



*And Farley Junior School*



# SEND & INCLUSION POLICY

Ratified by Governors on: 5/11/2020 Next review date: Nov 2021

# Special Educational Needs and Inclusion Policy

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 025 (January 2015) and has been written with reference to the following guidance and documents.

- Equality Act 2010
- SEND Code of Practice January 2015
- Statutory guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding policy
- Accessibility Plan
- Learning & Teaching policy
- Supporting Pupils at school with Medical Conditions
- Teacher standards 2012

## Guiding Principles

Whipperley Infant Academy and Farley Junior School are committed to providing an appropriate and high-quality education to all the children attending our school. 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.

Whipperley Infant Academy and Farley Junior School are committed to inclusion. Part of the schools 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 recognise the need for a flexible approach when providing for the varied needs of our learners and for differentiated programs of study matched to individual capabilities.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We recognise that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we understand that these may be long or short term

At Whipperley Infant Academy and Farley Junior 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.

Whipperley Infant Academy and Farley Junior School see 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.

### **Definitions (SEND Code of Practice January 2015)**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 **Types of Special Need identified in the Code of Practice (January 2015)**
- Communication and interaction – this includes children with speech and language delay, impairments or disorders, hearing impairment and those who demonstrate features within the Autistic Spectrum
- Cognition and Learning – this includes children who demonstrate features of moderate, severe or profound learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia
- Social, emotional and mental health difficulties – this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.
- Sensory and/or physical needs – this includes children with sensory, multi-sensory and physical difficulties

### **Definition of disability,**

*A person has a disability if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities'*

*(Section 1 (1) Disability Discrimination Act 1995)*

Long term would be defined as, 'a year or more'. Substantial would be defined as, 'more than minor or trivial'. Therefore, long term health conditions such as asthma, diabetes, epilepsy and cancer would be included. Children with such conditions would not necessarily have SEN but where they require special educational provision they will be covered by the SEN definition.

## Aims

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and additional educational needs.
- To foster an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children (see L & T policy)
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible. Through continuous review and assessment recognise, celebrate and record achievements.
- To provide full access to the curriculum through differentiated and additional educational support by class teachers, SENCo and support staff as appropriate. Our expectations of Quality First Teaching will ensure that our pupils' needs are met through a variety of appropriate teaching strategies. (See Learning and Teaching policy and links to Teaching Standards 2012)
- To provide specific input, matched to individual needs, in addition to differentiated class room provision. To ensure that resources are need appropriate and support the young person with their individual SEND
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers. To develop a feeling of self-esteem within the individual (see L & T policy)
- To ensure that we are able to meet the needs of as wide a range as possible of children who attend our school.
- 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 the next step in their learning journey or the demands of junior and secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To ensure that pupil voice is sought when planning/targets, writing Individual Education Plans and in any decision making that affects them.
- We MUST make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

## **Identification, Assessment and Review**

At Whipperley Infant Academy and Farley Junior School we take the graduated approach to provision for pupils with SEND, as recommended by the SEND Code of Practice 2015. Sometimes needs will be identified before a pupil has started at our school. Additional provision may already be in place through the placement of an Education, Health and Care Plan (EHC plan) . Where needs are recognised before a pupil starts at our school transition meetings will be held between the previous placement, parents and Whipperley and Farley staff as the receiving school. Careful planning will take place to ensure that the provision outlined in the EHC plan is adhered to when the pupils transfers to Whipperley or Farley. Annual reviews of the EHC plan will be held.

Where concern is expressed that a pupil may have a special educational need the class teacher takes early action to assess and address the difficulties. Wave One high quality teaching with planned differentiation for all pupils is the first step in responding to pupils who may have SEND. We regularly review the progress of our pupils through lesson observations, book scrutinies and pupil progress meetings. Where pupils are making less than expected progress and support continues to be needed that is additional to and different from the provision made as part of the school's usual differentiated curriculum and strategies the class teacher would need to seek further advice from members of the Inclusion team. Less than expected progress would be characterized as 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

The graduated approach will encompass a four part cycle where steps to support progress are reviewed, refined and revisited. This will be to ensure an effective match between interventions and the specific needs of individuals. This four part cycle takes the form of Assess, Plan, Do Review.

