



**Marshfield CE VC Primary School**

'Learning Together, Inspiring Each Other, Achieving Our Best'

# SEND Inclusion Policy

Ratified by Governing Body on	Date: 24/03/2020
Due for review	Date: March 2021



## **Marshfield CE VC Primary School**

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# **SEN Inclusion Policy**

**This policy has been developed in consultation with school staff, governors, parents and carers. It is in line with the SEND Code of Practice 0-25 2014.**

**SENCO:** Mrs Phillippa Tilley

**Qualification:** Teacher with Qualified Teacher Status and NA SENCO qualified

**Contact:** 01225 891246

**Governor with responsibility for SEND:** Mrs Clare Webb

### **AIM**

Marshfield School is committed to providing a happy, secure and stimulating environment that is accessible to all, where pupils are motivated to learn, are valued as individuals and enriched by an experience that enables them to thrive in tomorrow's world. We endeavor to raise the aspirations and expectations of all pupils, including those with Special Educational Needs and Disabilities (SEND) by working collaboratively with parents and carers and listening to the voice of the pupil. We believe that every teacher is a teacher of every pupil, including those with SEND.

### **OBJECTIVES**

- To identify, at the earliest opportunity, and provide for pupils who have special educational needs and additional needs.
- To work within the statutory guidance provided in the SEN Code of practice 2014
- To ensure that all pupils, including those with special educational needs and additional needs have a common entitlement to an accessible, broad and balanced academic and social curriculum, and are fully included in all aspects of school life.
- To plan, provide and review personalised provision, as appropriate, for those children with SEN and additional needs; setting realistic and challenging targets.
- For all staff who teach and support pupils with SEN to have the highest expectations and aspirations for them.
- To ensure that every aspect of a child's development is taken into consideration and provided for within a whole school inclusive ethos.
- To operate a 'whole pupil', 'whole school' approach to the management and provision of support for SEN.
- To provide a SENCO who will work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with pupils with SEN and/or Disabilities.
- To develop and maintain partnership and high levels of engagement with parents and carers.
- To seek and take into account the views of the pupil.

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

### Definition of SEN

The Children and Families Act 2014 section 20 defines when a child or young person has special educational need (SEN) this is when they have either a learning difficulty or a disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age in mainstream schools or post-16 institutions in England.

There are four broad categories of need:

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

As a school we acknowledge that while the four categories of need broadly identify areas of need for pupils, we will identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational need of the child.

The following areas are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium
- Being a looked-after or post looked-after child
- Being a child of a serviceman/woman

If a pupil's behaviour is a concern then the school will consult with outside professionals to identify the underlying need that is causing the behaviour. Under the new Code of Practice, behaviour is no longer an acceptable way of describing SEND.

### A GRADUATED APPROACH TO SEN SUPPORT

The graduated approach is at the heart of whole-school practice as we are continually assessing, planning, implementing and reviewing our approach to teaching all children. However, where a potential special educational need has been identified, this process becomes increasingly personalised, as it responds over time to a growing understanding of the child's barriers to and gaps in learning and an increasingly individualised assessment of need. This cyclical process of Assess - Plan – Do – Review will enable the school to reflect on its approaches to meeting a child's needs (see appendix 4). It is the class teacher's responsibility to provide 'quality first' teaching by leading the four stages of the Assess – Plan – Do – Review cycle with the support of the SENCO and, where appropriate, other specialist agencies.

#### Assess

Assessment of a child's needs is a critical precondition to planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to good progress and improved outcomes. Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress, despite high quality teaching. The following sources of information are used to establish a clear analysis of a pupil's need:

- Teachers' assessment through questioning, marking and more formal assessment procedures; and experience of a pupil
- Pupil progress, attainment and behaviour

- The individual's development in comparison to their peers
- The views and experience of parents
- The pupil's own views
- Advice from external support services
- Initial concerns checklist (see appendix 1)

Whilst assessing the individual needs of the pupil, the class teacher should create a Pen Portrait (see appendix 6) which will outline the pupils' strengths and interests, a summary of their SEN need and how they can be supported in class as well as the approaches to support independent learning. This document will be shared with all adults working with the pupil in order so that all provision is consistent.

At this stage, teachers should also meet with parents to discuss their concerns.

## **Plan**

### *Inclusive quality first teaching*

Once the need for SEN support has been identified the first step in responding to a pupil's identified need is to ensure that high-quality teaching, differentiated for individual pupils, is in place. The class teacher will use the school's Individual Provision Map (see appendix 2) to identify quality first teaching strategies and possible interventions.

