



Sandal Castle VA Community Primary School

Policy for Inclusion and SEND

We, the governors, staff, parents and community of Sandal Castle VA Community Primary School aim to foster a lifelong love of learning that builds upon and develops children's interests, strengths and talents. We aim to motivate our children to achieve at the highest level through an innovative, inclusive and creative curriculum. We ensure that the learning is broad and balanced, giving our children opportunities to learn beyond, as well as within, our school environment. We set our expectations high and celebrate the successes of every child. We expect our children to work hard and will help them to raise their aspirations and reach their full potential. Our motto is 'we are all equally different' which highlights our commitment to meeting individual needs.

*Our school environment is a safe place where all children are made to feel valued so they are able to become confident, independent learners. We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. **Inclusion begins in the classroom where we will ensure that we provide all children with good quality first teaching experiences within a curriculum that is engaging and relevant and inclusive to all.***

Sandal Castle VA Community Primary School has due regard to the following guidance documents :

- SEN Code of Practice (2015)
- Equality Act (2010).
- Children and Families Act (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at schools with medical conditions (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sep 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

We are committed to providing equal opportunities to all groups of learners regardless of their age, gender, ethnicity, impairment, attainment or background. We are aware that we may need to adapt our provision for different groups of learners, for example:

1. Children with Special Educational Needs (SEN) and /or those who have a disability;
2. Children learning English as an additional language (EAL);
3. Children with Behavioural, emotional and social difficulties;
4. Children looked after by the local authority;
5. Children who are more able, gifted and talented

Aims and Objectives of this policy

We aim to match the quality and quantity of our provision to the changing needs of all our children.

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and /or other temporary or ongoing barriers to learning.
3. To continually monitor the progress of all children, to identify needs as they arise and to provide appropriate levels of support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers,
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those children where it is deemed necessary.
6. To involve parents/carers at every stage in plans to meet their child's additional needs.
7. To involve the children themselves in planning and in any decision making that affects them, where appropriate.

1. Identification of children with Special Educational Needs and/or those who have a disability.

Children have SEN if they have a barrier to learning which calls for special educational provision to be made for them whether their personal barriers are deemed to be of a temporary or more ongoing nature.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Categories of Need

Special Educational Needs may fall into four broad categories. In practice, children may have needs across more than one of these categories.

Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is said to them or in following the social rules of communication. Children with Autistic Spectrum Disorder are likely to have particular difficulties with social interaction.

Cognition and Learning

Support may be required when pupils learn at a slower pace than their peers, despite differentiation. Learning difficulties cover a wide range of need including MLD (moderate learning difficulty), SLD (severe learning difficulty) and PMLD (profound and multiple learning difficulty). Specific learning difficulties (SpLD) affect one particular aspect of the curriculum and include dyslexia, dyscalculia and dyspraxia.

Social Emotional and Mental Health

Children and young people may experience a range of social and emotional difficulties, which manifest themselves in different ways. Pupils may be withdrawn or isolated as well as displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self harming, substance abuse or eating disorders. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs

Some children require special education provision because they have a disability which affects their access to education. This may be visual impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI). Some children with a physical disability require additional support and equipment to access education.

Roles and Responsibilities

Provision for children with SEND is a matter for the school as a whole. Some responsibilities are defined in accordance with the code of practice.

Head Teacher – Mrs Nichola Russell will:

Have overall responsibility for all aspects of provision but will allocate roles so that special needs are met; will keep governors informed on the needs and progress of the children and will work closely with the SENCO to ensure that the needs of SEN children are met within the school.

SENCO

EYFS – Kelly Wiles

KS1 and KS2 - Katie Harkin

Oversee the day-to-day operation of the school's SEN policy by co-ordinating provision for children with SEND . They will liaise with teachers and manage other relevant staff including learning support assistants. They will maintain the records of all children with SEN, meet with parents, external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies. They will contribute to the in-service training of staff.

Governing body – represented by Mel Boffey and Sally Martin, will:

Be fully involved in developing and monitoring the SEN Policy, have up to date knowledge about the school's SEN provision, including how funding, equipment and personnel resources are deployed.