### **Assess**

In some cases the advice and support of outside professionals such as health or social care will already form part of the assessment package for a pupil. At other times the first assessments will be drawn together by the class teacher, parents and the pupil. A full analysis of the pupil's needs should be carried out. If outside professional support (i.e SENS/SALT/EP/OT/Health/developmental assessment ) is then required to help to formulate a more rounded picture of a pupil's needs this will be sought by the SENCo (only once parental consent has been given)

## **Plan**

When it is decided to provide a pupil with SEN support the parents must be formally notified. The teacher and SENCo should agree, in consultation with the parents and the pupil the adjustments, interventions and support that will be put in place. At this time the expected impact on progress, development or behavior will be discussed and a date for review will be set. The advice provided by outside professionals must be integrated into the SEN support that is devised. Where appropriate, parental involvement will be sought to reinforce and contribute towards progress and advice and resources for parents will be given by the class teacher. IEPs will be written to show the targets that pupils will be working towards. Targets should be SMART and should include information about the teaching strategies to be used and when the IEP will be reviewed. These plans will be signed by parents. Wherever possible pupils will be included in the design and review of the targets and their voice sought throughout the whole process.

## **Do**

The class teacher will remain responsible for working with the child on a daily basis. Even when interventions are in place such as 1:1 support or small group work the class teacher is still responsible for each pupil. Class teachers need to work closely with teaching assistants who are involved in any degree with the provision for their SEN children. The SENCo will support the class teacher with further assessments and with reviewing the effectiveness of the additional support.

## **Review**

A review date will already have been set to monitor the effectiveness of the SEN support that has been put in place. The impact and quality of the interventions should have been monitored and evaluated by those planning and delivering them. The views of both the parents and the pupils should also be sought.

The effectiveness of the school's SEND policy will be reviewed through,

- Monitoring of classroom practice
- Pupil progress meetings
- Monitoring of practice by the SEND governor

## **Allocation of resources**

Provision maps support us to allocate additional resources to pupils who have additional needs. Support will be provided based on levels of need and the statutory entitlement of pupils such as those who have an EHC plan. All schools in Luton must provide for the first 12.5 hrs (per week) of support for any pupil who has been assessed as having the highest needs at SEN support. For any pupil who may require an EHC plan this is the minimum support a school must provide before requesting additional funds.

## **Education, Health and Care plans**

When it is concluded that, despite the school having taken relevant and purposeful action, a child has not made expected progress a request for an EHC plan should be considered. In most cases it needs to be evidenced that a pupil is working at levels which are considered to be the equivalent of half of their chronological age i.e a pupil at age 7 whose communication skills are leveled at 3 ½ years. Teacher assessments will provide this evidence backed up by reports from outside professionals. This evidence will be gathered, in the form of a statement from the school, to present to the SEND moderation panel for consideration for a full statutory assessment in preparation for an Education Health and Care plan. The school will complete a detailed assessment of need and show clearly how the pupil has had access to at least 12.5 hours of additional support. In this evidence the school must demonstrate how they have provided for the needs of the pupil and the impact the additional and different provision has made. Reference must be made to how the external professional advice has been implemented and responded to. Professional reports and reviewed IEPs need to be added to the evidence pack.

## **Supporting pupils and families**

It is the class teacher's responsibility to ensure that pupils can access the assessments carried out in their class. For Statutory assessments special arrangements can be made for large print and braille versions. (See QCA guidance) We also benefit from Urdu, Bengali, Panjabi, Turkish and Polish speaking staff in our school who can support both pupils and parents.

## **Supporting pupils with medical conditions**

The school recognises that pupils with medical conditions should be supported so that they have full access to education, including school trips and physical education. Where medical needs are part of an ECH plan the SEND Code of Practice (January 2015) is followed.

Please see Supporting Pupils at School with Medical Conditions policy

## **Training and Resources**

In order to maintain and develop the quality of teaching and provision of SEND support in school all staff will have access to high quality INSET and to attend training relevant to the special needs of any young person they may have in their class. Induction for new staff will include some time with the SENCo reviewing school procedures and the school's provision and practice. The school's SENCo will attend regular network meetings in order to keep up to date with local and national developments in SEND. Additional training will be put in place, particularly at transition times, to support staff and they are encouraged to expand their professional development in SEND training.

