

Whitnash Primary School

'Learning, growing and succeeding together'

Special Educational Needs / Inclusion Policy



Background Information about the School and its Provision for Pupils with Special Educational Needs:

We are a school of approximately 209 pupils located in South Leamington.

Although many of our pupils come from a wide range of social economic circumstances, many families experience high levels of social and economic disadvantage. The catchment of the school is extremely diverse, however Pupil Premium is currently 29% (61 pupils) and 19% (40 pupils) are in receipt of Free School Meals. The school have worked hard over the last 12 months to ensure that this figure is more representative of the diversity of the school and the proportion of pupils from more deprived backgrounds. It is still believed that this figure is slightly under-representative of this picture.

The large majority of pupils are White / British, with a small minority from other minority ethnic groups. The number of children from ethnic backgrounds has increased significantly over recent years. For example EAL has increased from December 2015 from approximately 17.6% (28 children) to 21% (44 pupils) currently. In part, this is due to an increase of ethnic minority in-take in the Early Years. 38% of the September 2016-17 in-take are from an ethnic background (20 out of 53 children). Currently 48% of the EAL register are currently in Year 1.

There are a significant number of pupils in school experiencing difficulties with learning. Currently, 27% are identified with SEN. 2 children currently with a Statement/EHCP for SEN, 2 children are currently being assessed for an EHCP. The overall % of SEN pupils has increased in recent years. In 2015-16 the overall SEN % was 20%. This is an increase of 7%. The intake in Reception 2016-17 had a higher % of SEN pupils than has been seen over the last few years. Currently 11 pupils of the 30 in the 2017-18 in-take are identified with SEN (37%). The % of SEN pupils typically in each year group is 30% or greater, apart from Year 3 (20%). In Year 4 and 5 the % of SEN pupils is 40% and above.

Currently, there are no 'Looked After' pupils on roll. There are currently 2 children under special guardianship.

The pupils on our SEN register have a range of difficulties, some complex. These are encompassed under 4 main areas of need:

- 1) 'Communication and Interaction' including children working with the Speech and Language Support Service
- 2) 'Cognition and Learning' including children with a specific diagnosis of Dyslexia.
- 3) 'Social, mental and emotional health' including children with a specific diagnosis of Autism Spectrum Disorder.
- 4) 'Sensory and/or physical' including children with a sensory impairment and children with specific physical disabilities e.g. Cerebral Palsy.

Our Special Needs Co-ordinator (SENCO) is responsible for supporting the teaching staff in meeting the identified needs of the individual pupils on the school SEND register, in liaison with outside agencies where appropriate. The SENCO is also referred to in school as the Inclusion Manager.

There are a number of Teaching Assistants employed by the school to work with all pupils, including the children with SEND. The support staff and teachers will consult with colleagues, subject leaders, senior leaders and the schools' Thrive Practitioner and SENCo regarding the needs of pupils with identified needs and early identification of potential difficulties is an integral part of termly Pupil Progress Meetings throughout the school.

The SENCO establishes close working relationships between pupils, staff, parents and outside agencies so that pupils can be helped in a fully supportive environment.

Our Special Educational Needs Co-ordinator (SENCO) is:
Miss Louise McCourt

Objectives of the School's SEN Policy:

The objectives of our policy are to:

- organise all our activities to ensure that all children are included in the life of the school
- work closely with parents, sharing information on children's progress and their individual needs
- continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available
- meet the requirements of the Education Act (1996), the Special Educational Needs (SEN) Code of Practice (2014), Equality Act (2010) and the Special Educational Needs and Disability Act (2001)
- encompass the LA Statement of Policy for Children with SEN
- facilitate a pupil's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum as a whole, taking account of the SEN Code of Practice (2014)
- respond to particular pupils flexibly according to the nature of their difficulties
- support pupils' learning without making them feel different or inferior to their peers
- enable each pupil to become an independent and confident learner.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives. This policy forms part of our overall commitment to Educational Inclusion.