Ensure, along with the Head Teacher, that financial resources are available to carry out the SEN policy and ensure the quality of SEN provision is continually monitored.

Liaise as necessary with the Head teacher, SENCO and staff.

Class Teachers will:

Identify the SEN of individual children in conjunction with the SENCO, provide learning experiences which are appropriate to the needs of the child, plan for and resource learning to be provided by TAs and ensure TAs are carrying out work as directed by the CT or SENCO, provide evidence of assessment, tracking and/or monitoring of progress against specific or individual targets.

Teaching Assistants will:

Have appropriate responsibility for the child's specific needs during their time with that child. They will be led by the class teacher and SENCO on planning to ensure progress.

The local offer

Local Authorities must publish a local offer, setting out in one place, information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled. This can be found at www.wakefield.mylocaloffer.org.

Similarly, Sandal Castle Primary School produces a Local Offer including a School Information table, and accessibility plan. These may be found on the school website, although a paper copy can be supplied on request.

SEND Stages

Pupils with SEND will have their needs met according to a graduated response as follows. Pupils will be identified and supported using the 'Assess, Plan, Do, Review' approach.

Identification and Assessment

If a child's needs are identified prior to entry provision is put in place to ensure a smooth transfer from the onset. The admission of children with disabilities is discussed at a transfer meeting that is held prior to the child starting school. Liaison is made with the Local Authority for support to ensure the facilities are in place for easy access arrangements and a care plan is written and shared with parents. The school has toilet facilities and a lift for wheelchair users or children with reduced mobility and wet room facility.

In order to support children who have SEN we will continue to use a graduated response. We recognise that there is a continuum of SEN and where necessary will seek specialist expertise for support with barriers that a child may be experiencing. The majority of children will not pass through all these stages of assessment and provision as action taken at the early stages will mean that the child will make sufficient progress and not need to move on to the next stage. It is only when a child's needs continue to cause concern that further action is required.

School procedures.

Assess

Some children come to Sandal Castle VA Community Primary School, either through early years or later, with specific needs already assessed. For others, we need to ensure early identification of children with barriers to learning which may impact on their progress, attainment or ability to access a full curriculum. Concerns that a child may have learning or other difficulties can be initiated by the child's parents or class teacher. These concerns will be discussed with the child's parents or carers and any other relevant background information is taken into account to help make an initial assessment of the difficulties. It may be decided at this point to refer a child for further assessment from one of the outside agencies.

Plan

Following an initial assessment of a child's needs the class teacher will meet with the SENCo to decide how best to provide support. We have a range of strategies in place to meet a child's needs. Teachers and support staff look carefully at classroom organisation, teaching materials, teaching styles and differentiation to decide how these can be developed so that a child is able to access learning effectively.

Do

Quality first teaching of an engaging and motivating curriculum, focused group work, TA support, specific resources, extra phonics, reading, maths groups, outside class interventions, recommendations from specialist reports (such as Speech and Language, Physio etc) are all ways in which our teachers provide extra support for our children to overcome barriers to their learning.

Review

All children with identified SEN will have their progress carefully tracked and monitored by both their class teachers and the SL team. Many children will make excellent progress and only need extra support for a short or specified period of time. Some children may require different forms of extra support throughout their time at Sandal Castle and the success of each type of support will be monitored and measured for its impact on progress. It may then be necessary to change the provision. If, despite receiving differentiated learning opportunities and support, expected progress is not made, further school based action is sometimes necessary. The teacher will discuss the progress made and any identified barriers with the SENCo and with the child's parents. Further programmes of support or intervention may be decided and put in place with specific targets for progress set. The SENCo and teacher will continue to review the child's progress and adjust the support as needed. For some children it will be necessary or appropriate for them to have a

SEN Support

This is the first formal stage. The triggers for intervention through SEN Support could be the class teacher's or others' concern, underpinned by evidence, about a child who, despite receiving quality first teaching and differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness;
- show signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas (specifically working at Emerging achievement one below the current year group i.e. at emerging year 3 at the end of Year 4);
- presents persistent social, emotional or mental health difficulties which are not improved by the behaviour management techniques usually employed by the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum; or
- who need a curriculum which is different from and additional to the usual differentiated teaching.
- Provision may be classroom based, managed by the Class Teacher, or take the form of interventions outside the classroom, delivered by Teaching Assistants (TAs) or Learning Mentors.