### *Making all staff aware of a pupil's needs*

All teachers and support staff who work with the child will be made aware of their needs, the support provided and any teaching strategies or approaches that are required. The class teacher should discuss the pupil with the SENCO after completing the teacher concerns form (see appendix 3). During this meeting, strategies that have been implemented will be discussed and possible next steps outlined. The SENCO may decide to observe the pupil in class.

### *Child-centred approach*

The class teacher will complete a One-Page Profile with the pupil to develop an understanding of how they would like to be supported. This information will influence any planned interventions that will take place.

### *Targeted special educational provision*

Once the specific areas of need and development have been identified, additional or different provision targeted at these key areas can be planned using the school's Individual Provision Map (see appendix 2). These interventions should also reflect what the pupil has included in their One-Page Profile.

The class teacher will then organise a meeting with the child's parents/carers to discuss the Individual Provision Map (IPM) and One-Page profile. During this meeting, parents/carers can add their wishes and other comments to the IPM as well as identifying what can be done at home to support the pupil. It should also be discussed at this meeting that the pupil will be identified as SEN Support and added to the school's SEN Register until a time that additional support is no longer required.

Where it is decided to provide a pupil with SEN support, the parents **must** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above.

This planning process should take place in consultation with parents/carers and will be recorded on the pupil's Individual Provision Map (see appendix 2). The SENCO will also keep a record of the intervention groups that pupils in the school have accessed.

### *Target setting – linked to targeted provision*

The IPM will include clear and expected long-term and shorter-term outcomes linked directly to the provision and will be reviewed in each termlet. Where external agencies have been involved and reports provided, the advice given will be clearly identified on the IPM.

#### *Planning provision for a pupil with a Statement/Education, Health and Care Plan (EHCP)*

Pupils with an EHCP are likely to have more complex needs, which will involve a more personalised and individualised approach to meeting their needs and ensuring progress. The approach will be based on organising provision around the planned outcomes written on the pupil's EHCP. For these pupils the school will ensure that the following provision is in place:

- All staff working with children have read and understood the EHCP and any specialist reports.
- A clear range of strategies and approaches to support class differentiation is agreed by all those involved based on specialist advice.
- Co-production of a plan to address needs, with agreed outcomes for all targeted provision.
- Additional training for teaching and support staff.
- Teachers monitor progress towards meeting agreed outcomes regularly, adjusting planning where needed.
- The SENCO monitors progress termly with all relevant staff.

#### **Do**

The teacher is at the centre of the day to day responsibility for working with all pupils, including those with identified SEN, whether receiving SEN Support or with an EHCP, even where interventions and targeted provision involve groups or on-to-one teaching away from the class. Teachers will work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions.

#### **Review**

Each termlet, the class teacher will review the progress made against the pupil's IPM. This will be shared with parents/carers in written form. Teachers will also organise a minimum of two review meetings with parents/carers, within the academic year, in addition to the whole school parent consultation meetings. If the child is making limited progress, even with targeted and regular interventions, the class teacher and SENCO will discuss possible involvement from external agencies (eg Speech and Language Therapists and Educational Psychologists). Any additional involvement from external agencies should be discussed with parents/carers and parental consent will be requested.

When reviewing the progress, next steps for the pupil will be identified and parents/carers can add their comments to the review section of the IPM.

If during the reviews it is clear that the pupil is not achieving outcomes, even with specialist external support recommendations and targeted interventions in place, then the next agreed step may be to request a statutory assessment from the Local Authority which would decide whether or not to issue an Education, Health and Care Plan (EHCP).

For those children with an EHCP there will also be a formal Annual Review Meeting to which all the professionals involved with the child's care will be invited to submit a report and attend.

Teachers consider the following when discussing the effectiveness of short and long-term targets:

- Have the pupils met their agreed targets?
- What is the evidence from day-to-day intervention tracking?
- Has there been a generalisation of skills transferring back into class work?
- How have the pupils and parents responded to targeted provision?
- What are the views of support staff, pupil and parents?

- What are the necessary changes to support provision and targets needed for the next term?

## **MANAGING PUPILS NEEDS ON THE SEN REGISTER**

The School's SEN Information Report (see appendix 5) can be found on the school website and answers 14 frequently asked questions which have been developed in co-production with Local Authority parents, carers and young people. They represent the questions they want answered about SEN provision in individual school settings. The responses are specific to Marshfield School.

The progress of pupils on the SEN register will be monitored three times a year along with that of all pupils and separately six times a year when reviewing their IPM. The pupil's class teacher has responsibility for evidencing progress according to the outcomes described in the IPM.