Arrangements for Co-ordinating Educational Provision for Pupils with SEN

Our Inclusion Manager / SENCO will:

- manage the day to day operation of this policy
- ensure that SEN provision for pupils is arranged
- manage the intervention timetables of teachers and teaching assistants
- report on the effectiveness of provision to the senior management team and through them to governors

- keep up to date with new initiatives to support pupils with SEND and share good practice with all teachers
- manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEN
- use the designated resource budget to ensure that teaching resources are available for SEN children
- monitor teachers plans to ensure they include appropriate differentiation for pupils with SEN
- ensure assessment procedures are appropriate for pupils with SEN
- monitor the progress of pupils with SEN
- liaise with the identified governor/s with an special interest in SEN
- contribute to the reports to governors on the effectiveness of the SEN policy in school
- compile requests for Education Health and Care Plans where necessary for a child
- carry out annual reviews for pupils with an Education Health and Care Plan.
- ensure the 'school information offer', details of what SEN provision is available in the school and other relevant SEN information is maintained on the school website for parents and other stakeholders to refer to

The Headteacher and Senior Management team will:

- manage the work of the SENCO
- identify a resource budget for SEN provision
- plan with the SENCO how resources are used to support pupils in the most efficient, effective and equitable way
- set the overall school policy for Educational Inclusion with reference to the LA's policy
- decide whether to put forward pupils for an Education Health and Care Plan, in consultation with parents/carers

Class Teachers will:

- identify pupils experiencing difficulties
- discuss pupils with SEN with the SENCO and parents/carers
- write and review Individual Educational Plans for pupils on the SEN register in receipt of SEN support
- hold Structured Conversations with parents/carers
- plan provision within whole-class lessons to meet identified needs of all pupils, including those with SEN
- contribute to monitoring and review procedures
- seek to meet SEN within the overall framework of inclusion in the school

Governors will:

- identify one governor (or several) with a special interest in SEN
- will monitor the effectiveness of the SEND policy and its outcomes through termly meetings with the SENCO and its monitoring programme
- use their best endeavours to ensure that pupils' special educational needs and disabilities are identified and provided for

- ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

Admission Arrangements:

Before pupils come to school we will:

- collect information about the pupil's educational history from the last school attended by the pupil, any educational support services who may have been involved with the pupil, and from the parents/carers.
- liaise with a child's previous setting and the pre-school service to formulate information on children starting Reception.

Once pupils arrive in school, we will:

- undertake a range of assessments to identify pupils needs and establish their strengths and areas of difficulty
- review any existing Individual Educational Plans (IEPs) in consultation with the pupil's parents/carers
- discuss the placement of the pupil on the school's SEN register with parents/carers
- make sure that information about pupils' SEN is passed on to appropriate school staff
- give parents/carers information about the 'Local Offer' and services available to them for their child.

When pupils leave the school we will:

- pass on information about the pupil's educational history to any receiving school
- complete other transfer documentation as required
- plan additional transition work for a child where appropriate in liaison with the parents, the receiving school and the transition support workers.

In-service Training:

It is important that the school recognises the need for and aims to provide resources and staff development training relating to Special Educational Needs and Disabilities. As a school we encourage staff to evaluate their own development needs and the SENCO supports all teaching staff in identifying areas for development. The SENCO plans for in-service training where appropriate and operates a rolling programme of CPD (Core Professional Development) for the areas identified as essential and ongoing.

As a school we have had experience of working with children with the following disabilities:

- Dyslexia, Autism, Visual & Hearing Impairments, Speech & Language Disorders, Attention Deficit Disorder with Hyperactivity, Attention Deficit Disorder, Specific Learning Difficulties, General Learning Difficulties, Social Communication Difficulties, Children whom need Nurture, Social Difficulties, Deprivation, Epilepsy.

Some staff have received specialist training in:

- Dyslexia, Autism, Speech & Language, Behaviour Difficulties, General Learning Difficulties, Manual Handling, equipment handling, and dealing with Epilepsy.