At SEN Support:

- The Class teacher/ SENCO will inform parents that their child is receiving additional support in school;
- individual targets and interventions are devised for the pupil, with input from the SENCO/ SLT as required;
- targets are made explicit on a One Page Profile or an Individual Behaviour Plan, shared with parents/ carers/ children;

- progress is reviewed at pupil progress meetings, parents evenings and other arranged review times when decisions are made about future provision. Targets will be reviewed at least termly;
- support is provided in class by the Teacher and TA, but there may be some involvement from the SENCO.

If, despite significant support and intervention at SEN Support, the school has evidence that a pupil is making insufficient progress, or if the SENCO believes the nature of the pupil's difficulties requires it, we may seek further advice and support from external professionals.

The triggers for referral to outside agencies could be that, despite having received additional support under SEN Support, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty developing literacy and numeracy skills;
- has social, emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour support plan;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and causes substantial barriers to learning;
- requires regular speech and language therapy and follows a speech and language therapy programme in school;

Provision is still mainly classroom based, although pupils may be withdrawn to work in small groups with Teaching Assistants or Learning Mentors. Teachers are given additional advice/input from the SENCO/ SLT, who will:

- seek the involvement of external agencies to support the production of individualised targets and a programme of support for the pupil;
- continue to work closely with parents;
- continue to keep the pupil's progress under regular review.
- Reviews are carried out as before and decisions made with the professionals from outside agencies and parents as to whether a child needs a 'My Support Plan' or to seek an Education, Health and Care needs assessment when everything that has been tried so far does not seem to be making sufficient difference to the child's situation and development.

My Support Plan

A 'My Support Plan' will be considered when a pupil is working with a number of external agencies or when it is thought that a request for an Education, Health and Care needs assessment is needed. A 'My Support Plan' will be written for all pupils who currently have a Statement of SEN.

The 'My Support Plan' documents the child's strengths and needs, so that the child and family should not have to share information more than once in order to access advice from other professionals or when changing schools. The plan sets out outcomes in one or all of education, health and care. The My Support Plan will be reviewed at least annually and parents and the child (where appropriate) will always be invited to these reviews.

Request for an Education, Health and Care needs assessment

The majority of children with SEN or disabilities will have their needs met within local mainstream early years settings and schools. Some children may need an EHC needs assessment in order for the local authority to decide whether it is necessary to make provision in accordance with an EHC plan.

A request will be made for an EHC needs assessment, when the outcomes set out in the 'My Support Plan' are not met, despite the best efforts of school and the involved external professionals. In some cases, this assessment will result in an EHC plan. It should be noted that an EHC needs assessment will not always result in an EHC plan, but may indicate ways in which school can meet the child's needs without an EHC plan.

A request can be made by

- the child's parent;
- a young person over the age of 16 but under the age of 25 and
- a person acting on behalf of a school or post-16 institution.

In the latter case at Sandal Castle Primary, this person would be the SENCO and would always be with the knowledge and agreement of the parent. The assessment process is lengthy and, from the date of request submission, can take up to 20 weeks.

An EHC plan is a forward looking document that helps to raise aspirations and outlines the provision required to meet the assessed needs to support the child in achieving his or her ambitions.

ECHPs are reviewed at least annually. The parents and child will always be invited to these reviews, but there is no requirement to attend.

Provision and Resources

Each pupil identified as needing additional support will have strategies employed to enable them to make progress. The range of strategies includes the following:

- Extra individual or group support within the classroom
- Sessions of extra support in literacy, numeracy, social skills or other specific skills, individually or within a small group outside of the classroom
- Special resources or equipment for children with sensory or physical needs
- Assessment and advice from external professionals
- Specific individual reward and/or sanction systems

- Support from members of the inclusion team.
 - Support at playtimes
 - SPARKS (KS2) SPARKLETS (EYFS & KS1) nurture group
 - SPRINKLES (KS2) SPRINKLIES (EYFS & KS1) Cognition, Speech Language and communication group
 - Use of specific IT programmes
- More complex physical or medical needs eg incontinence, feeding arrangements will be provided for through a care plan or on an individual case by case basis.