At a review meeting it may be decided that the child has made sufficient progress that the outcomes of the IPM have been met and the child will then be taken off the SEN register.

## **TRAINING AND RESOURCES**

SEN provision is funded through the school's delegated budget. Those pupils who have an EHCP may have additional funding.

The school has a range of SEN resources which are kept centrally as well as teaching assistants who have experience of running specialist intervention programmes.

The school values the professional development of all staff which may be in house training led by experts in their field or Local Authority training. Staff working with pupils with SEN will be encouraged to attend training to increase their skills and knowledge in a particular area of SEN.

- The SENCO attends regular cluster meetings to keep up to date with developments in Special Educational Needs and Inclusion.
- The issues of meeting additional needs and inclusion are targeted each year through the School Development Plan when appropriate. In-service training and individual professional development is organised according to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by outside agencies as appropriate.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and this is discussed and reviewed in their annual Professional Review.

## **ROLES AND RESPONSIBILITIES**

***The Governing Body*** will:

- in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding

arrangements and maintain a general oversight of the school's work towards inclusion and the progress of all pupils including those with SEN.

- appoint a SEN Governor who will report to the Curriculum sub-committee which takes a particular interest in and closely monitors the school's work on behalf of children with SEN.

**The Headteacher** has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Headteacher will keep the SEN Governor fully informed and also work closely with the school's SENCO. Appropriate confidentiality will be maintained.

**All teaching and non-teaching staff** will be involved in the development of the school's Inclusion Policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

**The Special Educational Needs Co-ordinator (SENCO)** working closely with the Headteacher, senior management and fellow teachers, will be closely involved in the strategic development of the policy and provision for children with SEN.

**The SENCO has responsibility for :**

- day-to-day operation of the school's Inclusion policy and for coordinating provision for pupils with SEN
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the Local Authority (LA)'s support and educational psychology services, health and social services, and voluntary bodies
- liaising with the SEN governor and Curriculum sub-committee of the governing body.

### **Working in Partnership with Parents**

The school recognises the value of working closely with parents in enabling all children to achieve their potential and will treat all parents, or those with parental responsibility, of children with SEN and/or Disability as partners by:

- informing parents as soon as their child is identified with SEN and making sure that they understand the purpose of any intervention or programme of action. Parents/carers will be involved at all stages of the individualised planning process with regular meetings to discuss the child's Individual Provision Map. The SENCO may attend this meeting if the school or the parent thinks this is appropriate.
- acknowledging and drawing on parental knowledge and expertise in relation to their child
- focusing on the children's strengths as well as areas of additional need
- recognising the personal and emotional investment of parents and being aware of their feelings
- ensuring that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- giving information about 'Supportive Parents/Carers for Special Children', which is our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs.
- respecting the validity of differing perspectives and seeking constructive ways of reconciling different viewpoints

- respecting the differing needs parents themselves may have, such as a disability or communication and linguistic barriers
- recognising the need for flexibility in the timing and structure of meetings.
- always seeking parental permission before referring them to others for support
- informing them of their child's entitlement within the SEN framework
- including in individualised plans, targets to work towards at home, and inviting parents/carers to contribute their views to the review process. All Individual Provision Maps and reviews will be copied and sent to parents/carers.
- sharing ideas and materials for supporting learning at home.
- providing regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- ensuring regular communication between school and home in order that concerns are promptly acted on. Where this has not happened, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school website and school office, sets out the steps to making a complaint in more detail.

### **USING EXTERNAL AGENCIES**

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

The SENCO liaises frequently with a number of other outside agencies according to the needs of pupils, for example:

- Inclusion Support Service (ISS)
- School Nurse
- Community Paediatrician
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- Sensory Impairment Team
- Behaviour Support Service (BSS)
- Child and Adolescent Mental Health Service (CAMHS)
- Social Services
- Education Welfare Service

### **STORING AND MANAGING INFORMATION**

All documents and information relating to children with SEN are stored securely in a central place and in line with GDPR regulations. Information will be passed to the next school that the child attends.

### **MONITORING AND EVALUATION**

The staff and governing body will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

**This policy should be read in conjunction with the school's Equal Opportunities (gender, age, race, sexual orientation, religion and belief and disability), Child Protection and the SEN Code of Practice and the school's Disability Equality Plans. The school also refers to South Gloucestershire Guidance on Pastoral Support Programmes.**

January 2020

Signed ..... Chair of governors Date.....

Signed..... Headteacher Date.....