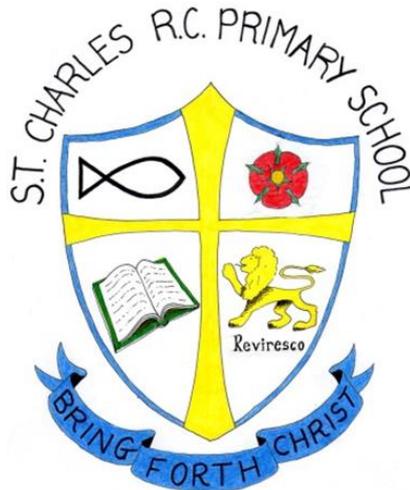


ST CHARLES' RC PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS - INCLUSION POLICY



Created: November 2017

By: Miss Rachael Gavin
Inclusion Manager

Approved by Governors:

The Head teacher is responsible for monitoring this policy.

Signature of Chair of Governors

Date:

Signature of Head teacher

Date:

Date of next review: November 2018

Introduction

This policy explains how St Charles' Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010).

Roles and Responsibilities

The person responsible for managing SEND provision (SENDCo) in school is **Miss Rachael Gavin** who is member of the Senior Leadership Team.

SEN Governor- **Nicola McGonagle**

Designated Leads for Safeguarding- **Mrs Vivien Baker and Mr Patrick Kennedy**

Children looked after- **Mrs Vivien Baker**

Pastoral Manager- **Mrs Pauline Hodgson**

Special Educational Needs and Disability Officer (SENDO) for the Local Authority: **Rahila Hussain**

This policy was created by the schools Special Educational Needs Coordinator (SENDCo) with the SEND Governor in liaison with the Senior Leadership Team (SLT) and staff.

At St Charles' RC Primary School every teacher is a teacher of every child, including those with SEND. We believe that every child is unique and has differing educational needs and levels of success. We learn through faith, to provide a safe, nurturing environment for all our children. The intention of our school is to provide high quality learning experiences and give access to a broad and balanced education to raise the aspiration and expectation of all pupils including those with SEND.

If a child is identified as having SEND, we will work closely with them and their parents to provide a provision that is additional to or different from the differentiated curriculum which is already in place. We work with children to overcome barriers to learning.

The purpose of identification is to work out what action our school needs to take, not to fit a pupil into a category. 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.

Definition of Special Educational Needs and Disabilities.

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

A child of compulsory school age or a young person has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age; or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.'

SEN Code of Practice 0-25 (2014)

Aims

To achieve our aims, it is our intention to:

- identify pupils with SEND as early as possible and put relevant and purposeful intervention in place
- identify children who are underachieving and identify reasons for this
- support children to make the best progress of which they are capable
- maintain appropriate records and to monitor pupil progress
- provide full access to the curriculum in all areas
- work in partnership with pupils and parents.
- work with outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include: Educational Psychology Service, Speech and Language Therapy, School Nurse and White Ash Special School

Identifying Special Educational Needs

Special Educational Needs and provision can be considered as falling into 4 broad areas.

1. Communication and interaction;
 2. Cognition and learning;
 3. Social, emotional and mental health difficulties;
 4. Sensory and/or physical needs.
- (SEN Code of Practice 2014)

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities. This is achieved through continual use of classroom observations and assessment of all pupils.

The SENDCo liaises closely with the SLT to analyse data and individually track pupils who are experiencing difficulties. Baseline information, EYFS information, SATs, PIVATS, standardized scores and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. The purpose of identification is to work out what action the school needs to undertake and not to fit the children into a category.

At St Charles' we identify the needs of our children by considering the needs of the whole child and not just the Special Educational Need.

We consider what is NOT SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the 'reasonable adjustment duty for all settings and schools provided under the current Disability Equality legislation- these alone do not constitute SEND).
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant (PPG)
- Being a looked after child
- Being a child of a serviceman or woman

The Code of Practice (2014) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions/ adjustments and good quality personalized teaching.

