

Wallop Primary School

Inclusion (SEND) Policy

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“The purpose of education for all children is the same. The goals are the same, but the help that individual children need in progressing towards them will be different” (Warnock Report).

At Wallop Primary School, we believe that every child is entitled to an education that enables them to achieve their full potential. All staff are committed to meeting the Special Educational Needs of pupils and ensuring that they all make progress. We aim to meet the needs of children with SEND in a positive and proactive way, whatever their age, gender, race, attitude or background.

The SEN and Disabilities Act 2001 places statutory duties on LAs, schools and Early Years settings and guidance can be found in the new Code of Practice.

1. Introduction

At Wallop Primary School we aim to:

- 1:1 ensure all pupils receive a broad, balanced and relevant education through access to the National Curriculum.
- 1:2 make all pupils feel valued for the individual contribution they make to our school, and to ensure they reach their full potential.

Objectives and approaches

2:1 To ensure early identification of children with SEND and inform parents/carers (see appendix 1).

- Teachers are responsible for identifying those children in their own class who are experiencing difficulties with any aspect of the curriculum.
- All teachers have the opportunity to meet with the Special Educational Needs Coordinator (SENCo).
- Parents are consulted at an early stage if their child is experiencing learning difficulties and informed regularly through parent consultations about children’s progress.

- Early Years Profiles are monitored closely by teachers and the SENCo to highlight any issues children may have later on in school.

2:2 To ensure children's needs are met.

- Teachers identify which level pupils with SEND are working within and write appropriate Learning Profiles with support from the SENCo if required.
- The SENCo is informed when additional outside agencies support is needed. Guidance from outside agencies is incorporated into Learning Profiles, and interventions where appropriate.

2:3 To provide all pupils with access to the National Curriculum;

- Lessons will be delivered in the most integrated way possible.
- Pupils with physical disabilities will be provided with appropriate specialist equipment and support.
- Staff will adapt their classroom organisation, resources teaching strategies to meet individual needs.
- Staff will plan lessons that deliver the National Curriculum at the appropriate level for each individual.

2:4 To ensure progress is regularly reviewed, assessed, recorded and provision revised each term.

- Staff will complete regular Learning Profile reviews each half term. These will be monitored by the SENCo and shared with parents
- Learning Profiles and targets are shared with the pupils involved and their parents.

2:5 To actively involve parents/carers in planning support and the reviewing progress.

- Parents are invited to support in reviewing Learning Profiles and setting new targets for their child.
- Suggestions for how the parents can support at home are included in the Learning Profiles.

2:6 To facilitate opportunities for pupils with SEND to negotiate and reflect upon their own learning and progress.

- Staff will involve the child and seek their views on progress, learning styles and new targets.

2:7 To involve outside agencies where appropriate and enhance cooperation between professionals, parents/carers and the pupil.

- SENCo will ensure liaison between all parties and arrange meetings when appropriate.
- Outside agency visits will be recorded in the child's records.

2:8 To develop a Resource Base appropriate for children with EHCPs (Education, Health and Care Plans) and other children in need of extra support.

- SENCo to assess resources available and resources required through liaison with staff, governing body and headteacher.

2:9 Staff to identify needs with SENCo.

- Class Teachers will meet with SENCo every half term to discuss the progress of vulnerable groups within each class and any further concerns.

- SENCo will meet with class teachers in Summer Term to discuss the transfer of children to new classes, their needs and how these can be catered for in a new class.

2:10 To review and revise SEND Policy at regular intervals as an integral part of the school's development plan with the involvement of staff and governors.

2:11 To arrange an annual review for all pupils with EHCPs.

- SENCo to arrange annual reviews following code of practice guidelines and liaise with all involved.

3. School Admissions and Inclusion.

3:1 Wallop Primary School welcomes all pupils and endeavours to provide the appropriate provision for all children. Pupils with SEND will be treated the same as all applicants for admission to the school. (DFES)

3:2 Wallop Primary School is a single storey building. Considerations will be given to any future building work ensuring they meet requirements for disabled access. (see Accessibility Plan).
However, Wallop Primary School is on many levels within the single storey building as outlined in the accessibility plan.

3:3 Wallop Primary School liaises with transition schools inviting SENCOs and other support staff to review meetings. All current and past Learning Profiles are passed to the relevant school when a child transfers. The SENCo will also contact the SENCO of the transfer school to inform them of the child's needs.

