all children with medical needs to be monitored on the school SEN register. Medical needs are co-ordinated by the Family Support worker in consultation with parents/carers, SLT and all class teachers and support staff.

## **11. Additional Training**

Our aim is to keep all staff up to date with relevant training in relation to the needs of all pupils with SEN. All teachers and support staff undertake induction on taking up the post.

The SENDCO and SEN Manager attend SEND courses and signpost relevant training opportunities to all staff. They hold weekly training meetings for LSAs. The SENDCO is a member of the Senior Leadership Team. She ensures training opportunities are matched to the school SEN development priorities.

## **11. Links with other policies and documents**

This policy links to our policies/ documents on:

- SEND Information Report
- Reasonable Adjustments
- Behaviour
- Medication
- Safeguarding
- Accessibility Plan
- Equalities information

- Admissions

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

Our SEND Information Report is available on our website and this and our SEN policy will be reviewed every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.