Children will only be placed on the SEN Register if their needs are 'additional' to or 'different from' the quality differentiated teaching and learning opportunities. The SEN Register is kept by the SENDCo and Headteacher in consultation with the class teachers.

A Graduated Approach to SEN support.

1. Quality First Teaching (Wave 1)

At St Charles, Quality First Teaching (Wave 1), differentiated for individual children is the first step in responding to children who may have SEND.

This means:

- All class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- That all teaching is built on what children already know, can do or understand.
- Different ways of teaching are in place so that children are fully involved in learning
- Specific strategies (which maybe suggested by specialist teachers or outside agencies) are in place to support children to learn.
- Teachers will let parents know what their child is learning and how they are progressing

At school we regularly review the quality of teaching for all pupils, including those at risk of underachievement.

Children's progress is constantly assessed and reviewed and any gap or gaps in their understanding/ learning will be identified and addressed through targets and interventions. The decision to make Special Educational Provision involves the SENDCo, class teacher and the SLT. All the information about a child's progress formed from high quality, accurate, formative assessment is considered alongside national data and expectations of progress. Parents, families and children are involved in decisions through the opportunity to attend regular meetings and reviews of provision. This level of support is termed SEND Support and is school based. This may include additional provision at Wave 2 or 3. The programmes of intervention support for children reflect the need to access the whole curriculum.

Targeted intervention (Wave 2)

- These maybe run in the classroom or in sessions outside of whole class learning
- They are teacher led and maybe delivered by a teacher or a teaching assistant
- They are usually group sessions with specific targets to help children make progress- targets are used both in group and class work
- Interventions will be assessed and monitored by the SLT
- Parents' are informed when their child is in an intervention group and targets and progress are shared. This is recorded on an IEP which class teachers share with parents.

Specified Individual Support (Wave 3)

- Some pupils follow 1-1 work; such as if the learner has a statement of SEND of Education Health Care Plan (EHCP) or if they have been assessed by outside agencies.

- Children with Social and Emotional and Mental health needs are supported by the Pastoral Manager in school. We also employ a Counsellor to work with the children in school.

For higher levels of school need school may liaise with external agencies and professionals. Specialist agencies we liaise with regularly include:

- Speech and language therapy (S&L)
- Occupational Therapy (OT)
- Education Psychology Service
- Inclusion and Disability Support Service (IDSS)
- Specialist Teachers including visual, hearing and physical disability
- White Ash Special School

2. SEN Support- Provision and Mapping

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

The child is recorded by the school as being under observation due to a concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during Parents' Evenings.

Parent's Evenings and Pupil Progress meetings are used to monitor and assess the progress being made by children.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be made to add the pupil to the SEN register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. At this stage there will be an agreement between the SENDCo, Headteacher and Parents to place the pupil on the SEN register.

Assess- Plan- Do- Review

Assess

The SEND Code of Practice states that in identifying a pupil as needing SEN support, the class or subject teacher, working with the SENCO, should carry out a clear assessment of the pupil's needs

In the 'assess' stage of the graduated approach, teachers gain a growing understanding of a pupil's needs. A clear understanding of a child's needs is a critical precondition to:

- planning effective teaching
- determining appropriate provision
- informing adjustments to teaching that will lead to good progress and improved outcomes for pupils.

When a pupil may have SEND and is not making expected progress despite high quality, suitably differentiated teaching, teachers can draw on a range of information sources including:

- Teacher assessment and knowledge of the pupil.
- Data on the pupil's progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents.