Monitoring and Review Process

Class teachers will carry out assessment, planning and monitoring in accordance with general school practice. The child's progress should be reviewed regularly with the SENCo and provision adjusted on a termly basis as required. Leaders of intervention groups, after discussion with class teachers and/or the SENCo, should assess the children in their group. This should be reported back to the class teacher.

Parents will be informed and consulted about their child's progress and support provision through the termly open evenings or through informal meetings arranged by the class teacher. Parents may also discuss their child's progress or any concerns with the SENCo. The class teacher will produce One Page Profiles for statemented children and any other children who may require individual programs. These will be discussed with parents. The SLT will use class assessment data to monitor pupil progress each half term and check that children are making sufficient progress and achieving specific personal targets. The SENCo will carry out half termly evaluations of the children receiving further support to track movement and changes.

Partnership with Parents

We recognise the importance of working in partnership with parents and welcome the valued support they can offer. Parents have unique knowledge and information to impart about their child that can contribute to the identification and assessment of their child's needs.

The wishes and permission of parents/guardians will be sought and taken into consideration regarding aspects of assessment, provision and intervention.

We understand the concern and anxieties parents may feel when they first realise that their child has special educational needs or is experiencing a barrier to learning. We will endeavour to be sensitive to their feelings and ensure them that confidentiality will be observed at all times.

The child's teacher will be responsible for liaising with the parents of the SEN children in his/her class to discuss their special educational needs and their progress. The SENCo will be also be available for discussion, support or information. For some children, the SENCo will also often be involved in meeting with their parents as these children often have more complex or severe needs which require external professional advice.

The SENCo will be responsible for arranging the Annual Review Meetings for the parents of all children with an EHC plan.

Involving Children

Where possible, children with an EHC plan should be offered the opportunity to be included for a short time in their annual review meetings. However, the child should not be pressed to take part in the meeting if they do not wish to do so but their views should be taken into account through an informal discussion with their teacher, parent or Support Assistant. All children at Sandal Castle are encouraged to have an understanding about their own learning and to be able, with support if necessary, to express an opinion.

Working with Outside Agencies

External Support Agencies and Teachers

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND, e.g.

- The school receives regular visits from the Educational Psychology Service. The SENCO prioritises the children to be seen for observations and assessments half yearly, in order to give insight into the best way forward for supporting these children.
- In addition the school may seek advice from the LA's specialist advisory services for children with learning difficulties (Learning Support Service); Social Emotional and Mental Health difficulties (BEST); Communication and Interaction difficulties (CIAT); sensory impairments (VI and HI teams).

- Pupils with difficulties in production of speech sounds, language processing or delayed language may be referred to the National Health Speech and Language Service.

The SENCO will refer pupils with special educational needs and/or disabilities to the Learning Support Service; CIAT; VI and HI; the Educational Psychology Service; TYS; CFit or other relevant external agencies, as appropriate, using the individual referral criteria for each agency. Such referrals will always be first agreed with parents/carers.

We also currently draw on the following:

- The School Nurse - NHS
- The Child and Adolescent Mental Health Service (CAMHS)
- The Educational Welfare Service
- The REACH Team
- Social care

Allocation of Resources

The LA provides the school with money in its school budget towards meeting pupils' SEND and additional funding for pupils with statements. In addition the school plans and provides for pupils with SEN from their main budget. The school spends this money on:

- Learning support assistants and access to specialist teachers;
- Training for all teachers and learning support assistants so they can meet pupils' needs more effectively;
- Special books and equipment

Complaints Procedure

If a parent or carer has concerns they should discuss these with the class teacher, often this can lead to swift resolution of the problem. Failing that they should meet with the SENCo and/or the Head teacher. In the unlikely event that a problem is still unresolved, complaints can then be referred to the School Governor responsible for SEN. If parents are still dissatisfied with the school's response to the complaint they have the right to contact Wakefield's Special Educational Needs Department.