[Building Adaptations and Special Facilities for pupils with SEND:](#)

We have the following adaptations and special facilities:

- wheelchair access to all areas of the school
- a Hygiene Suite for pupils with disabilities including wheelchair access, changing facilities and a shower unit.
- an additional disabled toilet that is equipped with support bars and wheelchair access.
- steps are marked with recommended yellow paint for safety for our pupils with a visual impairment.
- Further classroom adaptations will be made for SEN children through the use of ICT provision, desktop resources, visual aids etc.

We are continuously extending these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of pupils with disabilities, and facilitate access for adults with disabilities.

SEND Nurture Provision:

Our school has a Nurture /Thrive provision for pupils with SEN. The Thrive Practitioner and SENCo work in liaison to plan work and provision within this for pupils with:

- Communication and Interaction difficulties impacting on a child's self-confidence, self-esteem and emotional well-being
- Social, mental and emotional health difficulties
- General learning difficulties impacting on a child's self-confidence and self-esteem
- Specific learning difficulties impacting on a child's self-confidence and self-esteem and emotional well-being
- Sensory and/or physical difficulties impacting on a child's self-confidence, self-esteem and emotional well-being

This work is informed by the whole-class and individual Thrive Screening tool. This information provides a Social, Emotional and Mental Health (SEMH) profile for classes and individual children, highlighting developmental gaps in the areas of SEMH.

The support provided can include the following:

- Self-esteem workshops
- Social Skills games
- Socially Speaking
- Art and Art based therapy
- Therapeutic story work/telling
- Reflection time and the use of Social Stories
- The Vital Relational Functions (VRFs) as a tool for managing and supporting pupil's feelings and behaviour
- Sand Tray work
- Puppet work

- Professional Counselling provided by Snowford Grange

The Allocation of Resources to and amongst Pupils with SEN:

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

- statutory requirements
- other budgetary pressures in the school
- the resources identified (but not earmarked) for SEN within the Individual School's Budget
- the availability of additional grants to the school
- priorities identified in the School Improvement Plan

The SENCO works with the senior management team of the school to:

- identify the pattern of need across the school
- establish the most cost effective means of meeting these needs
- allocate support to groups of pupils and individual pupils, including those with statements of special educational needs
- ensure that support is allocated to pupils on a fair and equitable basis
- monitor the progress made by pupils with SEN
- evaluate the effectiveness of provision for SEN
- ensure that support staff, including teaching assistants, work within the framework of school policy and practice
- identify vulnerable children or families or pupils who may benefit from Early Help

Identification, Assessment, Monitoring and Review Procedures:

We use the definition of Special Educational Needs in the SEN Code of Practice (2014): "Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them." (page 6). Difficulties arising from a difference of language between home and school are dealt with through other school policies and procedures (EAL).

Special Needs provision will be provided wherever possible alongside other children taking account of:

- the wishes of parents/carers
- the pupil's needs
- the resources available to the school
- the efficient education of other pupils in the school

We believe that all teachers are teachers of pupils with special educational needs.

Our procedures are designed to offer a graduated response to special needs in line with the SEN Code of Practice (2014) with four stages of action:

1) Assess

The identification of a child as needing SEN support is done in liaison with parents, teachers and the SENCO through an analysis of need. This initial assessment is reviewed regularly through a Structured Conversation to

ensure that support offered the child is matched to need. Where there is little or no improvement in the children progress, more specialist assessment may be called for from specialist teachers or other agencies.

2) Plan

Where it is decided to provide SEN support in consultation with the parent at a 'Structured Conversation', the teacher, parents and SENCO agree the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take account of the views of the child. This plan is formulated into an Individual Education Plan (IEP)

3) Do

The key teacher is responsible for working on a day-to-day basis with the child to deliver the SEN support plan. With support from the SENCO, the teachers oversee the implementation of the interventions or learning programmes agreed in the plan.

4) Review

The effectiveness of the support and its impact on the child's progress is reviewed in line with the agreed date on the plan. Individual Educational Plans will usually be reviewed in October, February and June. Changes and the child's next steps will be agreed in liaison with the parents, child, teacher and SENCO in the context of a 'Structured Conversation'.