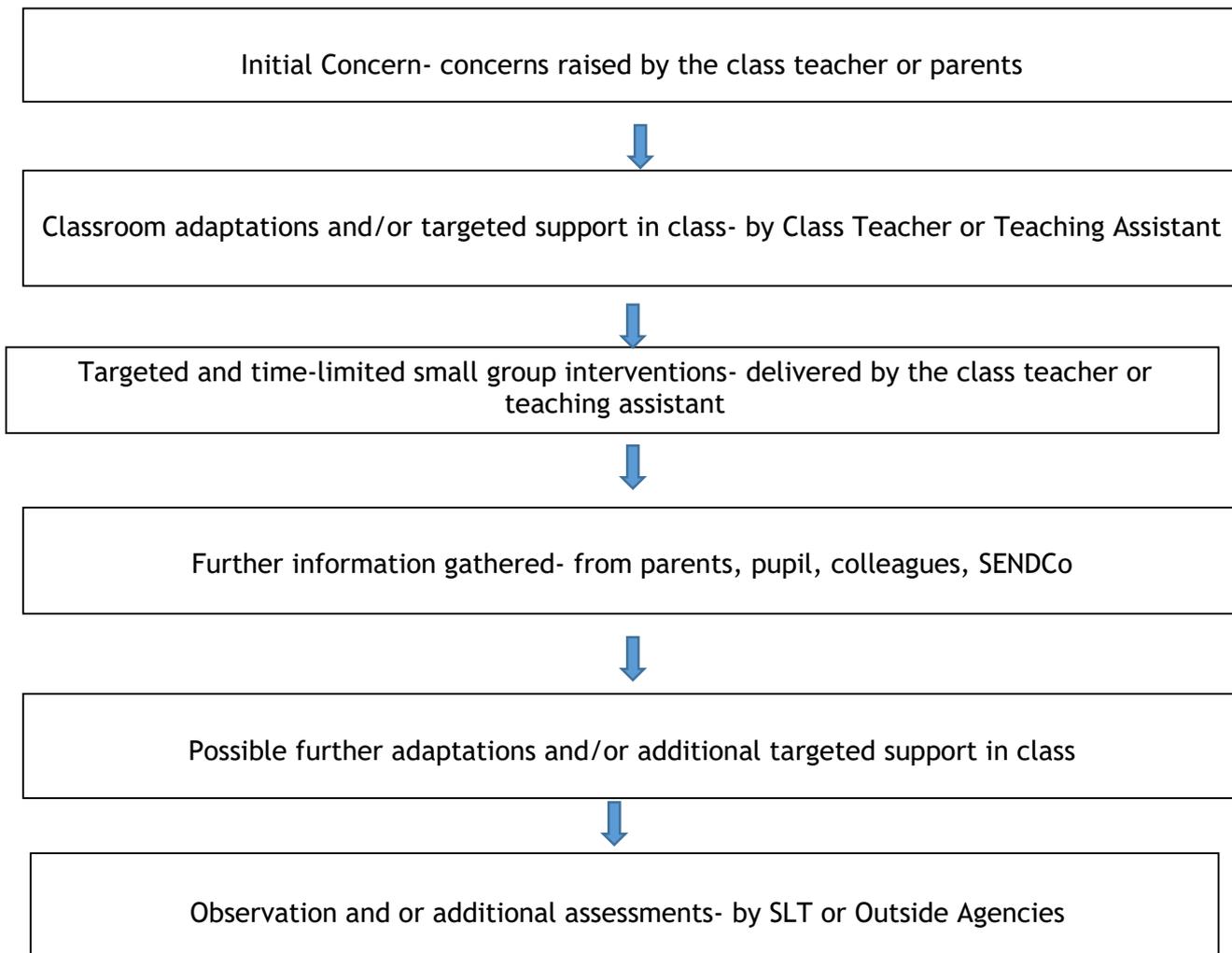
- The pupil's own views.
- Advice from external support services.

