



REEDNESS PRIMARY SCHOOL **Special Needs/Inclusion Policy**



Headteacher: M Herbert

SENCO: A Deighton

SEN Governor: K Boyle

Vision Statement

Reedness Primary School is a small school with big aspirations. We aim to provide a happy, caring and stimulating environment where children will strive to fulfil their potential. We strongly believe that by learning and growing together our children will achieve success.

Inclusion Statement

We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs.

- Teachers provide differentiated learning opportunities for all 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.
- 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. 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 barrier to learning are essential ingredients to success for pupils.

1. Aims and Objectives of this Policy

The aims of inclusion policy and practice in our school are:

- To ensure full entitlement and access to high quality education within a broad, balanced and relevant curriculum;
- To identify barriers to learning as early as possible;

- To reach high levels of achievement for all so that children can reach their full potential;
- To meet individual needs through a wide range of provision, providing differentiation that aims to remove any barriers to learning;
- To fully involve parents/carers and pupils in the identification and assessment of special educational needs and the delivery of additional support. The support of parents/carers and pupils is crucial if an individual education programme (IEP) is to be effectively implemented;
- To carefully map provision for all learners to ensure the most efficient use of staff deployment, resource allocation and choice of intervention;
- To work in partnership with outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- To promote children's self-esteem and emotional well-being; to help them to form and maintain worthwhile relationships in order that students can develop as valuable members of society both now and in the future.

2. Legislation and guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014 & January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 14)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 14)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

3. Definition of Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

4. Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- inviting parents and carers to termly review meetings to discuss ways in which they and the school can help their child by drawing up and monitoring progress against personal learning targets;
- making parents and carers feel welcome in school;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing;
- instilling confidence that the school will respond and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- giving support during assessment and any related decision-making process;
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

5. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered success criteria. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning;
- identify their own needs;
- contribute to individual target setting across the curriculum so that they know what their targets are and why they have them;
- self-review their progress and set new targets;
- monitor their success at achieving the targets on their personal learning passport.

6. Management of inclusion within school

Staff

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

The SENDCO

The SENCO is Mrs Amanda Deighton

They will:

- Work with the headteacher and SEN 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 SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Liaising with the school's SEN Governor, keeping her informed of current issues regarding provision for children with Special Educational Needs;
- Liaising closely with a range of outside agencies including Educational Psychology service, Behaviour Support Team, Speech and Language therapists.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN governor is K Boyle

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

7. SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

Children will be identified as having a Special Educational Need if they:

- Are performing below age expected levels
- Present with social, emotional, mental health or behaviour issues
- Have difficulty with communication including speech and language
- Have a diagnosed condition such as ASD/ADHD
- Have difficulty with concentration and attention
- Are brought to the attention of the class teacher/SENDCO by a parent

Children will be identified as having SEND through a variety of ways including the following:

- Thorough termly Pupil Progress Meetings held between teachers/SENDCO and Head teacher
- Concerns raised by teacher for example behaviour is affecting performance
- Liaison with external agencies
- Health diagnosis through paediatrician/doctor

If a learner is identified as having SEND, we will provide provision where necessary that is 'additional to or adapted from' the school curriculum, to overcome the barrier/s to their learning.

As a school we measure children's progress in learning against National expectations and age-related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school we track children's progress from entry in Nursery through to Year 6, using a variety of different methods.

Children who are not making expected progress are picked up through termly Pupil Progress Review meetings with the class teacher, SENDCO, Head/Deputy teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and transitions

Transition into the school is carefully considered with the child's best interests as a focus. In addition to transition events for all pupils, families of pupils with SEND will be invited to meet with the Head teacher or SENDCO to share information about the child's needs and the provision which may be necessary.

Information from this meeting is then shared with the prospective class teacher. For those pupils with a higher level of need, a multi-agency meeting is held. This meeting is an opportunity for families and professionals to share information about the pupil and for actions to be set to ensure the pupil is appropriately supported in the transition process. Following this meeting, the school will consider any provision necessary and, if appropriate, take steps to acquire any resources needed to implement the provision. The action plan is reviewed either prior to entry or shortly after. A range of transition measures may be put in place. These will be personalised to meet the needs of the pupil but may include additional visits to the school, visits by school staff to the pupil's home or current setting, a transition pack containing photos.

For children moving on to a new educational setting, wherever possible we prepare pupils in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. We work closely with families at this time to ensure consistency of information. We have good links with our local high school, Axholme Academy, and work closely with their SEND department.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

<u>Area of need</u>	<u>Wave 1</u>	<u>Wave 2</u>	<u>Wave 3</u>
Cognition and learning	<ul style="list-style-type: none"> • Differentiated curriculum planning, activities, delivery and outcome • In class targeted support • Increased visual aids/modelling etc • Visual timetables • Use of writing frames • Access to ICT • Book Talk • Motivation to build up positive self-esteem • Positive learning environment. 	<ul style="list-style-type: none"> • Booster lessons for SAT's • In class support • Additional phonics sessions • Additional reading sessions • Observations by SEND Team • Parent discussions with SEND Team 	<ul style="list-style-type: none"> • Small group or 1-1 literacy/numeracy support • Test concessions • Advice from Educational Psychologist (EP) • Precision teaching • Personal learning passport • Access to Educational Psychologist • SENDCO's monitoring to ensure appropriate intervention and access to learning.
Communication and Interaction	<ul style="list-style-type: none"> • Differentiated curriculum planning, 	<ul style="list-style-type: none"> • In class support with focus on supporting 	<ul style="list-style-type: none"> • Small group 1-1 support for

