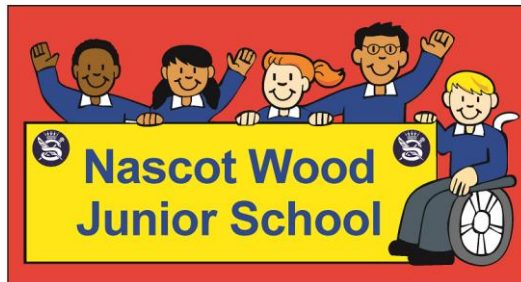


Nascot Wood Junior School

SEND and Inclusion Policy



Reviewed: May 2018

Next Review: May 2019

Approved by: Governing Body

Definition of Special Needs

The SEN Code of Practice (updated May 2015) says that a child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. These needs may develop at any time during the child's schooling. They may be temporary or may continue throughout the child's schooling. The school recognises a continuum of needs and endeavours to make appropriate provision.

Aims

Nascot Wood Junior School is committed to providing an appropriate and high quality education to the children in our school. We believe that all children, including those identified as having additional educational needs, have a common entitlement to a broad and balanced academic and social curriculum and should be fully included in all aspects of school life.

We aim to meet the definition of Special Educational Needs and Disabilities (SEND) as stated in the Code of Practice (updated May 2015). Special Educational Needs means: educational provision which is additional to or different from the educational provision made generally for children of their age in school.

Objectives

- To provide quality first teaching for all children.
- To identify areas of special needs as early as possible within a whole school framework of identification and provision.
- To include all pupils by providing access to a broad and balanced curriculum through whole class, small group teaching and individual support.
- To provide a broad and balanced curriculum appropriate to the child's learning needs and to give access to the National Curriculum through a range of teaching strategies, resources and classroom management.
- To help each child to realise his/her full potential and to optimise his/her self esteem.
- To monitor and review the child's SEND needs and progress through collaboration between staff, parents, the child and other agencies as appropriate.
- To give emphasis to pupil voice and ensure that the child is given an opportunity to talk with his/her teacher.
- To enable all staff to play a part in the identification of SEND pupils and address their individual needs.
- To ensure equal opportunities for all pupils to play a full part in school life and to develop their potential.

- To provide adequate and appropriate resources to support pupil's learning whatever their needs

Roles and responsibilities of head teacher, other staff, governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the head teacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND Governor), who takes particular interest in this aspect of the school.

The **Head teacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** will ensure that:

- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the SEND Code of Practice (2014)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **SENCo** will have the National Award for Special Educational Needs Co-ordination and has responsibility for:

- Overseeing the day to day operation of the school's SEND Policy, in conjunction with the Head Teacher
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEND
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs, pupil progress meetings.
- Maintaining the Register
- Co-ordinating the assessment of and keeping records for children with additional needs
- Co-ordinating provision for children with special educational needs
- Liaising with Class Teachers, Teaching Assistants, parents and outside agencies
- Requesting statutory assessments
- Liaising with and making referrals to outside agencies
- Maintaining close links with all parents of children with SEND
- Conducting Annual Reviews for children with an EHCP and producing written reports
- Attending Cluster meetings to look at exceptionality, share good practice and work closely with other SENCOs to best support the needs of children in our area
- Liaising closely with the Head teacher with the writing and implementation of the SEND Policy
- Attending SENCo/Inclusion Leader meetings to keep up to date with SEN developments
- Maintaining resources
- Contributing to staff INSET
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- Liaising with the designated member of the Governing body
- Overseeing the compilation of educational reports
- Carrying out an Annual Audit of SEND

Class teachers have responsibility for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND

Teaching assistants have responsibility for:

- making themselves aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- using the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with an Education, Health and Care plan and those without. All SEN paperwork should be passed to the SENCo by the previous school or setting as soon as possible. The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

Facilities for pupils with SEN

The school has a range of SEN facilities in place. These include:

- Disabled toilets
- Adjustable changing table
- Wheelchair ramps
- Specialist furniture for individual children
- Commissioned high-visibility markings around the site for children with visual impairment

Identifying and managing children with SEN

Identification and Assessment

As stated in the Code of Practice (updated May 2015) special educational needs might arise singly or in any combination of the following categories:

Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition and learning

Support for learning may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties.

Social, emotional and mental health difficulties

Children 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, disruptive or disturbing behaviour.

Sensory and/or physical needs

Children may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. However their inclusion should and will be given full consideration.