Sometimes it will be necessary to use more fine-tuned assessment to explore further the precise gaps in the pupil's learning and development and/or to clarify what the barriers to learning might be. There are several individualised assessment 'tools' and approaches the school can use to support this closer identification of need, such as:

- Standardised tests.
- Profiling tools, for example for behaviour and speech, language and communication needs.
- Criterion-referenced assessments and checklists.
- Observation schedules and prompt sheets.
- Questionnaires for parents and pupils
- Screening assessments, for example for dyslexia.
- Specialist assessments, for example from a speech and language therapist or an educational psychologist.

Individual, detailed assessments should be formative, resulting in greater clarity about a pupil's strengths and needs and better targeted approaches to teaching and learning.

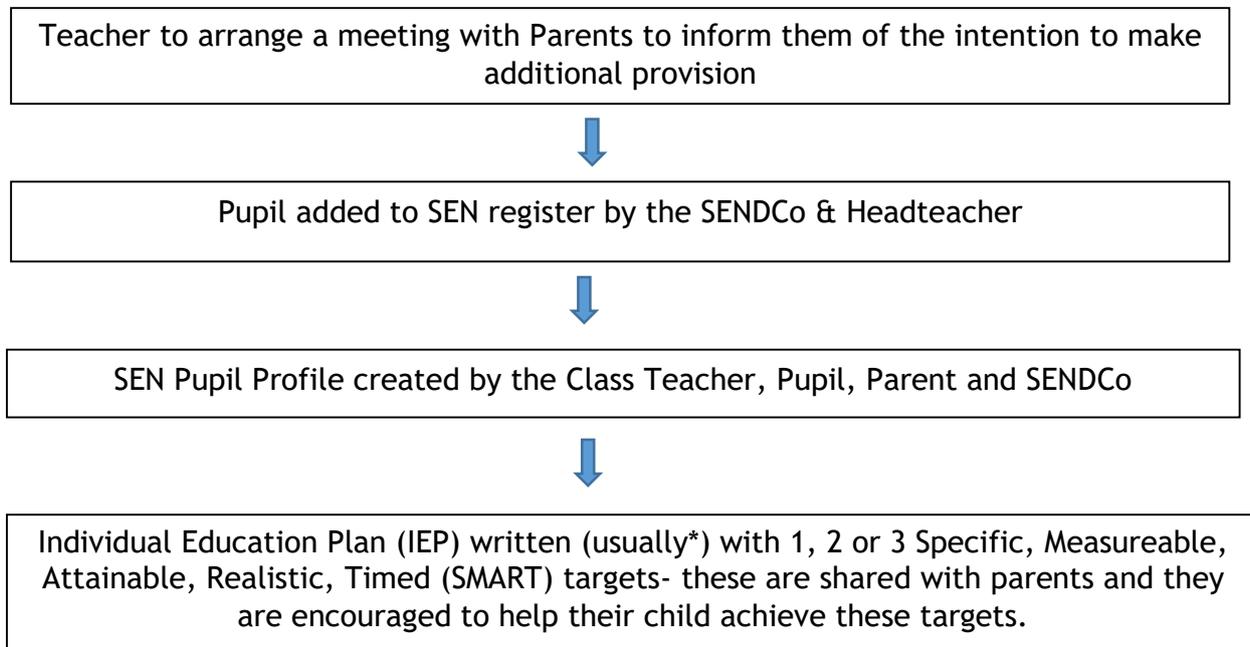
A flow chart to show how we 'assess' for SEN children at St Charles' looks like this:



Plan

In the 'plan' stage of the graduated approach teachers gain a growing understanding of what teaching approaches work. This part of the graduated approach cycle will be most effective when teachers, working with the SENDCo, have completed a thorough assessment of a pupil's needs during the 'assess' phase described earlier.

