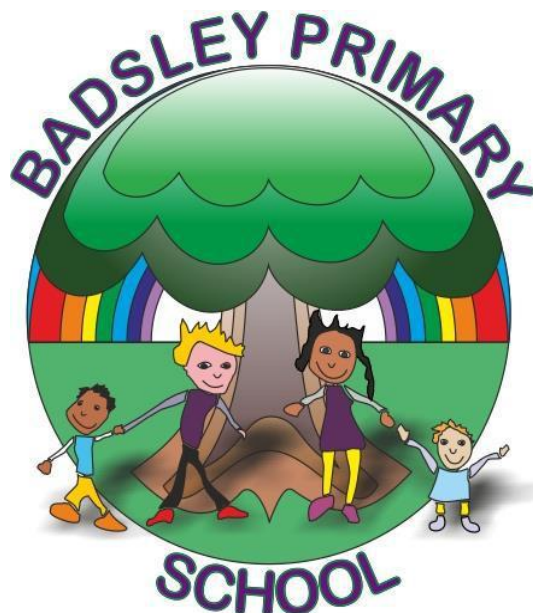


# Badsley Primary School



# Special Educational Needs and Inclusion Policy

ARTICLE 3 The best interests of the child must be a top priority in all decisions and actions that affect children.



Policy date: June 26  
Review date: June 27

# Badsley Primary School

## Special Educational Needs and Inclusion Policy



### *Key personnel*

Headteacher:	Mr Mark Windle
SENCO Y3-6:	Mrs Amy Hughes
SENCO Assistant:	Miss Hayley Blackburn
SENCO The Hive / EYFS / KS1:	Mrs Katie Marsh
SENCO Assistant:	Mrs Nicola Humphreys
Designated Governor for SEN:	Mr Jordan Arno

### **Content**

1. Aims & Equality of Opportunity Statement
2. Definition of SEN & the four areas of need
3. Roles and Responsibilities
4. Provision and Procedure
5. In-Service Training
6. Complaints procedure
7. Monitoring, Evaluation and Review

### **1. AIMS**

At Badsley Primary School we provide teaching and learning, which enables all children to gain access to a broad, balanced and appropriately adapted curriculum.

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. Policy and practice reflects the philosophy and fundamental principles within the SEN Code of Practice (2015):

“All children and young people are entitled to an education that enables them to:

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.” (6.1)

We recognise the importance of the key principles of the SEN Code of Practice and strive to provide the following to a high quality:

- The involvement of children, parents and young people in decision making
- The identification of children and young people’s needs;
- Collaboration between education, health and social care services to provide support;
- High quality provision to meet the needs of children and young people with SEN;
- Greater choice and control for young people and parents over their support;
- Successful preparation for adulthood, including independent living and employment. (Code of Practice 2015, 2.1)

Close regard is paid to the three key principles of inclusive education:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

## **Equal Opportunities**

The staff of Badsley Primary School believes that all members of the school community should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

### **To achieve our aims, we will:**

- Identify need as early as possible and provide effective support
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs
- View our special needs provision as an ongoing, developing process, responsive to needs identified
- Ensure that adaptation and additional support enable all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage
- Incorporate special educational needs into curriculum planning and deliver high quality teaching to meet the needs of all learners
- Develop an effective partnership between school, parents and outside agencies
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and give sufficient information for carefully planned progression at every stage and minimise SEN bureaucracy by incorporating SEN systems into whole school assessment and tracking systems as much as possible
- Involve the Governing Body and all staff, both teaching and those in support roles, in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with children with special educational needs work as a team to support the child's learning
- Track and monitor provision and procedures which have been put into place to ensure children with SEN make significant progress as they move through the school

## **2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND THE FOUR AREAS OF NEED**

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

- (a) have a significantly greater difficulty in learning than the majority of others 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.” (Draft SEN Code of Practice, 2015, p15-16)

Children’s needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child’s ability to function, learn and succeed.

The areas of need in the 2015 Code are:

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

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school’s Medical Register or SEN Register or both.

Children on the SEN register will have an identified need in one of the above categories and will require provision which is additional to and different from the main offer. The main offer consists of a curriculum, which is designed to meet the needs of a wide range of pupils and will include some small group or individual work to support learning. It should be noted that behaviour difficulties do not necessarily mean that a pupil has SEN, although issues such as possible unmet learning difficulties, communication difficulties or mental health issues should be considered.