This graduated cycle of action should be revisited, to identify the best way of securing good progress for all SEN pupils.

This graduated response includes the following stages of identification:

Teacher Action

An informal stage where class teachers:

- identify a concern about a pupil's progress
- gather available information about the pupil
- discuss strategies for providing appropriate work for the pupil with the SENCO
- seek to discuss concerns with the pupil's parents/carers
- discuss with the Inclusion Manager about any additional needs of pupils for whom English is an Additional Language
- review progress

SEN Support

The formal stage where:

- an Individual Educational Plan (IEP) is drawn up for the pupil, in consultation with the pupil's parents/carers at a Structured Conversation and the process of Assess, Plan, Do, Review begins.
- intervention work will be planned and delivered in accordance with the child's identified targets.
- progress is reviewed in October, February and June and more often where the needs of the child are significant and require a more frequent review.

Internal category of SEN Agency Support

The school makes arrangements for agency support if a SEN review reveals insufficient progress / less than expected progress on the part of the pupil, despite

evidence-based support and interventions or if the SENCO believes the nature of the pupil's difficulties requires such action. The school's internal SEN register takes account of pupils in receipt of agency support.

The school will:

- seek the involvement of external agencies to support target setting for a child
- continue to work closely with parents
- continue to keep the pupil's progress under regular reviewed
- ensure that an intensified invention programme is delivered in accordance with the advice provided and the child's identified targets

Pupils can be taken off the SEN register where reviews reveal satisfactory progress and appropriate levels of attainment.

After reviews where progress is not satisfactory, despite having taken relevant and purposeful action to identify, assess and meet the special education needs of a child, it may be necessary to consider a request for an Education Health and Care Plan (EHCP) for a child.

Education Health and Care Plans

The production of an Education Health and Care Plan (EHCP) is organised by Warwickshire Education Service, in close liaison with the school and the pupil's parents/carers.

The provision set out in a pupil's EHCP will be closely monitored by SENCO and reviewed annually. Parents/carers will be invited to contribute to the review and attend the review meeting.

Agency Support and Assessment

The SENCO will refer pupils with special educational needs to the Learning and Behaviour Support Service or the Educational Psychology Service, or other relevant external agencies. Such referrals will always be agreed with parents/carers.

Pupils are entitled to forms of assessment which are appropriate and recognise their specific needs and areas of difficulty.

Reporting of a pupil's attainment will be made in the context of the School's Assessment Policy.

Pupil Voice

Staff will seek to involve pupils (in an appropriate way) in discussions about their individual programmes, targets and classroom provision.

Monitoring

The SENCO will meet class teachers to monitor pupil progress termly.

Subject Leaders and the Senior Leaders will monitor pupil progress and report any concerns to the SENCO.

The SENCO works with support staff and teachers to monitor interventions and their impact and use this to inform Provision Mapping.

Review

Individual Educational Plans will be reviewed in October, February and June, in consultation with parents/carers. The school wants parents/carers to be active participants in pupils' education.

The SENCO will update the school's SEN register termly.

The SENCO will work with the senior management team to review the overall pattern of SEN support on an annual basis.

Governors will include in their Annual Report to Parents information on the Success of the SEN Policy over the year, and any changes made to the policy, as required by the SEN Code of Practice (2014).

Arrangements for Providing Access to the Curriculum for Pupils with SEN:

We support access through differentiation, IEPs, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

How pupils with SEND are integrated into the school as a whole:

We seek to be an inclusive school by:

- using the SEN review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action
- ensuring that all pupils have appropriate learning targets which are challenging
- valuing the diversity of our pupils of which SEN are a natural part
- ensuring that our reading stock includes stories with positive images of pupils with SEN
- looking for opportunities within the curriculum to raise SEN issues
- seeking to make provision for SEN within routine class arrangements wherever possible
- seeking opportunities for pupils with SEN to work with other pupils
- encouraging pupils with SEN to play/socialise with other pupils
developing links with special schools to extend all pupils' experience of diversity where possible

