SEND and Inclusion Policy September 26

PARKLANDS PRIMARY SCHOOL VISION AND VALUES

Parklands Primary School is committed to:

- The safeguarding and wellbeing of all children and adults.
- Unlocking every child's potential to learn and succeed.
- Creating independent, lifelong learners who embrace challenge.

Our Inclusion Statement:

At Parklands Primary School we endeavour to achieve inclusion of all children (including vulnerable learners) whilst meeting their individual needs. Staff at Parklands Primary School will have due regard for the Special Needs Code of Practice (2015) when carrying out their duties towards pupils with special educational needs and disabilities (SEND). As identified in The Code of Practice, Every teacher is a teacher of SEND. The SENDCO is responsible for co-ordinating the SEND provision for learners across school, whilst supporting the teacher to identify individual needs of children in their class, helping them to understand their individual needs, and support them in identifying the most effective resources and provision to meet the child's needs and allow them to achieve their full potential, whilst ensuring inclusion is at the heart of the teacher's practice. Teachers therefore provide adapted learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum. We make every effort to narrow the gap in attainment between vulnerable groups of learners and others. We focus on individual progress as the main indicator of success. We strive to make a clear distinction between 'underachievement' and SEND. Some pupils in our school may be underachieving but will not necessarily have a special educational need or disability. It is our responsibility to spot this quickly and ensure that appropriate interventions are in put in place to help these pupils catch up.English as an Additional Language (EAL) is not considered a SEND. Appropriate work and individual learning opportunities are provided for children who are learning EAL as part of our provision.

It is our responsibility to ensure that pupils with SEND have the maximum opportunity to attain and achieve. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning differences, are essential ingredients of success for these pupils. It is also our responsibility to ensure that parents/carers are notified when SEND provision is being made, and that families and the young people are involved in the SEND process.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITIES:

A pupil has a special education need if he or she:

- has significantly greater difficulty in learning than the majority of pupils of the same age which requires provision that is different from or additional too that of the majority of their peers,
- has a disability which prevents or hinders him/her from making use of educational facilities provided for pupils of the same age.

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 others of the same age in mainstream schools or mainstream post-16 institutions; or
c) are under compulsory school age but would be likely to fall within the above definitions (a and b) when they reach school age or would do so if special educational provision was not made for them. (The above definition of SEND is taken from P4/5 of the SEND Code of Practice 2014/15.)

There are 4 main areas of Special Educational Needs and Disabilities identified in the SEND Code of Practice 2014/2015:

1. Speech, Language and Communication
2. Cognition and Learning
3. Physical and Medical
4. Social, Emotional and Mental Health

Pupils **must not** be regarded as having learning difficulties solely because of their language, especially their home language is different from that in which they are taught.

THE PURPOSE AND AIMS OF THIS POLICY

The purpose of this policy is to ensure that the best possible provision is available for children with SEND. This policy is in accordance with the Children and Families Act (2014) together with the Code of Practice 2014 (last reviewed 2015). Regard has also been taken from the Equality Act (2010) and the Special Educational Needs and Disability Regulations 2014/15.

The aims of our Special Educational Needs and Disability Inclusion Policy and practice in this school are:

- To provide access to the National Curriculum for all children including those with SEND.
- To secure high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To ensure that parents or carers are able to play their part in supporting their child's education and that their views are taken into consideration.
- To ensure that we challenge and extend the children through the work that we set them and encourage children to think and work independently.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure that the special educational needs or disabilities of children are identified, assessed and provided for.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To make clear the expectations of all partners in the process.
- To promote children's self-esteem and emotional well-being and help children to form and maintain worthwhile relationships based on respect for themselves and others.
- To ensure that our children have a voice in this process.

RESPONSIBILITIES AROUND THIS POLICY

The Head Teacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the Special Educational Needs Coordinator (SENDCo) Rose Woodcock. The SENDCO is responsible for reporting regularly to the Head Teacher and the Governor with responsibility for SEND on the ongoing effectiveness of this SEND and Inclusion policy.

The SENDCo

In our school, the SENDCo will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of a SEND register for those children with Special Educational Needs and Disabilities.
- Identifying on this SEND register the area of special educational needs the child has, those in receipt of additional SEND support from the school's SEN budget, those in

receipt of High Needs Funding, those with specific diagnosis and those with Education Health and Care plans.

- Coordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with SEND.
- Liaising with parents of children with SEND, in conjunction with class teachers.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with an Education Health Care Plan.
- Carrying out referral procedures to the Local Authority to request an Education Health Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from the budget), that a pupil may have a special educational need or disability which will require significant support and additional funding.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the SEND register.
- Monitoring the school's system for ensuring that Individual Provision Maps, where it is agreed they will be useful for a pupil will SEND, have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEND).
- Meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class with SEND.
- Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- Attending area SENDCO network meetings and training as appropriate.
- Liaising with the school's SEND Governor, keeping him or her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs, (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners.

