

FEDERATION OF ST. NICHOLAS C OF E MIDDLE SCHOOL, PINVIN, AND PINVIN C OF E FIRST SCHOOL



POLICY ON INCLUSION AND SPECIAL NEEDS

TL02

Date approved at FGB	30.11.16 T&L Committee 1.11.16
Statutory/ school policy status	DfE statutory
Review period	1 year
Date of next review	Autumn 2017

Chair of Governors signature.....

Headteachers signature.....

The Pinvin Federation of Schools Policy for Inclusion and Special Educational Needs

This policy complies with the statutory requirements laid out in the Special Education Needs and Disability Code of Practice: 0 to 25 years (published in July 2014). It has been written with reference to the Children and Families Act 2014, Special Educational Needs and Disability Regulations 2014, Equality Act 2010, Education Act 1996 and Worcestershire County Council's Local Offer (issued September 2014).

The policy will be reviewed annually by the Inclusion Manager, Special Needs Co-ordinators (SENCo), Senior Leadership Team and SEND Governor.

Rationale:

The Pinvin Federation of Schools is committed to providing an appropriate and high quality education to all the pupils attending our schools. We believe that all learners, including those identified as having Special Educational Needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that fully includes them in all aspects of school life.

We believe that all learners should be equally valued in school. We strive to develop an environment where all pupils can flourish and feel safe.

The Pinvin Federation of Schools is committed to inclusion. Part of the Federation's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to foster a sense of community and belonging, and to offer new opportunities to all our learners, including those who may have previously experienced difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners, including:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are able
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

- those who are disadvantaged
- those who are in receipt of Pupil Premium
- those who arrive at either the Middle or First School from single entry feeders

This policy describes the way we meet the needs of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At the Pinvin Federation we aim to identify these needs as they arise and provide teaching and learning contexts that enable every pupil to achieve to his or her full potential.

The Pinvin Federation sees the inclusion of pupils identified as having special educational needs as an equal opportunities issue, and we will aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We consider the whole pupil and identify and determine the additional provision needed for specific pupils.

The Inclusion Team:

Every teacher in the school is a teacher of learners with SEND.

The following staff have a specific responsibility for ensuring the inclusion and progress of Learners identified with SEND:

Executive Head Teacher: Andrew Best

Federation Inclusion Manager and SEND Co-ordinator: Natalie Rushton

SEND Co-ordinator at Pinvin First School: Sarah Traversa

Learning, behaviour and Support Manager at St Nicholas Middle School: Michele Brown

Pupil premium Teacher: Natali Brown

Gypsy Romany Traveller teaching Assistant: Kerry Sinnett

Aims

- To identify pupils with special educational needs and provide appropriate access to the federation curriculum working with parents, carers and Outside Agencies.
- To create a safe, supportive and inclusive learning environment which can promote children's self-esteem and celebrate the achievements of every pupil.

Objectives

- To identify and assess the needs of children with special educational needs and disabilities.
- To respond to pupil needs, using appropriate learning strategies and through a differentiated curriculum or individual plan where necessary.
- To liaise closely at all times with parents, both to inform them and gain their active support in provision for their child.
- To involve pupils as fully as possible in providing for their needs and making decisions which affect them.

- To fully integrate pupils with their peers in the classroom situation.
- To provide appropriate and adequate resources to meet pupils' needs.
- To ensure that a broad and balanced curriculum is available to all children with special educational needs.
- To work within the framework provided by the Special Educational Needs and Disability Code of Practice: 0 to 25 years (published in July 2014), Children and Families Act 2014, Special Educational Needs and Disability Regulations 2014, Equality Act 2010, Education Act 1996 and Worcestershire County Council's Local Offer (issued September 2014).
- To seek the guidance and assistance of other professionals, where necessary, and to work with them to make suitable provision.
- To provide appropriate information and training to enable staff to cater for children with special educational needs.
- To monitor and review the child's progress, keeping appropriate records, which can be made available to interested parties.