Criteria for Evaluating the Success of the SEN Policy:

The following criteria will be used:

- the amount of identified teaching time available to support SEN pupils
- the number of pupils with special educational needs attaining specified levels in National Curriculum assessments.
- average reading improvement of pupil receiving support with teaching.
- the nature of planned programmes of intervention and support.
- the amount allocated to SEN by governors
- the proportion of teachers' records which include information on the special educational needs of pupils in their classes.
- the proportion of schemes of work which show evidence of differentiation for pupils with SEN
- INSET time allocated to staff development with reference to special educational needs

- the proportion of parents attending or contributing to reviews and consultations
- staff fulfil the expectation of the school in carrying out procedures for special needs and produce the necessary paperwork e.g. IEPs, Reviews, Reports, Class Organisation for Special Needs, sheets etc.
- recommendations by external agencies are acted upon and incorporated into the curriculum.
- children are confident and well-motivated and are making measurable progress
- movement between stages and the number of pupils on the register.

We will pay particular attention to any differential impact of our policy and procedures on pupils from different ethnic groups. Where we have sufficient numbers of pupils to undertake group analyses, we will seek to analyse the SEN register and pupil progress by pupil ethnic background.

We will publish our evaluation of the impact of our policy in our Governors annual report to parents.

Arrangements for Considering Complaints about the SEN Provision within the School

In the first instance, complaints should be taken up with school staff directly concerned.

If the complaint is not resolved then the matter should be raised with the Headteacher, who may:

- arrange a joint meeting with complainant
- undertake further investigations
- seek the involvement of external agencies, such as the Family Support Service
- take action to address the complaint
- decide that the complaint does not warrant any action, and advise complainants of further action they can take

The School's Arrangements for SEN In-service Training:

- all staff receive In-Service training or information about the SEN Code of Practice (2014), and issues relating to Disability
- all staff receive In-Service training on SEN procedures in school
- all staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care
- all staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.
- the SENCO will identify areas for In-Service training in liaison with staff, agencies and the headteacher.

Support Services and Outside Agencies:

- external agencies will be used to provide advice and In-Service training for staff as they arise within school
- external agencies will be used to identify specific targets for pupils in line with the school's procedures

- planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology Service, Learning and Behaviour Support Service
- regular liaison takes place with Area Health professionals to access the following services: Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service and Social Services

Links with other Mainstream and Special Schools:

- The SENCO seeks to establish working relationships with other mainstream and Special School Provisions.

Links with Health, Social Services, Educational Welfare Services and Relevant Voluntary Organisations:

We liaise with:

- Health Visitors
- Social Services
- Child Health Service
- National Society for the Prevention of Cruelty to Children
- Community Education
- Child and Adolescent Mental Health Service
- Playgroups and Nurseries

Arrangements for Partnership with Parents:

The concept of parents as partners is central to the SEN Code of Practice (2014). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings/consultation evenings/Structured Conversations/Parent Coffee Mornings, where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support their children's targets at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. We will engage the services of an interpreter where we can to promote the effective home-school dialogue.

We seek to work in partnership through:

- regular consultation and review procedure for the sharing of information – Structured Conversations
- sharing of assessment and planning information through IEPs
- open School Access for parents/carers
- discussing with parents/carers options when pupils leave schools
- meeting the parents/carers of prospective new pupils to the school to discuss SEN support

Policy Review Details

Policy Adopted: March 2018

First review: March 2019

Contact Details

For further information about provision for pupils with SEN, please contact Mrs Donna Ellison.

References

Our policy is based on legal requirements. The framework for SEN Policies is set out in The Education (Special Educational Needs) (Information) (England) Regulations, 1999 (Statutory Instruments Number 2506)

The requirements around ethnicity are set out in the Race Relations (Amendment) Act, 2002.

The Special Educational Needs Code of Practice was Published by the Department for Education in 2014. Copies can be obtained from DfES Publications.