A flow chart to show how we 'plan' for SEND children at St Charles' looks like this:

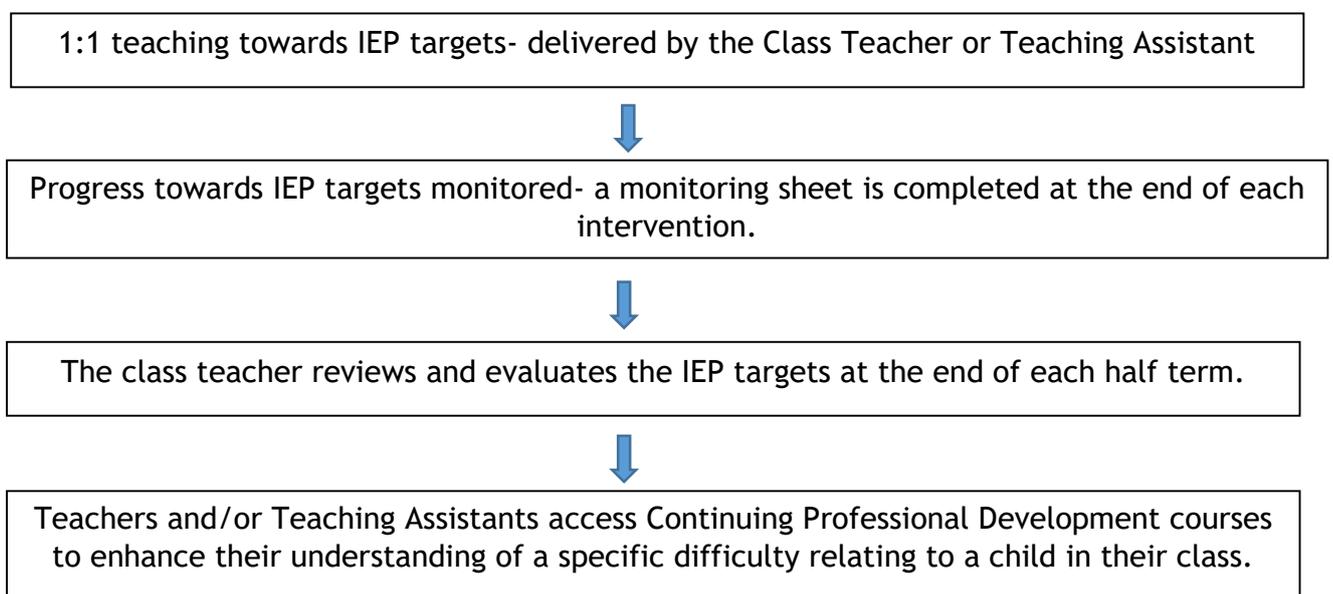


*For some children with additional needs, an IEP may not be necessary. This will be decided when the SEN Pupil Profile is written.

Do

In the 'do' stage of the graduated approach teachers gain a growing understanding of effective support. The SEND Code of Practice (2014) emphasises that the teacher has day-to-day responsibility for the learning and progress of all pupils.

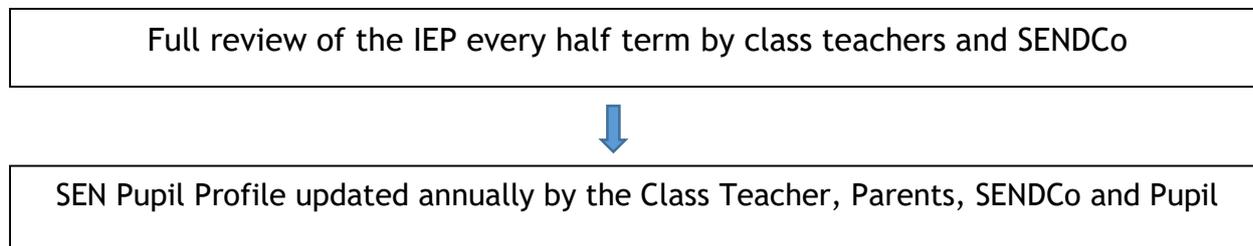
A flow chart to show what we 'do' for SEND children at St Charles' looks like this:



