

Worlingham CEVC Primary School

SPECIAL EDUCATIONAL NEEDS & DISABILITY AND INCLUSION POLICY

*Like a tree firmly planted by streams of living water we will grow
in knowledge, love, faith and wisdom. Based on Psalm 1:3*



Aims

At Worlingham CEVC Primary School we believe that all children have an equal right to access the National Curriculum. We are committed to providing pupils with enjoyable, engaging and stimulating learning experiences, enabling them to be successful, regardless of age, gender, disability, ethnic or social group. We provide the most effective and appropriate learning opportunities for the needs of each child, to ensure that they can make the best possible progress in their time at our school. We have high expectations of all our children and the achievements, attitudes and well-being of all our children matter. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.

We ensure every child is included by:

- ✚ Supporting and challenging all settings to raise achievement and improve the five Every Child Matters outcomes for all children and young people.
- ✚ Identifying best practice including the assessment of individual needs.
- ✚ Ensuring individual needs are identified early and addressed through a single plan.
- ✚ Engaging in collaborative working with a range of partners and other settings to deliver flexible personalised provision with the aim of overcoming barriers to learning.
- ✚ Undertaking best practice in assessment processing, making use of specialist support when appropriate.
- ✚ Targeting resources to promote achievement of all learners.
- ✚ Using professional development and sharing of good practice to promote inclusion.
- ✚ Ensuring that accurate data is held on the needs of all learners and that this is appropriately disseminated to all relevant.
- ✚ Setting appropriate learning challenges.
- ✚ Responding to the diverse needs of the children.
- ✚ Providing other curricular opportunities to meet the needs of individuals and groups of children.

We believe in a flexible and graduated approach to Special Educational Needs, in accordance with the SEN Code of Practice of 2015.

The following principles underpin our SEN Provision:

- We concentrate on meeting the needs of the whole child.
- We work in partnership with parents.
- Communication and co-operation between home/school/outside agencies is crucial to effective SEN provision.
- Early identification and provision are vital to supporting each child.
- We consult with parents at each stage of the process and keep them informed of all developments.

- Parental permission is needed at every stage of the process.
- The children are encouraged to be fully involved with, and take responsibility for their own learning where appropriate.
- We work as a whole school team to support each child.
- External Support Services are consulted and involved, and their expertise used at every appropriate opportunity.
- Close collaboration and liaison with transfer schools takes place to ensure a smooth transition for each child.

Identification, Assessment and Provision

Identification

Initial identification takes place through normal classroom assessment and monitoring activities such as:

- On-going curriculum assessments which monitor progress against National Curriculum level descriptors.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368298/KS1-KS2_Performance_descriptors_consultation.pdf
- Standard assessments.
- Early Years Foundation Stage profiling and progress against P Scales.
- Classroom and playground observations.

Information can also take the form of:

- Input from outside agencies such as Health, Speech and Social Care specialists.
- Input from previous educational settings.
- Input and concerns raised by parents.

Assessment

If concerns are raised about a child through any of the above processes, the class teacher and SENDCO (Special Educational Needs and Disability Co-ordinator) will decide on the most appropriate action.

This could be:

- Diagnostic testing.
- Consultation with outside agencies.
- Monitoring the child's progress for a further period of time.
- Provision within differentiated classroom planning.
- Assessment using the Pre-Key Stage Standards and PIVATS

Provision

There are two stages of SEN provision as follows;

1. School Support: Where support is provided through differentiation and a provision map with specific targets identified.
2. Education Health Care Plan provision: where support and provision is determined and monitored by the Local Authority on an annual basis. Support Plans/provision maps are also used to identify and monitor specific needs.

Provision and Planning

Where possible, we try to personal provision to enable pupils to achieve to their full potential.

Provision maps and Support Plans are written using the evidence provided by assessments made of the child, highlighting their most immediate needs. They will specify targets which can be achieved within a short period of time and state how these targets can be met.

Provision maps and Support Plans are reviewed termly and either new targets are set or the child is deemed not to need another Provision map or Support Plan.

Individual Behaviour Plans (IBPs) are written in the same way to give support to children who display inappropriate behaviour patterns, targets will be set and monitored and reviewed.

Personal Support Plans (PSPs) are written for children with more complex behaviour difficulties, where it is necessary to involve outside agencies.

Responsibilities

Governors

The Governing Body is responsible for ensuring that the SEN Code of Practice 2015 is in place within school, monitoring of SEN provision and providing parents with SEN policy information annually.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

The named Governor for SEN is Mrs H Marchand, however, all Governors have responsibility for SEN.

Staff

All staff in school are responsible for assessing and monitoring the progress of each child and providing appropriate learning opportunities for all children. They are also responsible for liaising with parents, the SENDCO, and Senior Staff with regard to any concerns they have about children and the writing, reviewing and delivering of Provision maps/Support Plans.

Parents

Parents are encouraged to work with and support the school in the best interests of their child.

SENCO

Mrs W Jennings is the teacher responsible for the co-ordination of Special Educational Needs and Disability at Worlingham CEVC Primary School. Her role is to co-ordinate provision and liaise with parents, staff and outside agencies.

Monitoring and Evaluating the effectiveness of SEN provision

- The SEN policy is reviewed in accordance with the school policy review cycle.
- The SENDCO monitors progress by carrying out observations, scrutinising Support Plans, and consulting with staff and parents.
- The Headteacher monitors and evaluates by observations and discussions with all parties involved.
- The Governors monitor through SEN working party meetings, observations and discussions with the Headteacher, staff and parents.
- Teachers monitor by reviewing their own practice and reviewing the progress made by each child.

Admissions

We are an inclusive school and the Governing Body agrees with and supports the LA admission criteria (www.Suffolk.gov.uk/admissionstoschools) which do not discriminate against pupils with Special Educational Needs or disabilities and its admissions policy has due regard for the guidance in the SEN Code of Practice of 2015.

Complaints procedures

Parents who have a complaint can voice this through the usual channels as outlined in the school's Complaints Procedures Policy which is available in the school office.

Allocation of Resources

Funding for SEN is provided through the SEN High Tariff Needs and allocated in the school budget to give support where it is most needed.

Resources Available

Within School

Staff expertise
Standardised tests
DRA
SATs
BPVS
Support Plans
Provision Maps
RENFREW
PHAB
YARC
Sandwell Maths Assessment
Social Skills
Thrive room

Outside Agencies

Educational Psychologist
Speech Therapy
School Health
Social Care
Education Welfare Officer
Pupil Referral Units
Behaviour Support Team

Intervention at School Support level may be a combination of the following:

- Differentiated learning opportunities.
- Differentiated learning materials.
- Special equipment.
- Use of Technology.
- Group or individual support.
- Early Morning groups run before the start of school
- A range of management strategies and alternative arrangements based on expert advice.
- A range of teaching and learning approaches.
- Staff development and training.
- Early Help Offer

Possible triggers for School Support

A move to School Support will happen after agreement between staff and parents.

This may happen where the child:

- Makes little progress against targets set.
- Works at National Curriculum levels well below the average for their age.
- Has difficulty developing English and Maths skills.

- Displays emotional or behavioural difficulties which regularly interfere with the child's own learning as well as that of other children.
- Has sensory or physical needs which require support through specialist equipment and external expertise.
- Has on-going speech and communication difficulties which are significantly hindering the child's learning.

Useful Links:

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/>

<https://www.access-unlimited.co.uk/>

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/sendiaass/sendiaass-leaflets/>

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