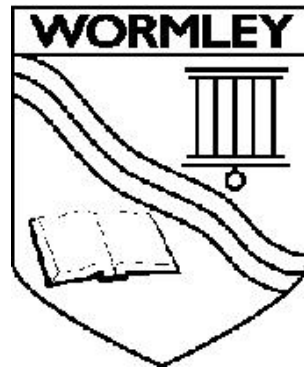


# **WORMLEY C of E PRIMARY SCHOOL (VC)**



## **Special Educational Needs, Disability (SEND) & Inclusion Policy**

**Have faith, show respect, take responsibility and achieve**

**Policy last reviewed - September 2017**

**Policy next review - September 2018**

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## **Introduction**

At Wormley Primary School we believe that educational provision is about equal opportunities for all learners regardless of their age, gender, educational needs, disability, and race, social or cultural background. We are an inclusive school, providing the best possible learning opportunities for all of our pupils. All staff have high expectations of all learners and provide quality first teaching, differentiated learning opportunities and appropriate levels of support. Pupils identified as having special educational needs will receive the support and provision that is required to help them achieve the best possible educational, social and emotional outcomes for their futures.

## **Definitions of Special Educational Needs and Disability (SEND)**

*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 him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- Has a significantly greater difficulty in learning than the majority of others the same age, or*
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*(DfE Special educational needs and disability code of practice: 0 to 25 Years, January 2015)*

## **Rationale**

- This document is a statement of the aims, principles and strategies for teaching all pupils, particularly children at risk of underachieving including those with Special Educational Needs & Disability (SEND).
- The development of this policy is a result of our concern that we should acknowledge the Special Educational Needs and Disabilities of our pupils, monitor those needs and employ strategies to meet them.
- It was written and agreed by all staff as a means of supporting the child whilst also supporting teaching colleagues who have concerns about their pupils.
- The policy offers guidance to new staff (full-time or supply) about the identification and monitoring of vulnerable pupils and provides a framework in which support may be sought from colleagues.
- The policy fulfils the requirements of the SEND Code of Practice, 2015, which stipulates that all schools should have a policy regarding Special Educational Needs & Disability.
- This policy will be discussed and reviewed annually by the staff and Governing Body.
- This policy is linked to our SEND School's Offer (SEND Information Report) which details the provision for SEND that our school offers.

**The named persons for leading provision are Mrs L Gilpin and Mrs A Viall. The SEN Governor is Alison Breen**

### **Aims and objectives**

- To provide all children with quality learning experiences that are well-matched to their needs
- To provide support for parents and children with Special Educational Needs (SEN)/disabilities
- To identify and monitor children at risk of underachievement and make any necessary adjustments
- To identify the specific needs of children with SEND and meet those needs through a range of strategies
- To work in partnership with parents and the other agencies in meeting individual children's needs
- To regard the views, wishes and feelings of children and parents and fully involve them in every stage of the educational journey
- To provide necessary support and information to parents and pupils, helping them to make informed decisions

### **Identification of Need**

At the point in which a child is identified by the class teacher as needing special educational provision, parents and the school Inclusion Co-ordinators will become involved. Provision will then be put into place to support the pupil and regular assessments will be carried out to measure the impact of adaptations made to the pupils learning opportunities. All forms of support will be reviewed regularly.

In particular we pay close attention to the progress and provision of the following groups of learners who may be at risk of underachievement:

- 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 (see broad areas of need listed below)
- learners who are disabled
- those who are higher attainers
- those who are looked after by the local authority (CLA)
- 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

### Areas of Need

These four broad areas of need give an overview of the range of needs which will be planned for. Identification helps us to decide which support and provision will be most beneficial to an individual child's educational progress.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

*(DfE Special educational needs and disability code of practice: 0 to 25 Years, January 2015)*

### **Safeguarding children with special educational needs and disabilities:**

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- ❖ Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- ❖ Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- ❖ Communication barriers and difficulties
- ❖ Reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- ❖ Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- ❖ A disabled child's understanding of abuse.
- ❖ Lack of choice/participation
- ❖ Isolation

## **Provision for Pupils with SEND**

Our SEND support takes the form of a four part cycle known as the graduated approach – Assess, Plan, Do, Review.

**Assess** – A clear analysis of the pupils needs is identified.

**Plan** – Support and interventions are planned in order for the child to meet their identified outcomes

**Do** – Inco will support the class teacher and learning support assistants with planned provision. Strengths and weaknesses of the pupils will continue to be assessed.

**Review** – Interventions and support will be reviewed to ensure that they are having an impact on pupils learning. This will be evaluated and adapted accordingly.

Pupils and parents will be involved throughout the stages.