Definition of Special Educational Needs and Disabilities

"Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

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; or

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

(a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area; or

(b) for children under two, educational provision of any kind." See Section 312, Education Act 1996

Areas of Special Educational Needs and Disabilities

The following information has been taken from the SEN Code of Practice (July 2014)

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and Interaction – For example children with Speech, language and communication needs or children who are on the Autistic Spectrum
2. Cognition and Learning – For example children with moderate learning difficulties (MLD), severe learning difficulties (SLD), physical disability or sensory impairment. Also included are specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
3. Social, Emotional and Mental Health difficulties – For example children who are becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour, mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4. Sensory and/or Physical needs – For example children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI).

Roles and Responsibilities

Role of the Inclusion Manager

The day to day operation of the school's SEND policy is the responsibility of the Inclusion Manager, who work closely with the Executive Head Teacher and other members of staff to make appropriate provision. This involves the following:

- To have clarity of arrangements in place in order to respond to need.
- To monitor SEN reviews in liaison with the Inclusion Team
- To monitor teaching arrangements made for SEN children including the deployment of teaching assistants
- To advise the LA when a formal assessment may be necessary

Role of the Inclusion Team

- To support the class teacher in delivering the best provision for the defined groups
- To be accountable to the Inclusion Manager for their case load
- Keeping the SEND Register and overseeing the records of children with SEND.
- Monitoring the progress of children with SEND.
- Support class teachers and TAs with writing and co-ordinating the implementation of Individual Provision Map (IPMs).
- To organise Annual Reviews for children with a Statement of SEND and the transferring of statements to EHCP.
- To co-ordinate statutory assessment procedures and complete any necessary reports.
- Organising and advising staff on resources available for children with SEND, suggesting appropriate strategies to meet their needs and co-ordinating provision in the classroom.
- Liaison with other professionals from outside school, including educational psychologists, support teachers, speech therapists, and others.
- Liaison with parents to provide further information with regards to their child's support in school.
- Liaison with Special Schools, pre-school organisations and Secondary Schools, particularly when pupils with SEND are transferring, in order to ensure that transition is well-planned and personalised to pupils individual needs.
- Assisting with staff development.
- Liaison with Head Teacher and Governors to keep them informed about children with SEND.

The Executive Head Teacher

- To have an accurate overview of the SEN profile at the First and Middle school and the pupils currently on SEN registers from the information provided by the Inclusion Manager
- To monitor Special Needs in school and oversee the role of the Inclusion Team.
- To ensure opportunities are given for governors and parents to be informed.
- To ensure SEND budget is created for resources for classroom and individuals (including Outside Agencies).

- To ensure at least one staff meeting per term is allocated to assist staff with the writing of
- IPMs and to allow for any SEND training.
- Allow the Inclusion Team time to fulfil role

The Class Teacher

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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

SEND Code of Practice July 2014

- To respond to concerns (their own or others') and to collect information and evidence indicating a possible need for extra support.
- To consult with parents, pupils (if appropriate) and Inclusion Team about the concerns raised and any subsequent need for additional support.
- To plan an Individual Provision Map (IPM) for children with additional SEND needs.
- To share planning with teaching assistants who are supporting children with SEND and to give opportunities for them monitor groups/individuals and record their observations.
- To attend meetings with parents, the Inclusion Team or other professionals from outside school.
- To consult with parents and pupils on at least a termly basis in order to discuss the action taken and its outcome and to review IPMs regularly.
- To regularly discuss targets and progress with the pupil and ascertain their views.
- To monitor progress and keep records of information collected, IPMs and reviews in SEND folder provided by the Inclusion Team.
- To liaise with the Inclusion Team and any external specialists involved.

Teaching Assistants

Teaching Assistants provide essential support to class teachers in meeting the needs of pupils with SEND. Their role includes:

- Assist in writing and reviewing IPMs under the guidance of the Inclusion Team and class teachers.
- Preparing SEND resources in line with IPMs under the direction of the class teacher.
- Delivery of aspects of the IPM to individuals and small groups.
- Monitoring and recording progress of individuals and small groups.
- Provide support and encouragement to SEND pupils in their day-to-day class work.
- Feedback to teachers and the Inclusion Team about response and progress of individuals.
- Attending meetings with parents, teachers, Inclusion Team or other professionals from outside school when necessary.