### **Other causes of underachievement**

At Badsley Primary School we recognise that other factors in addition to SEN can mean that a pupil is vulnerable to underachievement. We closely track the progress of groups of pupils, who are considered potentially vulnerable and put measures in place to tackle any issues that are identified and maximise achievement for all. However, these other factors are not considered SEN. For example, children who find it difficult to access the curriculum solely due to the home language differing from the language in which s/he is taught are not identified as having SEN, but they have clear needs which are addressed in school. Other issues that are tracked as part of the Inclusion agenda are: social deprivation, ethnicity, gender, term of birth and children who are considered gifted or talented.

## **3. ROLES AND RESPONSIBILITIES**

### **The Governing Body**

The Governing Body, in consultation with the Headteacher, determines the school’s policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school’s work.

The Governing Body, having regard to the Code of Practice, will:

- Ensure appropriate provision is made for any child with SEN
- Ensuring an appropriate budget allocation to meet SEN
- Report annually to parents on the school’s policy for children with SEN
- Ensure all children, including those with SEN have access to a broad, balanced and appropriately adapted curriculum

- Appoint a representative of the Governing Body to oversee SEN provision
- Ensure discussions with parents regarding SEN matters at relevant meetings
- Ensure that pupils with SEN are fully involved with school activities
- Ensure they are involved in developing and reviewing SEN Policy

To enable the governors to fulfil their role, the SENCO meets regularly with the SEN governor and provides a termly SEN report to governors within the Headteacher's report.

## **The Headteacher**

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Headteacher keeps the Governing Body informed of all developments with regard to SEN.

### *Admission Arrangements:*

The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEN, including pupil profile/SEND plans and provision required, when a child is transferring from another school.

If a pupil has identified SEN, they will not be treated less favourably than other pupils. However, if the admission information shows that a child has a Statement of SEN/EHC Plan or a particularly high level of need without this, the Headteacher may consult with the LA to ensure that the child's needs can be met at Badsley Primary School.

## **SENCOs and SEN Team**

The two SENCOs and SEN Team will work as a team to fulfil the following role:

- overseeing the day-to-day operation of the school's SEN policy;
- coordinating provision for children with SEN;
- liaising with the relevant designated teacher where a looked after pupil has SEN;
- advising on a graduated approach to providing SEN Support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEN;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned;
- working with the headteacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school or maintained nursery keeps the records of all children with SEN up to date. (COP 6.5)

## Teachers

Teachers will:

- Know and follow the school's procedures for the identification, assessment and provision for pupils with SEN
- Work with the SENCO team, pupil and parents to collect all available information on the pupil and develop and review Pupil profile/SEND plans for pupils with SEN.
- Keep class SEN files updated and ensure that the less confidential file is available and accessible for supply teachers and others to use as needed
- Plan and deliver inclusive lessons to meet the needs of all pupils (provision for pupils with SEN to be specified in planning, including the plans for deployment of additional adults within the classroom)
- Continuously assess pupil progress and identify the next steps to learning. Set individual targets for all pupils with SEN (including non-curricular targets as needed, e.g. related to behaviour) in consultation with parents and pupils.
- Work with SEN pupils on a daily basis to enable them to reach their targets, using specific strategies and approaches as required and consulting with pupils about the support they receive.
- Liaise closely with Teaching Assistants and others supporting pupils with additional needs
- Make sure that they know what any additional intervention involves (e.g. where children are withdrawn by TAs for additional work), keep up to date with children's progress and build links into class work
- Develop effective relationships with parents
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEN policy
- Keep parents informed of pupil progress in a way that is convenient to them and support parents with strategies to for home learning
- Work with the SENCO team to identify their own training needs around SEN

## Teaching Assistants and Other Support Staff

TAs, HLTAs, Learning Mentors and other support staff will:

- Know and follow the school's procedures for the identification, assessment and provision for pupils with SEN
- Provide relevant support to identified pupils in the classroom (as detailed in class teacher's planning), or follow an intervention programme outside the classroom as arranged with the class teacher and SENCO team
- Work alongside the SENCO team and teaching staff in the preparation of Personal Profiles
- Liaise closely with parents, teachers and other personnel so that support is effective and focused on individual targets and identified needs
- Give regular feedback to teachers and the SENCO team and contribute to feedback to be delivered to parents
- Closely monitor and record pupil progress to show effectiveness of interventions they deliver, with the support of the SENCO team
- Develop positive working relationships with parents and professionals
- Assist with the identification and effective provision of appropriate resources
- Undertake appropriate INSET, and identify own CPD needs within the Appraisal Cycle