If parents wish to appeal against a final decision made by Wakefield LA about assessments or statements they can put their case to the Special Educational Needs Tribunal. Details about this tribunal can be obtained from Wakefield Education Department.

Staff Development

We will continue to raise the skills, knowledge and understanding of all staff as well as enabling individuals to develop higher levels of expertise in specific areas of need. Training for all staff will be delivered in a variety of ways reflecting the needs of the school community. Training requested by individuals will be considered by SLT and where appropriate be made available.

External specialists will be brought in to offer advice to individual teachers about particular SEN children in their class.

2. Children learning English as an additional Language (EAL)

We are strongly committed to celebrating cultural diversity and promoting equality of opportunity for all EAL children both at an early stage of English language acquisition and more advanced bilingual learners. All staff:

- have the responsibility to provide the highest quality first teaching and learning opportunities for all children.
- provide enhanced opportunities for speaking, listening and drama;
- ensure children have access to good models of spoken English;
- provide additional visual support, e.g. posters, pictures, photographs, objects, demonstration, use of gesture;
- provide additional verbal support, e.g. repetition, modelling, peer support, pre-teaching key vocabulary;
- make use of a range of ICT activities;
- make use of collaborative activities that involve purposeful talk and encourage and support active participation;
- provide scaffolding for language and learning, e.g. talk frames, writing frames;
- provide a variety of ways for children to record their work, including recording in their first/ home language;
- where appropriate, provide dual- language books and dictionaries
- some children will access a session in the nurture group with a speaking focus.
- School can access some support from the Ethnic Minority and Achievement Team.

Assessment

- All children with EAL are assessed using NASSEA Steps
- All staff are aware that in some cases, children may have additional needs as well as EAL and additional support will be provided accordingly.

3. Children with Behavioural Emotional and Social Difficulties

Some children experience behavioural, social and emotional difficulties often as a response to events in their life which are a barrier to their learning. These children will be assessed using a Boxall Profile and may access:

- Small group work
- 1 to 1 support from a member of the inclusion team
- Spend part of their school week in the nurture group
- Access 'drawing and talking programme delivered by a trained member of staff.

School work closely with colleagues in Targeted Youth Support, Young Carers , Children and Families Intervention Team and colleagues to provide additional support to children and their families.

4. Children looked after by the local authority (LAC)

Children in public care will be subject to all school assessment and identification procedures. In addition they will have targets set within a personal education plan twice a year. The targets will be set by the school, the carer and social services. We aim to send a representative to all LaC reviews. We aim to work closely with social services, carers and REACH Team. Academic progress will be reported to the governing body.

5. Children who are more able, gifted or talented.

Sandal Castle VA Community Primary School recognises that some of its children may have high academic abilities or special talents. Children identified as being able, gifted and talented are provided for through a differentiated curriculum provided by their class teacher.. They will also be supported and challenged through specific interventions which will be incorporated into our provision. At times during the year they may have a particular focus or be invited to join a club provided by the school or an outside agency/secondary school. Children who are talented have the opportunity to be involved in our extracurricular clubs programme.

Success Criteria and evaluation of this policy.

In monitoring the policy, the Governors may consult with support services, other schools and parents. Following such a review, the policy will be updated as necessary. In order to evaluate the effectiveness of this policy, the Governors and staff will evaluate whether our aims have been achieved. They will do this by considering the following:

Have all children, including those with special educational needs, had access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum?

Has an inclusive approach been operated with all SEN children being fully integrated into all school activities?

Have the needs of disabled children been considered in any alterations made to the school buildings and site?

Have adequate arrangements been made to keep parents informed of their child's special educational needs at each stage?

Has effective use been made of internal support staff and external support agencies?

Have the views of the SEN children and parents been sought and taken into account?

Have the children with SEN had their needs met by the provision available?

Have children made adequate progress and achieved the annual targets set for them?

Have staff received appropriate training in special educational needs?