	<p>activities, delivery and outcome, for example key words and simplified language.</p> <ul style="list-style-type: none"> • Increased visual aids and modelling • Use of symbols and pictures • Structured school and class routine • Use of puppets • Clear verbal instructions • Visual timetables • Clear verbal instructions/explanations which can be simplified along with visual support. 	<p>speech and language</p> <ul style="list-style-type: none"> • ICT – use of keyboard during certain lessons • Social skills groups • Parents discussion with SEND Team 	<p>language, social skills group</p> <ul style="list-style-type: none"> • Speech and language support/advice • Advice from EP/Specialist teacher • Referral to Speech and Language Therapist (SALT) • SEND Team assessment and monitoring to ensure appropriate intervention and access to learning.
<p>Social, mental, and emotional health</p>	<ul style="list-style-type: none"> • Whole school rules • Classroom rules • Whole school reward and sanctions systems • Opportunities for children to talk about any fears, confusion and guilt 	<ul style="list-style-type: none"> • Circle time in class • Support from ELSA • In class support for supporting behavioural targets, access, safety • Parent discussions with SEND Team • Behaviour logs 	<ul style="list-style-type: none"> • Small group or 1-1 for social skills • Individual reward system • Advice from EP/specialist teacher • Time out • Referral to CAMHS • Support/advice from the Behaviour Support Service • Application for a Health Care Plan

<p>Sensory and/or Physical</p>	<ul style="list-style-type: none"> • Flexible teaching arrangements • Pencil grips and mats for children to use • Staff aware of implications of physical impairment • Modification or organisation, routine and environment • A fully inclusive differentiated curriculum approach according to individual needs. 	<ul style="list-style-type: none"> • Additional fine motor skills practice • In class support for supporting access/safety • Parents discussions with SEND Team 	<ul style="list-style-type: none"> • Access and liaison with Occupational Therapist (OT) and with Physiotherapist • Personal learning passport as needed • A place for time out or exercise if necessary • Extra support or 1-1 support to access appropriate interventions
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Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning and working with other agencies

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain your permission to pursue any kind of professional intervention.

The agencies used by school include:

- Attendance Officers
- Early Help

- Parent Support Advisor
- Sensory and Physical Teaching Service
- Cluster SENDCO forums
- Educational Psychologist
- Inclusion Team
- Marshlands Children Centre
- Youth and family support service
- Physiotherapy and Occupational Therapy
- CAMHS
- Social Services
- School Nurse
- Learning Support Service
- Behaviour Support Service
- Speech and Language/Occupational Therapy

Expertise and training of staff

Different members of staff have received training related to SEND. These have included sessions on:

- How to support pupils with dyslexia
- Child wellbeing training
- How to support pupils with Social and Emotional needs.
- Gross and fine motor control

All staff have regular training and updates of SEND conditions and resources/interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

Allocation of resources matched to children's special educational needs?

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the SEND budget is used towards class-based provision. This might take the form of additional physical resources in classrooms, such as additional computers/tablets, writing slopes or alternative seating. For those children requiring provision additional to class-based approaches, funding can be used to facilitate a range of intervention programmes. These intervention programmes are flexible and adjusted to meet the needs of pupils. In some cases, funding might also be used to provide additional adult support (teaching assistants). Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcomes identified in discussion with teachers and parents or specified on EHC plans).

The SEND budget is the responsibility of the Head teacher, SENDCO and School Business Manager. Regular discussion and monitoring takes place to ensure that resources are

allocated appropriately and cost efficiently. Additional funding may be applied for, following local authority guidelines and procedures, if sustained school provision is deemed to be insufficient to make

Evaluating the effectiveness of SEN provision

In school we will use personal learning passports to set targets and review progress. We can use these targets to monitor pupil's progress academically against national/age expected levels and update or adjust the support plan. This may involve updating into smaller steps or using a different approach to ensure progress is made. Children may move off the SEND register when they have 'caught up' or made sufficient progress.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

Support for improving emotional and social development

We are an inclusive school, we welcome and celebrate diversity. All staff appreciates the importance of children having high self-esteem in order to achieve positive well-being. At Reedness Primary we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher can liaise with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

At school we have dedicated staff in charge of pastoral care (Head Teacher, Mental Health Lead/SENDCO and ELSA), who are here to support your child in overcoming any difficulties that are getting in the way of your child's learning in the forms of emotional and social development. Our school also has a policy regarding the administration of medicines on the school site. Parents needs to contact the schools office to discuss this and if agreed

complete a 'Parental Agreement for School to Administer Medicines' form. This may include medicines for life threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a care plan may be put in place.

Complaints about SEN provision

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN may be involved if necessary.

The local offer

Parents can find the Local Authority's Local Offer on the following website:

www.eastridinglocaloffer.org.uk

The school's Local Offer and link to the LA Local Offer can be found on the following website:

www.reednessprimaryschool.co.uk

Review and Monitoring:

This policy will be reviewed by the Governing Body.

Date: September, 2024

Date to be reviewed: September, 2025

Approved by: Governing Body

Signed: M.Herbert