4. Roles and Responsibilities

4:1 School

- All staff at Wallop Primary School are responsible for the provision for children with Special Educational Needs and any other additional needs not covered by differentiation in lesson time. The school plays a vital role in developing positive and constructive relationships with pupils, parents, carers and outside agencies.

4:2 The Governing Body

- The Governing Body as a whole, alongside the Headteacher, has responsibility for overseeing the provision of SEND at Wallop Primary School. The school has an appointed SEND Governor who has specific overview of the school's provision for SEND. They report to all Governors on the provision in school.

4:3 The Headteacher

The Headteacher provides non-contact time for the SENCo to allow for the fulfilment of duties, be available to advise the SENCo, and keep the governing body fully informed of all SEND issues. The School Prospectus contains details of SEND provision within Wallop Primary School School and includes the school's local offer. This is also linked via our website, which signposts the Hampshire LA Local Offer.

4:4 The SENCo

The SENCo will be responsible for:

- Co-ordinating SEND provision within the school.
- Supporting staff in producing and reviewing Learning Profiles, IBMPs (Individual Behaviour Management Plans) and EHCPs.

- Liaising with LSAs (Learning Support Assistants) about their responsibilities and progression of children they are working with.
- Observing teachers and LSAs on a regular basis to monitor and inform training
- Being available to advise staff on SEND issues
- Being available for parents/carers to discuss their children's SEND and subsequent provision.
- Liaising with outside agencies where appropriate and enhance co-operation between professionals, parents/carers and pupils.
- Meeting regularly with Headteacher to review SEND issues within school.
- Planning input with the Educational Psychologist in line with pupils individual needs.
- Monitoring and evaluating the impact of the SEND Policy and the school's actions annually alongside the SEND Governor and Headteacher.
- Reporting to Governing Body about SEND issues as requested by the Headteacher.
- Keeping up to date and overseeing all SEND records, including the Register and Learning Profiles.
- Being responsible for organising and conducting all annual EHCP Reviews.
- Liaising with secondary and special schools when pupils are preparing for transition.
- Delivering SEND inset training to school staff as requested by the Headteacher
- Keeping abreast of new and current SEND issues and passing this on to relevant people.
- Ensuring progress is regularly assessed and recorded.

4:5 The Class Teacher

The Class Teacher will be responsible for:

- SEND identification and informing parents/carers
- Writing pupil's Learning Profiles/IBMPs with the advice from SENCo or outside Agencies, and putting into place resources to achieve these targets.
- Recording in daily/weekly plans the periods of time when specific support is given to a pupil and when a pupil is working on Learning Profile/IBMP targets. This is identified in planning and children's books.
- Involving parents/carers in targets setting process.
- Involving the pupil in setting of targets and in subsequent reviews of their progress
- Reviewing (½-termly) the provision for children with SEND.
- Differentiating the curriculum for pupils with SEND.
- Ensuring all children's learning needs are met.
- Directing and managing the daily support of SEND pupils by support teachers, and LSAs.
- Liaising with SENCo during Learning Profile/IBMP reviews, as well as transition meetings at the end of the year.

4:6 The Learning Support Assistants (LSAs)

LSAs will be responsible for:

- Working alongside the class teacher supporting children in their learning.
- Helping children access the curriculum.
- Establishing and maintaining relationships with individual/groups of children with SEND.
- Promoting children's social and emotional development.
- Planning and evaluating learning activities under the guidance of the class teacher (planning and observation sheets to be kept on clipboards/TA files)
- Contributing to maintaining records of the children.
- Observing, assessing and reporting on the children's performance.
- Assisting in preparing and maintaining the learning environment.
- Contributing to the management of children's behaviour.

5. Allocation of Resources

5:1 At Wallop Primary School the SEND Budget is managed by the Headteacher and Governing body. It is allocated to fund the provision of support and interventions for children with SEND and children with EHCPs.

6. SEN Complaints Procedure

6:1 If a parent/carer has any concerns about the education of their child with special educational needs and/or disabilities they should contact school immediately. Any concerns regarding a child's progress should initially be discussed with the class teacher then the SENCo. If the concern cannot be satisfactorily dealt with at this stage it should be brought to the attention of the Headteacher in line with the school's Complaints Policy. If the Headteacher is unable to resolve the difficulty, the concerns of the parents/carers should be put in writing to the SEND Governor. Where necessary the Chair of Governors should be involved to help resolve the issue.