## **Roles and responsibilities**

The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has an appointed Governor who takes a particular responsibility for the overview of SEND provision. This governor will meet each term with the SENCo to ensure that they maintain an overview of the SEND provision and level of need in school. The SENCo will report to Governors each term through the Headteacher's report to governors on SEND.

**Governors** will ensure that:

- The necessary provision is made pupils, so far as is reasonably practical for any pupil with SEN
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard for the SEND Code of Practice (January 2015)
- Parents are notified if the school decide to make SEND provision for their child
- They set up appropriate staffing and funding arrangements and oversee the school's work for SEND
- The SEND policy is followed by all members of staff.

**The Headteacher** is responsible for:

- The management of all the school's work, including the provision for pupils with SEN
  - Working closely with the SENCo
- The deployment of SEN staff within school in consultation with the SENCo
- Monitoring and reporting to governors about the implementation of the school's SEND policy

**The Special Educational Needs co-ordinator (SENCo)** is a member of the SLT and is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils , and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom

- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information.
- contributing to the in-service training of staff
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- responding swiftly to referrals to the Inclusion team
- monitoring the quality and effectiveness of classroom provision through drop ins
- supporting other schools or less experienced SENCOs

**Class teachers** are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND
- Communicating effectively with TAs

See Learning and Teaching Policy

**TAs** should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- use the school's procedure for giving high quality feedback to teachers about pupils' progress.

TAs work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in supporting IEP work and monitoring progress.

### **ACHIEVEMENT FOR ALL (Whipperley)**

Since 2012 Whipperley has been taking part in Achievement for All. Groups of pupils from both Year One and Two have been chosen and their achievement tracked closely. For these pupils a Structured Conversation takes place with their parents to see how the school and home can work more closely together to raise the access, achievements and aspirations of these pupils. Such in depth conversations have shown themselves to be pivotal to reducing barriers to learning and in supporting parents to provide targeted support at home.

### **TRANSITION 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 before entry to the school. 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 SEND issue the SENCo will telephone to further discuss the child's needs. During the Summer Term before transfer to Junior School or High School, the SENCo will ensure that a full program of transition support is put in place for any vulnerable pupils. The Inclusion Team will manage this extra support and liaison between Inclusion personnel and Family Worker teams.

At Whipperley Infant Academy and Farley Junior School we place a very high importance on thorough and effective transition for all pupils, especially those with identified SEND. We strive to provide a program of training for staff, visits for the pupil to allow them to familiarize themselves with the staff and the new environment and our own staff to visit the pupil in situ and provide opportunities for a thorough handover.

At the Summer Term School Liaison Meeting the SENCOs from Whipperley Pre-School and Farley Junior School are invited to attend to support information sharing for pupils transferring in September.

### **STORING AND MANAGING INFORMATION**

Documents relating to pupils on the SEND register will be stored with their Pupil File in locked fireproof cabinets and digital copies of all pupil documents are also stored securely on the school network (SEN Drive). SEND records will be passed on to a child's next setting when he or she leaves the school.

### **ACCESSIBILITY**

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area.

See Accessibility Plan

## **COMPLAINTS**

The school has a complaints procedure which applies to complaints about SEND provision. In the first instance if a parent has a complaint about SEND provision they should raise it with the SENCo.

## **EVALUATING THE SUCCESS OF SEND PROVISION**

The Inclusion Manager will provide updates to the evaluation of the School Development Plan. The Inclusion Manager will report regularly to the SEND Governor and ensure the Governors are updated on SEND through the termly Full Governing Body meeting.

## **LINKED POLICIES/DOCUMENTS**

- Accessibility plan
- Anti-bullying policy
- Equal Opportunities Policy
- Behaviour and Exclusion policy
- Complaints procedure
- Use of Force & Restraint policy
- Managing Medical Conditions in School policy
- Personal Care policy
- The Local Offer published on the school's website.

## **REVIEWING THE POLICY**

This policy will be reviewed by governors on an annual basis