Ford End C of E Primary School

SEND AND INCLUSION POLICY

Policy	SEND and Inclusion Policy
Policy adopted by Trust Board	1.3.22
Reported to LGB for implementation	4.5.22
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KEY DEFINITIONS USED IN THIS POLICY:

The Trust	LIFE Education Trust
The Board/Directors/Trust Board	The Board of Directors of LIFE Education Trust
School/Trust school	An Academy or school within LIFE Education Trust
Staff	All staff employed by LIFE Education Trust and working with academies, schools or units within LIFE Education Trust

All schools within the LIFE Education Trust are legally defined as academies, regardless of whether the term "school" is used to describe them in the following policy.

Contents

1. **PRINCIPLES**

1.1. Principles that are fundamental to the Special Educational Needs and/or Disability (SEND) and Inclusion Policy are:

1.1.1. All aspects of the curriculum should be accessible to all children and young people (CYP), regardless of ability or disability.

1.1.2. All CYP should be given equal opportunity to fulfil their potential in a socially and educationally inclusive setting.

1.1.3. The education of CYP with SEND is the responsibility of ALL staff.

1.1.4. The views of parents/carers and CYP are always sought and taken into account. CYP need to feel that their views are considered, their efforts are recognised and their achievements are worthwhile.

1.2. Special Educational Needs and/or Disabilities are regarded as part of the continuum of individual needs. The differentiated curriculum makes allowances for the needs of most CYP, however, some will require additional provision to enable them to fulfil their potential.

1.3. To enable every individual to fulfil his or her potential to the highest possible standard, it is essential that the development of the whole individual, social and emotional as well as academic, is considered.

1.4. The safeguarding needs of the most vulnerable CYP, including those with SEND, are considered as a priority by the Designated Safeguarding Lead.

1.5. The SEND and Inclusion Policy is guided by the requirements of the National Curriculum, the SEND Code of Practice (2015) and the Equality Act (2010). It takes account of the Government's strategy for SEN 'Removing Barriers to Achievement' (2004).

1.6. Our Admissions Policy makes no distinction regarding CYP with SEND. Within the Admissions Policy, the aim of the school is to meet the needs of any CYP whose parents wish to register their child at the school.

1.7. This policy should be read in conjunction with each school's statutory SEND Information Report.

2. **SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES (SEND)**

2.1. The SEND Code of Practice (2015) identifies CYP as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.2. A child of compulsory school age or a young person has a learning difficulty or disability if they:

2.2.1. Have a significantly greater difficulty in learning than the majority of children or young people of the same age; or

2.2.2. 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 or mainstream post-16 institutions.

2.2.3. The Equality Act 2010 identifies a person as having a disability if the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day to day activities.

2.3. In accordance with the requirements of the Equality Act (2010) the school does not discriminate against CYP that are disabled. All reasonable efforts are made to ensure that disabled CYP

are not placed at a substantial disadvantage in comparison with their non-disabled peers.

2.4. The SEND Code of Practice (2015) identifies four broad areas of SEND:

2.4.1. Communication and interaction needs: CYP with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

2.4.2. Cognition and learning needs: Learning difficulties covers a wide range of needs, including moderate learning difficulties or severe learning difficulties, through to profound and multiple learning difficulties. Specific learning difficulties affect one or more specific aspects of learning; this encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

2.4.3. Social, emotional and mental health needs: CYP may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

2.4.4. Sensory and/or physical needs: Some CYP require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many CYP with vision impairment, hearing impairment or a multi-sensory impairment will require specialist support.

2.5. Many factors may impact upon progress and attainment in school but are not in themselves a special educational need. Such factors include: disability; 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 (LAC) and being a child of a serviceman/woman. Behaviour issues may also have an impact on progress and attainment but will not be identified as SEND and will, instead, be described as an underlying response to a previously listed need.

2.6. The four broad areas of SEND give an overview of the range of needs that need to be planned for. The purpose of identification is to work out what action a school needs to take, not to fit a person into a category. The needs of CYP are identified by considering the needs of the whole child which will include not just their special educational needs.

3. AIMS

3.1. Aims fundamental to the SEND and Inclusion Policy are:

3.1.1. To ensure all CYP, irrespective of ability or SEND, have access to a broad and balanced curriculum, inclusive of the National Curriculum.