The governing body must:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the Executive Head teacher has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole

- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- report to parents on the implementation of the Federation’s policy for pupils with special educational needs

Governors play a major part in school self-review and should establish mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation. In relation to SEN, the governing body should make sure that:

- they are fully involved in developing and monitoring the school’s SEN policy
- all governors, especially any SEN governors, are up-to-date and knowledgeable about the school’s SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the school development plan the quality of SEN provision is continually monitored

SEND Funding

Each school receives funding to respond to the needs of pupils with SEND from a number of sources that include:

1. A proportion of the funds allocated per pupil to the school to provide for the education called the Age Weighted Pupil Unit
2. The Notional SEND budget, which is a fund devolved to schools to support them to meet the needs of pupils with SEND.
3. For those with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation.

Our school offer under the new SEND Code of Practice: 0 to 25 years.

SEN Support

SEN Support takes the form of a four-part cycle known as the graduated approach, as promoted by the Government’s Code of Practice and Worcestershire County Council’s Local Offer. The four parts are:

Assess – The school monitors and reviews the progress and development of all children and young people. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The majority of pupils can make progress through such teaching. Those who don’t make progress may need assessments carried out by external specialists.

Plan – Where progress gives cause for concern, school will work with parents/carers to develop a plan to ensure that children with SEND receive the right levels of support for their future learning and development. Class teachers should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support.

Do – This graduated response should be led and coordinated by the Inclusion Team working with

and supporting colleagues. Parents/carers should be engaged at each stage of this cycle, contributing their insights into assessment and planning. Intended outcomes should be shared with parents/carers and reviewed with them.

Review – The effectiveness of the support and the impact on the pupil’s progress should be reviewed in line with an agreed date. Where a pupil continues to make little or no progress, or if a pupil is not developing as expected or is not responding to action being taken, school should call upon external specialists to advise and assist further.

Statement of SEND/Education and Health Care Plan (EHCP)

External specialists help in identifying those pupils whose need for long term support is such that a Statement/EHCP might be required. Once a child has a Statement/EHCP, review meetings must take place annually.

Passport to Learning

Information gathered on any child who has physical or medical difficulties but do not have associated learning difficulties. External professionals may be involved and pupils may need the support of specialist equipment.

The Equality Act 2010 defines a disability as “...a physical or mental impairment which has long-term and substantial adverse effects on their ability to carry out normal day-to-day activities,” where ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. Having a disability does not necessarily mean you also have special educational needs.

Identification

- The school recognises the need for early identification in order to prompt assessment, intervention and provision for any child with SEND. Teacher observation is the main method of identification together with monitoring and assessment.
- The Early Years Foundation Stage Profile is an on-going assessment undertaken by Reception teachers with all children throughout their first year in school. It provides a useful guide in identifying children who may need additional support.
- Information can be provided by parents and outside agencies who have been involved with children in pre-school settings. Where a child has already been identified as having a special educational need, the information provided from the previous setting provides a starting point in identifying needs and providing support in the classroom.
- Medical screening, including sight and hearing tests, also take place early in the child’s school career and provide valuable information.
- Later in their school career, children complete other assessment tasks. In Year 2 and Year 6 they complete the Standard Assessment Tasks (SATs). Children also complete GL Assessments in English and Mathematics at the end of the academic year in Reception, Year 1, 3,5,6 and 7. In Year 4 pupils complete InCAS tests in Mathematics and English at the end of the academic year. Reading Tests and Single Word Spelling Tests at the beginning and end of each academic year are also included. Day to day teacher assessments and observations can also give indications of particular needs.

SEN Support

Procedures

- When concern is expressed by a teacher or any other person involved with the child, the class teacher collects together relevant information, assessment results and observations.
- This is discussed with the Inclusion Team and parents should then be informed.

- The Inclusion Team informs the Executive Head Teacher and records the child's name on the SEND Register.
- Using the information gathered, the class teacher, in consultation with the Inclusion Team and TAs, devises an Individual Provision Map (IPM), focusing on realistic and achievable targets, using resources available within school and involving parents and pupils where possible. Copies of the IPM should be shared with parents and KS2 and KS3 pupils.
- The IPM and the pupil progress is reviewed three times a year giving parents time to meet with teachers, the Inclusion Team and TAs to discuss progress and any further action. The result of the review may be that: the child has made sufficient progress and can be removed from the SEND register; new targets are set; or, if progress is considered to be unsatisfactory help or advice is sought from the appropriate Support Service.
- The Inclusion Team then works closely with the Support Services, teacher, parents and pupil to assess the needs of the child and devise new targets for their IPM.
- Parents usually have the opportunity to meet with external specialists and can also contact the Support Services independently.
- Each class teacher has a file in which to keep a list of SEND children and their IPMs.