Review

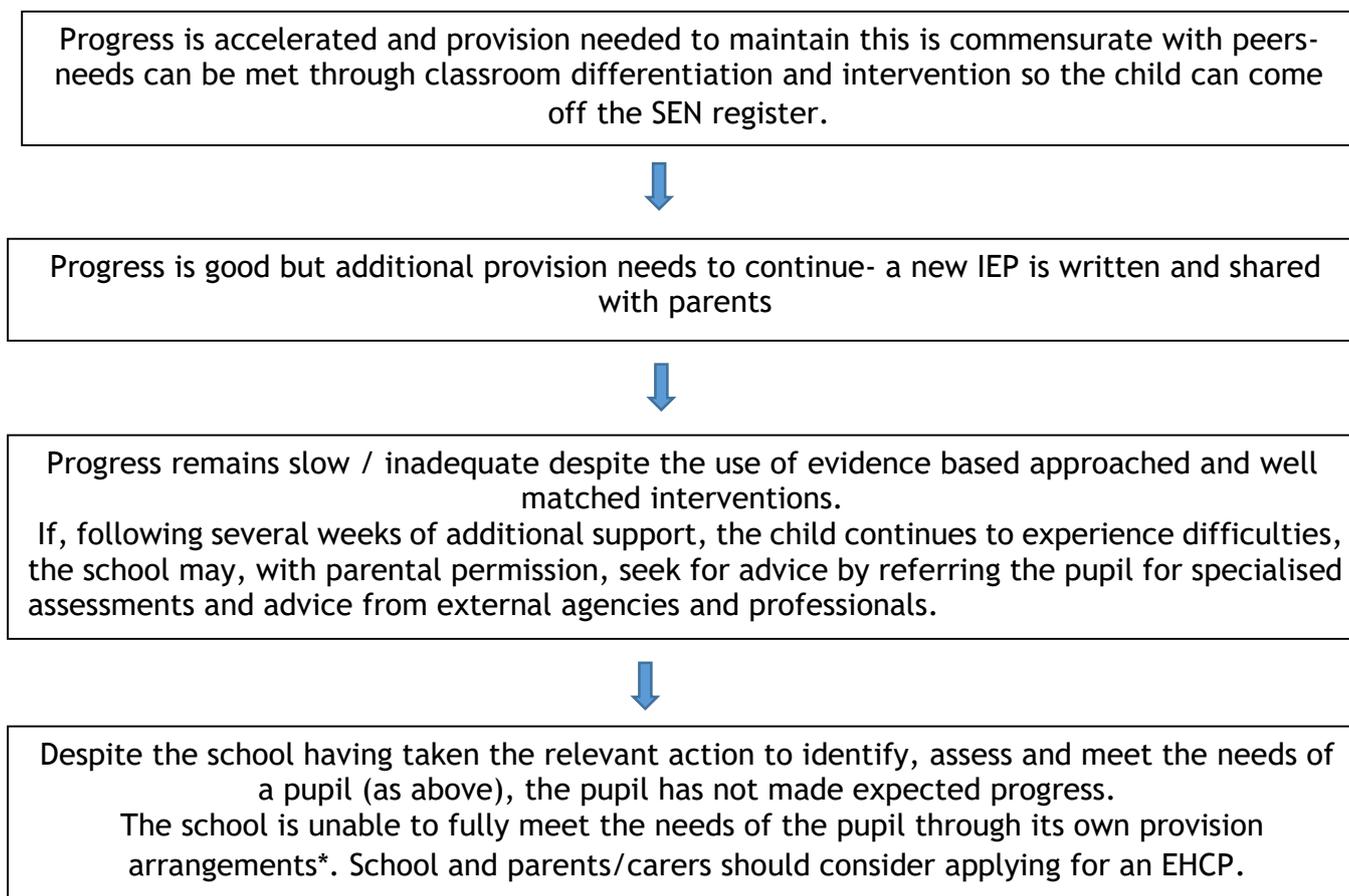
In the 'review' stage of the graduated approach teachers gain a growing understanding of what approaches secure better outcomes. Teachers continually review pupils' progress, formally and informally, and this should be no different for pupils with SEND.