In order to identify and assess possible SEND children as soon as possible, a variety of strategies are applied:

- The use of general and specific, formal and informal class observations assessments and record keeping which might highlight developing trends of concern and which are carried by the class teacher.
- The use of discussion between the class teacher, parents and the child.
- The use of consultation between the class teacher, other staff (particularly the SENCo) and outside agencies.
- The use of the ongoing programme of assessment throughout the school.
- The use of specific diagnostic aids such as reading and spelling tests and phonological assessments.

Provision

SEN provision is mostly made from the school's own resources, although there may be the need to involve the Local Authority and external agencies, and will involve the following:

- Work will be differentiated by the class teacher to enable all children to access the curriculum effectively.
- Extra Support will be provided within the classroom by Teaching Assistants (TA) in small groups or on a 1:1 basis. There may be the need for children to work on specific targets outside of the classroom, however most provision is classroom based.
- Children will have a pupil passport which identifies their area of need, the support/provision that they receive and any access arrangements which are needed.
- Pupils whose needs are recognised as exceptional may be funded by the LA through Cluster groups and District Panel. The support may be:-
 - Within the classroom, support being provided by Teaching Assistants (TA) and external agencies such as BST (Behaviour Support Team) and SALT (Speech and Language Therapy)
 - Withdrawal support timetabled in such a way as to facilitate the child's access to a broad and balanced curriculum and to meet identified needs

Children who have an Education, Health and Care Plan will have highly differentiated and individualised plans for most of the core curriculum.

At each stage of the process parents will be informed of our concerns and consulted about actions to be taken. The Governing body will be kept informed of the School's SEND status.

Monitoring and Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed regularly. The support can then be revised in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Evaluation is ongoing which means that the SEN provision is always the subject of continuous assessment and review.

For children with an Education Health and Care Plan, the SENCo also organises and conducts annual reviews. The class teacher, parents, TAs and external professionals are invited to attend the review.

SEN support in school

A child who is not making progress as expected will be given SEN support in school and placed on the SEND register. Specific support and interventions may then be put into place. This support will become part of a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

If after monitoring and reviewing, it is agreed by the relevant parties that intervention has been unsuccessful, then another strategy would be tried and further measures may be taken with advice sought from external agencies such as:

- Educational Psychology Service
- Speech and Language Therapy Service
- Visual and hearing impairment team
- Specific Learning Difficulties Base
- Behaviour Support Team (BST)
- Specialist teacher for autism

Request for Statutory Assessment

If a child does not make sufficient progress after these steps have been taken and meets certain criteria as outlined by the LA then, in consultation with the Class Teacher and parents, a request for Statutory Assessment will be made by the parents and SENCo to the Authority. Time for dealing with these requests is set out in the Code of Practice

Education, Health and Care Plan

If a statutory assessment finds that there is a need, the Authority will write an Education, Health and Care Plan. This plan will set out aims and outcomes for the child, alongside the provision needed to meet their needs. Funding will be met from the school's budget unless the needs are deemed to be exceptional.

Education, Health and Care plans are reviewed annually and the results are reported to the parents and the Authority. A representative from the Authority may attend the review. The plan may be amended in light of Annual Reviews.

SEN In-Service Training Policy

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCo attends relevant courses and SEND updates, and all staff are encouraged to attend courses relevant to the children they are working with. The named Governor may be invited to attend any relevant courses

Partnership with Parents

The school values the partnership it has with parents and understands that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- Continuing social and academic progress of children with SEN
- Personal and academic outcomes are set and met effectively

The school welcomes feedback from parents all year round and parents can make an appointment to speak to the SENCo throughout the year for any reason. Parents will be invited to attend any meetings with external agencies regarding their child and will be encouraged to play a central part in discussions that are held regarding the provision for their child.

Partnership with Outside Agencies

The school has direct links with and uses the services of the:-

- Special Educational Needs Officer (Local Authority)
- Special Educational Needs Consultant
- Specialist Advisory Service (Autism, Hearing Impaired etc)
- Specific Learning Difficulties (Laurance Haines Base)
- SALT (Speech and Language Therapy Services)
- Colnbrook (Outreach Service)
- Chessbrook Education Support Service

Transition

Upon admitting new children with known SEN the SENCo will contact the previous school to collect information and request paperwork to be transferred and arrange a meeting with the parents. If a child with SEN transfers to another primary school a member of the SEN team will contact the SENCo at the receiving school to share information to aid a smooth transition.

Upon allocation of Secondary Schools for children with SEN the SENCo will arrange a formal meeting to share information and hand over documents. This is an ideal meeting for parents to attend to begin to develop relationships with new staff.

Storing and managing of information

Any information and data regarding children is held in accordance to the General Data Protection Regulations.

Arrangements for complaints

In the event of a formal complaint parents should follow the procedure in the School's complaints policy.