3.1.2. To provide a curriculum that stimulates and/or maintains curiosity, interest and enjoyment in education.

3.1.3. To develop all CYP to their full potential.

3.1.4. To provide a caring learning environment which meets the needs of all CYP and fosters their academic, social, emotional and physical development.

3.1.5. To educate CYP with SEND, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents/carers and the necessity to meet individual needs.

3.1.6.   To fully involve CYP and parents/carers in discussions regarding identification, assessment and provision.

3.1.7.   To work in close co-operation with all outside agencies concerned.

3.1.8.   To meet the needs of all CYP who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

4.   OBJECTIVES

4.1.   Objectives related directly to the above aims and are intended to show how the aims will be put into practice:

4.1.1.   To provide high quality teaching for all CYP, including those with SEND, based on a well-planned, stimulating curriculum.

4.1.2.   To value all CYP equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.

4.1.3.   To identify and assess CYP with SEND as early as possible and as thoroughly as is possible and necessary in order to support their physical, social, emotional or intellectual development.

4.1.4.   To regularly monitor and evaluate the progress of CYP, providing appropriate information and making necessary records as part of an assess, plan, do, review process.

4.1.5.   To ensure that there is a consistent, whole-school approach to the identification of SEND and that any necessary provision is budgeted for accordingly.

4.1.6.   To involve parents in a partnership of support through good, regular communication.

4.1.7.   To work with and in support of outside agencies in a timely way, sharing and recording appropriate information clearly and concisely.

4.1.8.   To embrace inclusion for all CYP, ensuring that there is a policy of integration into all activities of the school.

4.1.9.   To work within the guidance provided in the SEND Code of Practice (2015) and the Equality Act (2010).

5.   STAFF WITH RESPONSIBILITIES FOR SEND

5.1.   The CEO of LIFE Trust has overall responsibility for ensuring that the SEND and Inclusion Policy is implemented in each of the Trust schools.

5.2.   Maire O'Regan is the responsible person for ensuring that SEND and Inclusion Policy is implemented in our school.

5.3.   The SENDCo is responsible for the implementation of the SEND and Inclusion Policy and the daily management and operation of the SEND policy. The school has a named SENDCo, who has the statutory qualification of the NASENCO award or will qualify for the award within three years of being in post as required by the SEND Code of Practice (2015).

5.4.   There is a nominated member of the local governing board who is responsible for SEND and Inclusion and who meets with the school SENDCo on a termly basis.

6. IDENTIFICATION OF SEND

6.1. The arrangements for supporting pupils with SEND follows a graduated approach.

6.2. Most CYP will have their needs met within class through high quality teaching, including differentiation. Teachers are responsible and accountable for the progress and development of CYP in their class, including where pupils access support from Learning Support Assistants (LSAs) or specialist staff. Progress and achievement will be monitored and those not making expected progress will be given further targeted support as part of high-quality teaching.

6.3. The SENDCo and senior leaders analyse assessment data at least termly, looking at previous progress and attainment and comparisons with peers, national data and expectations of progress. Examples of data that are analysed include:

    6.3.1.   Termly school tracking data

    6.3.2.   ASP (Analyse School Performance) data

    6.3.3.   Individual assessments

    6.3.4.   In-class assessments

    6.3.5.   QCA and SAT's assessments (optional and end of year Key Stage assessments).

6.4. A number of additional assessment tools may also be recommended by the SENDCo to further support the assessment of children's needs, for example:

    6.4.1.   Tick lists for indicators of ADD, ADHD, Autism and dyslexia

    6.4.2.   Salford Reading age assessment

    6.4.3.   Vernon Spelling age assessment

    6.4.4.   Essex AFALS (Essex Accuracy and Fluency Assessment of Literacy Skills)

    6.4.5.   YARC (York Assessment for Reading Comprehension)

    6.4.6.   BPVS V3 (British Picture Vocabulary Scale Version 3)

    6.4.7.   WELLCOMM (Speech and Language assessment)

6.5. Any CYP who are falling significantly outside of the range of expected academic achievement or who are making little or no progress will be monitored by their class teachers, senior leaders and the SENDCo. Class teachers will take steps to provide differentiated learning opportunities that will aid their academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Advice and support, with further assessment, problem solving and advising of the implementation of effective provision will be provided by the SENDCo. The SENDCo may also wish to make class observations.