A flow chart of the 'review' stage for SEND children at St Charles' looks like this:



At any point in the Review Process, there are several possible outcomes:

Outcomes of review (termly):



Provision and Provision mapping

The provision which the school makes is fully detailed in the SEN Information Report and School's Contribution to the Local Offer which is available from the school office or on the website:

<http://st-charles.lancs.sch.uk/uploaded/2017%20St%20Charles%20Local%20Offer.pdf>

Provision for any pupil with an existing Statement of Special Educational Needs or Education, Health and Care Plan (EHCP) will be in accordance with their Statement or

EHCP. The Local Authority is in the process of converting Statements to EHCPs. Parents of pupils with Statements can find more information about this at:

<http://www.lancashire.gov.uk/SEND>

Any additional provision for all children (whether or not they have SEND) is carefully recorded ('mapped') by the Senior Leadership Team and SENDCo. The cost of all such provision is calculated based the pro-rata cost of the allocated time for the member of staff delivering the provision (for internally sourced provision) or on actual billed costs (for external providers or specialist resources purchased). Concurrently, the progress of all children who are receiving additional provision is carefully tracked. This information is then scrutinised by the Senior Leadership Team and SENDCo to ensure that the effectiveness and efficiency of provision is maximised.

Pupils will have access to this provision on an evidenced-needs basis and we will endeavour to ensure all pupils' needs are fully met. However, occasionally we may identify that we are unable to fully meet the needs of a pupil through our own provision arrangements. In these circumstances, an assessment of the unmet needs would be carried out through the CAF process which would involve parents, pupils and all agencies involved in the pupil's care. More information on this can be found on the Lancashire County Council website: www.lancashirechildrenstrust.org.uk/resources/?siteid=6274&pageid=45139

As a result of the CAF process, parents and a multi-agency team may decide that school should apply for a Statutory Integrated Assessment of a pupil's needs i.e. apply for an Education, Health and Care Plan (EHC Plan). Further information on this process may be found at www.lancashire.gov.uk/SEND

Supporting pupils and families

Families can be directed towards the School's SEN report (<http://st-charles.lancs.sch.uk/>) and Lancashire's Local Offer <http://www.lancashire.gov.uk/practitioners/supporting-children-and-families/send/send-forms.aspx> in order to make decisions about the next steps for their children.

Admissions arrangements for the school are described in the school's admissions policy. The school welcomes pupils irrespective of their ability and anticipates that the needs of the vast majority of children will be met within existing school provision. Pupils with a statement of SEND or EHCP will not be discriminate against inline with the legislation outlined in the SEN and Disability Act 2001. Building adaptations have taken place to achieve full access to pupils with physical disabilities. Further ramps have been provided around school, a working lift and there is improved storage in a disabled toilet area.

Transition within school placements and key stages is fully supported at St Charles'. Children and families will have the opportunity to access support from the Pastoral Manager and class teacher to ensure a smooth transition.

At school we pride ourselves on having strong links with other agencies. We work alongside:

- Copperhouse-Well-being, Prevention and Early Help Services
- Children's Social Care
- School Nurse Team

We use the Common Assessment Framework (CAF) process and the Team Around the Family (TAF) to facilitate links with other agencies.

Supporting pupils at school with medical conditions

At school we recognise that children with medical conditions should be effectively supported to have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010;

Some will also have SEND and may have a statement, or EHCP which brings together health and social care needs, as well as their special educational provision.

The school's policy for supporting pupils with medical conditions can be obtained from the school office. The Headteacher is responsible for co-ordinating provision for children with medical needs.

Children looked after (CLA) by the Local Authority

Pupils who are being looked after by the local authority may require intervention and support from staff in school and will have a Care Plan written for them, in liaison with Social Services.