6:2 If the LAs (Local Authority) decision is not to implement a Statutory EHCP for a pupil after the Statutory Assessment the parents/carers must be informed by the LA of the reasons for such a decision and of their right to appeal to the SEND Tribunal. This right also applies if there is a complaint about the provision detailed in an EHCP.

7. Assessment Arrangements

Classroom teachers are continually assessing the children and any concerns about individual children are brought to the attention of the SENCo. Further assessments will be completed as required depending on the individual child.

Reading and spelling ages for all SEN children are assessed and recorded three times a year. Attainment of SEN children is monitored, and compared to national data, by the SENCo. Where it is needed, the SENCo will discuss with class teachers any concerns they have.

In some cases the SENCo will refer children to the Educational Psychologist (EP). Assessments from the EP will be held in the children's individual file.

8. Working with Parents

At Wallop Primary School we communicate with parents and value their views and input about their child's education through:

- Informing parents of any concerns about their child.

- Developing a Learning Profile, alongside parents, with specific targets for each child identified as having a special need.
- Empathising with parents' concerns, difficulties and feelings.
- Ensuring that parents are helped to understand their child's needs and are invited to regular meetings with the SENCo or the class teacher to review their child's progress.
- Encouraging parents to make an appointment to speak to the SENCo or class teacher about any concerns.
- Informing the parents of the results of assessments and how this relates to progress and next steps.

9. SEN Training

Wallop Primary School provides training to all staff through staff meetings and training days. This training is provided by the SENCo, Head Teacher and outside Specialists.

All Early Career Teachers will meet with the SENCo during their first half term. The School Development Plan and Performance Management will indicate SEND training needs. Through the School Development Plan and staff's Performance Management, training for SEND is prioritised and allocated to appropriate staff. All Learning Support Assistants are given induction and training from the SENCo and Head teacher.

10. Policy Evaluation

The school's SEND Policy should be evaluated annually by the Governing Body, Head Teacher and SENCo.

It will be deemed successful if:

- The school ensures that any child's SEND are identified early.
- The culture, practice, management and deployment of resources are designed to ensure all children's needs are met.
- The school exhibits 'best' practice.
- Those responsible for SEND provision take into account the views of the parents and the child.
- Learning Profile targets are 'SMART' and known by the children.
- SEND provision is recorded in teachers' weekly or daily teaching plans and this is reflected in the children's books.
- Provision and progress is monitored and reviewed every term.
- There is co-operation between all agencies.
- EHCPs are clear and detailed, specify monitoring arrangements and are reviewed annually.
- SENCo and staff receive appropriate training.
- Additional Interventions are put in place if progress is not adequate.
- There is a positive and effective partnership with parents.
- Pupils are involved in setting Learning Profile targets and subsequent reviews.

Appendix 1

Identification and Review of Pupils Needs

The school places great emphasis on the early identification of pupils who are experiencing difficulties accessing learning and general school-life opportunities. Special Educational Needs Coordinator (SENCo) liaises closely with the Headteacher, and class teachers, to analyse data and individually track pupils. Optional SATs, SATs, Reading Tests, Reception Baseline Assessments, Puma Mathematics Tests and Teacher Assessments are all used to inform the school of pupils who may require intervention strategies.

The school uses differentiated planning to accommodate a wide range of pupils with varying abilities. Pupils will only be placed on the SEND register if their needs are 'additional to' or 'different from' the quality differentiated teaching and learning opportunities.

Typically, those children who are achieving 2 years below national average (for their age) in reading, writing or numeracy will be placed on to the register. These children will be given smart and measurable targets on a Learning Profile document. If a pupils needs are still not met then the school will inform parents/carers and involve external agencies to offer additional support and advice. Learning Profiles will then include specialist advice offered by the external agencies involved.

If the pupil's needs are still not being fully met, then the school will inform parents/carers of their intention to request additional support. In some instances it may be necessary to apply for a formal assessment which may lead to a EHCP (Educational, Health and Care Plan) being agreed and additional funding allocated to support the pupil's needs more effectively.

A record of all pupils identified as having special educational needs and disabilities will be kept by the SENCo in consultation with the class teachers.

Review Procedures

- There will be a half termly evaluation of Learning Profile targets, which will consider provision, progress and next steps. Copies of Learning Profile targets and the evaluation are shared with parents who are encouraged to share their thoughts and make comments regarding their pupil's needs and progress
- Where a pupil has a EHCP, there is, at a minimum, an annual review carried out by the school, in conjunction with the LEA, which parents/carers are encouraged to attend.