In addition to this approach we will continue to:

- Provide a broad, balanced and differentiated curriculum for all children
- Focus on ensuring that children make small steps of progress towards their personal targets in order to achieve their outcomes
- Ensure that all pupils with SEND are monitored regularly and adjustments made swiftly to ensure they make good progress, relative to their starting point
- Monitor the needs and progress of all children
- Ensure that the provision for children with Special Education Needs and Disabilities is the responsibility of all members of staff
- Have an inclusive admissions practice which provides equality of access and opportunity



- Check that our physical environment is as far as possible suitable for children with disabilities
- Work closely with any other agencies and may choose to form a Team Around the Child, using Early Support or Common Assessment Framework
- Provide person centred approaches to all planning and provision
- Provide children that need to be absent from school for extended periods of time, e.g. travellers, suffering long term illness them with learning materials so they may continue their learning,
- Input all relevant information into our school provision map that outlines the provision in place for all pupils including; intervention programmes, pupils at risk of underachievement and special adjustments
- Support pupils with an identified area of need which follows the four part cycle as outlined in the SEND Code of Practice 2015
- Follow a graduated approach to identifying SEND with frequent reviews, specialist involvement and intervention support that is well matched to the needs of the child.

### **Education, Health and Care Plans**

Where a child has not made expected progress despite the schools efforts, parents and the school may consider requesting an Education, Health and Care needs assessment. The school will then collect a range of evidence to support this application and parents will be involved in the whole application process.

### **The role of the SENCO (Special Educational Needs Co-ordinator):**

- overseeing the day-to-day operation of this policy
- keeping the governing body informed about SEND issues and liaising with the governor for Inclusion regularly
- liaising with and helping staff to identify pupils with SEND and co-ordinating their provision and support
- working closely with the Designated Teacher for looked after children
- liaising closely with pupils and parents/carers of pupils with SEND
- arranging reviews of a child who has an Educational Health and Care Plan and to invite any outside agencies to make a contribution to that review where it is recommended that a change in provision is required
- managing the inclusion team
- liaising with the SENCO's in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- liaising with other schools, early years providers and external support agencies and being a key point of contact for these agencies
- ensuring that all records for pupils with SEND are up to date
- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

## **Learning, Enrichment and Extension**

As a school we provide a curriculum which challenges and meets the needs of all pupils ensuring that all learners reach their full potential. Some pupils may be identified as excelling in a particular curriculum area. Teachers will ensure that effective learning is taking place for all pupils and that enrichment and extension activities are provided when required. See subject specific approaches for further details.

### **Effective Learning**

Opportunities for effective learning and teaching for all pupils can take place through

- An enriched and relevant curriculum
- A stimulating and meaningful environment
- The use of support staff in group work
- Helping children to formulate questions
- Working both co-operatively and independently
- Experiencing success to gain self-esteem and self-confidence
- Encouragement to take risks and experience setbacks
- Allowing children to take responsibility for their own work and encouraging them to value the work of others
- Discussions between teachers and children communicating high expectations and standards
- Extended use of ICT

In certain cases, providing the opportunity for children to work outside their usual working environment

### Enrichment and Extension

Enrichment involves tasks which broaden the child's skills and understanding.

Extension involves work that increases the depth of study in a specific area.

Children should be encouraged to:

- Use their initiative
- Solve problems and reason
- Seek alternative answers
- Make judgements based on confidence in their own abilities
- Use all relevant skills

### **Collaboration with other Agencies**

Wormley School receives external support from a range of agencies such as:

- School Nurse
- Parent support workers
- Educational Psychologist
- Traveller Support worker
- Specialist teachers
- Speech and Language Therapist
- Play/Art Therapist
- Attendance Information Officer (AIO)
- Police

### **Working in Partnership with Parents and Pupils**

Parents and pupils will be fully involved in all decisions related to special provision. Parents will have choice and control over formal processes. Regular meetings and reviews will take place; assessment data will be readily available; reports from external agencies will be shared. Pupils will have regular opportunities to discuss what they need support with and how they feel they can be helped.

### **Complaints Procedures**

The Governors have agreed to follow the procedures drawn up by the LEA and detailed in the Complaints Policy.

### **Confidentiality**

Detailed information about a child's Special Educational Needs or Disability should be shared on a need to know basis.

Please refer to the school's Confidentiality policy.

Signed and agreed by:

Governor Representative: \_\_\_\_\_ date \_\_\_\_\_

SLT Representative: \_\_\_\_\_ date \_\_\_\_\_

**Policy last reviewed** – September 2017

**Policy next review** – September 2018

## Equality Impact assessment

Protected characteristics	Does this policy impact on any of these characteristics?	How would you describe the level of impact?
• <i>age (for staff only)</i>	No	N/A
• <i>disability</i>	Yes	High
• <i>ethnicity and race</i>	Yes	High
• <i>gender (sex)</i>	Yes	High
• <i>gender identity and reassignment</i>	Yes	Medium
• <i>pregnancy, maternity and breast feeding</i>	No	N/A
• <i>religion and belief</i>	Yes	Low
• <i>sexual orientation</i>	Yes	Medium