Monitoring the evaluation of SEND

The SENDCo annually completes audits of the SEND provision in school in order to gain child, parent and staff views. The SENDCo regularly feeds back to governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils.

Training and Resources

Training needs and resource implications are identified through pupil progress meetings and a Provision Map for intervention is put in place. The person responsible for updating the Provision Map for intervention in school is **Rachael Gavin**.

Support staff and teacher appraisals and professional discussions identify individual training needs. Training is put in place in response to these discussions.

Resources are identified to meet individual needs through regular review of pupil attainment and progress.

The SENDCo regularly attends training to keep up to date with the local and national updates in SEND

Funding

All mainstream schools are provided with resources that they can use to support those with additional needs, including children and young people with SEN and disabilities. Most of these resources are determined by a local funding formula discussed with the local school's forum.

Schools have an amount defined within their overall budget, called the National SEN Budget. This amount is not ring-fenced, and it is for the school to provide high quality appropriate support from the whole of its budget. (Code of Practice 2014).

Storing and Managing Information

Documents are stored securely in school. Hard copies of documents are kept in locked cabinets within locked offices. Electronic copies of documents are password protected. Electronic transfer of records is done securely.

Accessibility

The school has an accessibility plan which is available from the school office;

Further detail on the school's accessibility (including curriculum, written and physical accessibility) can be found in the school's SEN Information Report and School's Contribution to the Local Offer

We operate an Open Door policy so parents can contact class teachers and/or teaching assistants. Appointments with the Headteacher and/or SENDCo can be made via the school office.

Dealing with complaints

If any parent has any concerns regarding the education of their child with SEND they should contact the school immediately and make an appointment to see the SENDCo, class teacher or the Headteacher in line with the school's Standard Complaints Procedure highlighted in the policy. All complaints will be dealt with sensitively and with the child's needs at the heart of our work.

Bullying

Vulnerable children and their families in school have an access to support from our Pastoral Manager. School liaises with a range of specialist services in order to provide full support for a range of additional needs. The school's Anti-Bullying Policy is available from the website or the school office. Further details about how the school keeps children with SEND safe can be found in the SEN Information Report and School's Contribution to the Local Offer.

Roles and Responsibilities

- The Governors must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND;
- The Governors and Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities;
- The Headteacher is the school's "responsible person" and manages the school's special educational needs work. The Headteacher will keep the Governing Body informed of the special educational needs provision made by the school;
- The SENCo is responsible for keeping a register of pupils with SEND and updating this; supporting teachers in writing Individual Education Plans (IEPs) and assessing pupil progress; purchasing and organising resources; liaising with external agencies; making referrals; ensuring that appropriate records are kept; supporting the transition of pupils with SEND into the school and into high school; liaising with the SEN Governor and preparing appropriate reports; liaising with non-teaching staff in relation to SEN;
- Teaching Assistants are a valuable part of the support for students with SEND. They work under the direction of the class teacher to deliver targeted 1:1 teaching, as detailed in a child's IEP and focused in-class support whilst encouraging independence;

Reviewing the Policy

This policy will be reviewed on an annual basis. The process of review will involve the SENDCo, the SEND Governor and the Headteacher. Review of the policy will take into account:

- The progress made by students with SEND at the school;
- The success of the school at including students with SEND;
- Any recommendations from OFSTED or the LA about improving practice;
- Any factual changes, such as names of personnel.

Appendix

List of personnel involved in SEND issues

NAME	POSITION
Mrs V Baker	Headteacher
Mrs R Gavin	Inclusion Manager
Mrs P Hodgson	Pastoral Manager
Mr N Yates	Chair of Governors
Mrs N McGonagle	SEND Governor
Mrs V Baker/ Mr P Kennedy	Designated Teacher(s) with Specific Safeguarding Responsibility
Mrs V Baker/ Miss R Gavin	Managing PPG/LAC funding Responsibility