Teaching and Learning

At the Pinvin Federation of Schools we believe that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. We ensure that all pupils have access to a broad and balanced curriculum and all teachers set high expectations for every pupil. Children with SEND receive high quality teaching and access what is ordinarily available. Within this situation, there are many ways of making special arrangements to cater for differing needs:

- Using differentiated materials, which may include such things as pictures or symbols to aid understanding, simplified text levels, cloze activities or tasks involving sorting or ordering words or sentences.
- Using a variety of teaching styles, with emphasis on visual, auditory or kinaesthetic stimulus, to cater for differing learning styles.
- Varying pace to cater for different rates of learning.
- Providing extra support with classroom assistants, parent or volunteer helpers.
- Involving support from home.
- Providing activities or resources to develop particular skills.
- Changing organisation within the classroom.
- Using simple reward systems to motivate.

These kinds of arrangements are often sufficient for many children to overcome their difficulties. For other children it may be necessary to provide more specific arrangements such as:

- Individual or small group work on a regular basis.
- An individual programme of work with an adult or peer.
- Providing specific equipment or resources to cater for the child's needs.
- A greater degree of support from teaching assistants.
- More parental involvement.

Short term planning should be annotated to show links with children's IPMs and provision in the classroom.

Outside Agencies

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the federation should consider involving specialists, including those secured by the school itself or from outside agencies. Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions.

At The Pinvin Federation of Schools, the work of The Inclusion Team is supported by a variety of outside agencies. Regular meetings are held. SST meetings take place at the beginning of each term involving The Inclusion Team, Class Teacher, Teaching Assistants and Outside Agencies.

The school views this support as an invaluable resource and aims to work closely with, seek the advice of, and co-ordinate the varying contributions of all these other professionals, to meet the needs of the children with SEND.

Involving Parents

Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Schools should meet parents at least three times each year.

Statement Provision / Education and Health Care Plan (EHCP)

Where, despite the Federation having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment.

If this request is granted by the LEA, evidence is collected and a decision made about the need to draw up a Statement of Special Educational Need/EHCP. If the LEA decides to do this then the school works closely with the officers of the LEA to ensure that the stated needs of the child are met.

When a child has a Statement of Special Educational Need/EHCP the school holds an Annual Review each year to assess progress and review provision. Parents and all external specialists are invited to attend or contribute to this process.

Record Keeping

Schools should particularly record details of additional or different provision made under SEN support and at The Pinvin Federation of Schools we use provision maps to show all of the provision that the school makes in addition to what is ordinarily available.

Training

The school and staff recognise that with the continuing developments in the provision for children with SEND there is a need for ongoing training for all those involved.

Publishing Information

As required, the school also publishes an SEN info report about the implementation of the policy.

[Link to SEN Information Report](#)

Policy Reviewed: September 2016 By Natalie Rushton

Next Review Date: September 2017

This policy should be read with reference to:

- Safeguarding Policy
- Disability and Accessibility Plan
- Race Equality Policy
- Behaviour Policy
- Health and Safety Policy
- Medicines and Sickness Policy

Further information available from:

The Local Offer in Worcestershire Schools 'Ordinarily Available'
<http://worcestershirelocaloffer.org.uk/>

Special Education Needs and Disability Code of Practice: 0 to 15 years
www.gov.uk/government/publications/send-code-of-practice-0-to-25

Children and Families Act 2014
www.legislation.gov.uk/ukpga/2014/6

Special Education Needs and Disability Regulations 2014
www.legislation.gov.uk/uksi/2014/1530

Equality Act 2010
www.legislation.gov.uk/ukpga/2010/15

Education Act 1996
www.legislation.gov.uk/ukpga/1996/56
Worcestershire County Council SEND reform (including Local Offer)
www.edulink.networcs.net/senreform

Parent Partnership Service
www.ppsworcs.co.uk