6.6. Strategies can be very varied to meet a wide range of individual needs, but may include:

    6.6.1.   Additional support from LSAs in the classroom

    6.6.2.   Use of Information Technology (IT)

    6.6.3.   Differentiated learning materials

    6.6.4.   Different means of recording

    6.6.5.   Small group or individual support within the classroom or within a breakout room

    6.6.6.   Specialist equipment

    6.6.7.   A range of teaching approaches

    6.6.8.   A range of management strategies

6.6.9.   Support to access tests and examinations

6.6.10.   Specialist advice from outside agencies.

6.7.   The SENDCo will keep a list of any CYP who staff may have concerns about and that need close monitoring so that early help and support can be put in place. Concerns may be raised if one or more of the following are evident:

6.7.1.   The pupil makes little or no progress

6.7.2.   The attainment of the pupil is significantly below age related expectations

6.7.3.   The pupil has persistent social, emotional and/or mental health needs

6.7.4.   The pupil has sensory or physical needs

6.7.5.   The pupil has communication difficulties

6.7.6.   The pupil requires support with social skills

6.8.   Any concerns will be discussed with parents as appropriate, for example, this may be done informally over the phone, in writing or during parents' consultation evenings. Parents are encouraged to share information and knowledge about their child with the school.

6.9.   For some CYP, despite the school making use of a range of strategies and providing additional support, they may still not make satisfactory progress. CYP that are identified by school, or in partnership with another agency, as requiring provision that is additional to, or different from, that made generally for others of the same age, or is showing a significantly greater difficulty in learning than the majority of others of the same age, will be placed on the SEND register as 'SEN support'.

6.10. Parents will be formally advised when CYP are placed on the SEND register, they are also informed of the provision being made. The aim of formally identifying CYP with SEND is to help the school ensure that effective provision is put in place to remove barriers to learning.

7.   SEN SUPPORT

7.1.   The support provided for pupils on the SEND register consists of a four–part process - Assess, Plan, Do, Review. This is an ongoing cycle to enable the provision to be refined and revised over time. This cycle enables the identification of those interventions which are the most effective in supporting good progress and outcomes.

7.2.   The SENDCo will gather information from CYP on the SEND register, their parents and school staff to assess what support and provision is needed.

7.3.   The SENDCo may also be used for class observations and an observation pro-forma is completed as a record of any formal observations made.

7.4.   For higher levels of need we draw on more specialised assessments from external agencies and professionals (in accordance with their referral criteria), this may include:

7.4.1.   Specialist Teachers (Hearing Impairment, Visual Impairment, Physical Impairment)

7.4.2.   Occupational Therapists

7.4.3.   Physiotherapists

7.4.4.   Paediatricians

7.4.5.   Speech and Language therapists

7.4.6.   EWMHS (Emotional Wellbeing & Mental Health Service)

7.4.7.   Social care

7.4.8.   Educational Psychologists

7.4.9.   Inclusion Partner

7.4.10.   School nurse

7.4.11.   Counsellors

7.5.   Parents are consulted about any outside agency intervention.

7.6.   A person-centred meeting is held termly with any CYP on the SEND register, their parents and the SENDCo and where appropriate, any school staff or external agencies involved to evaluate progress, looking at the impact and quality of any support and interventions provided so that any modifications to provision, support or desired outcomes can be made. This meeting may be held in person or via telephone.

7.7   For CYP on the SEND register, an individual One Plan is produced or updated by the SENDCo following the person-centred meeting, this will identify SMART targets (as applicable) that will help to meet the desired outcomes and identify any provision needed.

7.8   Parents and all staff that work with CYP on the SEND register will be given, or have access to, a copy of the appropriate One Plan so that they are aware of individual needs, the support being provided, any particular teaching strategies/approaches being employed and the outcomes that are being sought.

7.9   Teachers remain responsible for working with CYP on a day-to-day basis and for the progress of all CYP in their class, including those with SEND. They will retain responsibility even where the interventions may involve group or one-to-one teaching with another member of staff. Support with further assessment, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

8.   REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)

8.1.   For very few CYP, the support given at SEN Support is not sufficient to enable them to make adequate progress. The school will then consider, in consultation with the parents/carers and any specialist agencies, whether to ask the Local Authority (LA) to make a statutory assessment to support their needs (in line with the LA criteria). This is usually requested by the school but can be requested by a parent or other person involved with the child. Young people 16 and over can make the request themselves. This may result in an Education, Health and Care Plan (EHCP) which specifies any long term needs and the provision which must be made to meet those needs.