Head Teacher

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through analysis of the whole-school tracking system, pupil progress meetings with individual teachers, regular meetings with the SENDCo and discussions with pupils and parents.

The Governing Body

- The Governing Body has due regard to the Code of Practice when carrying out its duties toward all children with special educational needs.
- The Governing Body does its best to secure the necessary provision for any child identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.
- The Governing Body has identified a governor to have specific oversight of the school's provision for children with special educational needs. The 'responsible person' in this school is James Hayward.

THE DEVELOPMENT AND IMPLEMENTATION OF THIS POLICY

This policy has been written by the SENDCo, Rose Woodcock with the support of the SLT. It will continue to be shared with stake holders, in particular the SEN Governor.

It is the responsibility of the SENDCo, with support from SLT, to ensure that this policy is implemented. Every teacher is a teacher of SEND, which means that it is the responsibility of the teachers to familiarise themselves with the best practice for children with SEND and ensure that the correct provision is put in place. It is the SENDCO's responsibility to ensure that the provision is right for each child and that the adults who work with the child have access to training to enable the child to fulfil their potential (both in house and by professionals).

IDENTIFICATION OF SEND

Early identification of children with Special Educational Needs and Disabilities is essential. For new children in school, the SENDCo will liaise with the SENDCo from a child's previous setting to collect as much information about the child's individual needs. From these discussions, and those with any professionals involved, the best provision will be identified to ensure the best outcomes. For those children who staff show concerns regarding, assessments will be carried out, along with discussions with parents and the child, to illicit if the child has a special educational need and/ or disability. The SEND Code of Practice (2014.2015) makes reference to schools using The Graduated Approach to ensure the best outcomes for SEND children.

First the child will be assessed by the class teacher, supported by the SENDCo where necessary. The school will use appropriate screening and assessment tools and determine pupil progress through:

- evidence obtained by classroom observation/ assessment.

- evidence obtained by observation in other contexts for example at break times or at clubs
- performance in National Curriculum subjects judged against age related expectations
- information from tracking of pupil progress
- the use of standardised screening or assessment tools.
- reports from feeder schools
- records from feeder schools
- information from parents
- relevant outside agencies

STAFF TRAINING

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo attends relevant SEND courses and facilitates/signposts relevant SEND focused external training opportunities for all staff. Regular meetings are held with other SENDCos in the area, where discussions and advice is sought around best practice and up to date situations of SEND across the Local Authority. The SENDCo will analyse the training needs of staff through meetings, discussions and monitoring practice. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are also matched to school development priorities and those identified through evaluating the success of the provision. In-service training may be provided by external agencies with specific reference to particular children e.g. support from consultants; Speech and Language Therapy Service.

THE SEND INFORMATION REPORT

All provision for pupils with Special Educational Needs and Disabilities (SEND) is overseen and managed by the Senior Leadership Team (SLT) and is co-ordinated by the Special Educational Needs Coordinator Rose Woodcock, who is a member of SLT. At Parklands, the SENDCo is based out of class, in order to ensure quality of learning for the SEND pupils. The SLT monitor, review and evaluate all SEND provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met and how SEND funding from the local authority is being spent. Individual families are able to access clear information about how funding is used to support individual learners. Parklands Primary School's governing body will be responsible for the well-being and achievement of all children. Responsibility for Child Protection is shared between the Head Teacher, Laura Darley, SENDCo Rose Woodcock, Assistant Head Teachers Julia Feeley, Jessica Buckley and Samantha Sunderland and Resource Provision Lead, Helen Barkakoti. Helen Barkakoti is the named member of staff for Children Looked After. Please see our SEND Information Report which explains how our SEND policy is implemented further in our school.

MONITORING AND EVALUATING THIS POLICY

It is the SENDCOs responsibility to monitor and evaluate this policy and this includes discussions with the Head Teacher, SLT and Governing Body. There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENDCO and Head teacher or SEND Governor and information is gathered from different sources such as child and parent surveys, teacher and staff surveys, parent's evenings, feedback forms or school forums. Evidence collected will help inform school development and improvement planning. The policy will be reviewed on an annual basis and considers any amendments in the light of the annual review findings.

Signed _____*[Mrs Laura Darley]* **(Head teacher)** Date _____

Signed _____ *[Ms Rose Woodcock]* **(SENDCo)** Date _____

Signed _____ **(SEND Governor)** Date _____

To be reviewed: September 2027