8.2.   A statutory assessment does not always lead to an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

8.3.   If an EHCP is agreed, it will be kept on record and formally reviewed at least annually at an Annual Review. This enables provision to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9.   TRANSITION ARRANGEMENTS

9.1.   We ensure that all necessary SEND information and records are transferred when CYP join or leave our school. We have strong links with our feeder schools.

9.2.   Staff may visit CYP prior to them starting at our school to observe them in their school or home setting as appropriate.

9.3.   Where appropriate, specific SEND transition visits may be arranged to support a smooth transition to our school.

9.4.	Staff may attend person-centered meetings prior to a child with SEND attending our school if appropriate.

9.5.	The SENDCo will ensure that all necessary staff are informed about the needs of any CYP with SEND that they will be working with.

## 10.	CRITERIA FOR EXITING THE SEND REGISTER

10.1.	During the review process, if accelerated progress is made and any CYP are considered 'on track' against end of year expectations so that they are working broadly in line with their peers and no additional or different provision is needed, they will be removed from the SEND register. The exit date is formally recorded on the SEND register. Parents will be informed of this decision. These children will be closely monitored to ensure that progress remains in line with age related expectations.

## 11.	SUPPORTING CYP AT SCHOOL WITH MEDICAL CONDITIONS

11.1.	The school recognises that CYP with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some CYP 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 may also have special educational needs and some may have an Education, Health and Care Plan which brings together their health and social care needs, as well as their special educational provision - where this is the case, the SEND Code of Practice (2015) is followed.

## 12.	ACCESSIBILITY

12.1.	The school's Accessibility Plan is available on the school website and is updated annually. The needs of CYP are constantly reviewed and actions are carried through, the school constantly reviews accessibility issues which affect learning, modifying learning areas, purchasing specialised equipment and involving experts in their field.

12.2.	The school increases and promotes access to the school curriculum and the wider curriculum for disabled CYP, this includes after-school clubs and school visits. This is achieved by:

12.2.1.	Purchase of ICT software

12.2.2.	More LSA hours for classes when necessary

12.2.3.	After school clubs are open for all

12.2.4.	Opportunities for all children to take part in school activities, visits and extra-curricular activities with appropriate support when needed

12.2.5.	Resources to support teaching and learning

12.2.6.	Use of visual timetables

12.2.7.	Use of pictures to help children make choices when needed

12.2.8.	Coloured overlays for reading white paged books when needed

12.2.9.	Having an accessible toilet

12.2.10.	Having ramps at exits when necessary

## 13.	BULLYING

13.2. At all times, our aim is to safeguard the needs of CYP with SEND, promote their independence and build resilience in their learning. The school's Behaviour Policy outlines the steps that are taken to ensure and mitigate the risk of bullying to CYP with SEND. Our school Behaviour Policy can be found on our school website.

14. PROFESSIONAL DEVELOPMENT AND TRAINING

14.1. SEND issues are an important aspect of staff development and training and all staff actively promote inclusion. This is identified through appraisals, termly school Health Checks and the School Development Plan.

14.2. General educational issues, which are explored on training days within the school, encompass the needs of all students, including those with SEND.

14.3. Training days or staff meetings can take a specific SEND issue as the main focus.

14.4. Training needs can also be supported through peer mentoring, modelling, observation and working with outside agencies.

14.5. SEND staff participate in a wide range of external courses and/or cluster meetings pertaining to meeting special educational needs.

14.6. All staff are able to attend courses relating to SEND issues with the agreement of the Headteacher. Outcomes from training attended by staff is disseminated during staff meetings or INSET days.

14.7. All staff are responsible for ensuring that the needs of children with SEND are met and that barriers to learning are addressed.

15. MONITORING AND EVALUATION OF SEND

15.1. The quality of SEND provision is regularly monitored and evaluated to promote an active process of continual review and improvement of provision for all CYP as part of our ongoing school improvement cycle. This is done in a number of ways:

14.2.4. A whole school Survey of parent views is carried out annually.

14.2.5. The SENDCo meets with a member of the local governing board who is responsible for SEND on a termly basis to monitor SEND provision.

14.2.6. The views of all stakeholders, parents, CYP and staff are sought regularly.

16. DEALING WITH COMPLAINTS

16.1. Parents/carers are encouraged to discuss any problems or grievances with the school. Any problems should be referred to the class teacher in the first instance. Parents/carers are asked to refer to our Complaints Policy for full details of our complaints procedure - a copy is available on the school's website.