## **Pupil Participation**

We are keen to involve all children as much as possible in decisions about their education and this includes children with special educational needs. Some children on the SEN register may have barriers to expressing their thoughts and feelings freely, and younger children are likely to need more help to contribute their views. However, it is our job to use appropriate means to enable pupils to give their views and ensure that these views are listened to. We aim to further develop the child's self-confidence and skills of self-expression as they progress through school, so they can participate more meaningfully in decision making as they get older.

Children will be given the opportunity to have their thoughts and feelings considered on the following:

- the methods by which their individual needs are met
- their individual targets and what they need to do to achieve them

Children will be given the opportunity to contribute to review meetings in a way appropriate to their age and level of understanding. In some cases, this could involve the pupil attending for all or part of the meeting but in other cases it will be more appropriate for an adult to gather information from the child before the meeting through child views.

## **Parent/Carer Participation**

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. For all children on the SEN register we will:

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met
- Encourage day to day communication with class teachers, either in person or using other means such as a home-school diary, do-jo, or phone calls
- Produce Pupil profile/SEND plans in collaboration with parents and provide parents with a copy
- Ensure that parents/carers are involved in setting the individual targets for their child
- Encourage the parent/carers to be actively involved in working with their child to achieve the individual targets set with support from school
- Involve the parent/carers in termly review meetings
- Ask for feedback from parents/carers on the provision made for pupils with SEN
- Ensure the parent/carers are aware of their rights regarding aspects of their child's SEN provision
- Work closely in partnership with parents and maintain a high level of parental confidence in the provision made for their child's special educational needs.

## 4. PROVISION AND PROCEDURES

### The Graduated Approach

The SEN Code of Practice sets out a graduated response to meeting children's special educational needs.

High expectations are set for all pupils and lessons are planned to ensure all children make progress whatever their prior attainment or additional needs. This includes good effective adaptation, appropriate support and strategies to remove barriers to attainment. If a pupil fails to make adequate progress despite this provision, the reason for the lack of progress needs to be considered – is there a special educational need or another issue that needs to be addressed, such as poor attendance? If a SEN is identified, the pupil will be entered on the register of SEN by the SENCO and further action is taken in a cycle of Assess → Plan → Do → Review →. Parents, the pupil themselves and school staff will work together during this process.

Through this cyclical process, action can be revisited and revised as needed to ensure good outcomes are achieved. If additional information or advice is needed during the planning and review cycle, outside professionals such as the Learning Support Teacher, Behaviour Support Specialists, Speech and Language Therapist or Educational Psychologist can be involved.

If a child has a particularly high level of need or needs of a particularly complex nature, they may need an Education, Health and Care Plan (which will be replacing Statements of Special Educational Needs). The EHC plan is a legal document written by the LA, which details the child's needs, the desired outcomes and the provision needed to achieve these outcomes. Further details of the assessment process, which can lead to an EHC being written and the arrangements for Annual Review will be provided to parents where it is relevant, or on request.

### SEN Procedures

The school SEN processes are designed to fulfil the following purposes:

- Identification - ensuring that children's needs are identified as a result of expressions of concern by teachers or parent/carers
- Assessment - ensuring that assessment takes place, to better understand the barriers to learning and how they might be overcome
- Communication - making sure that the family, all relevant staff and outside agencies know what the child's needs are and what should be done or has been done to support them
- Identifying priorities and setting targets for learning or behaviour; involving pupils
- Identifying strategies, in the classroom and elsewhere, to help the child achieve targets
- Reviewing progress and celebrating success
- Engaging parents and carers – involving parents in discussions and decision-making, agreeing priorities and targets with them, making sure they know what is being done to help their child and to what effect, suggesting ways in which they can support their child's progress
- Coordinating the actions to be taken by the school, family and outside agencies
- Informing decisions about the allocation of resources – extra adult time and/or physical resources
- Supporting transition – making sure that information about the child's needs is passed on as they move from one class or setting to another.

The following chart describes the way we manage and evidence SEN provision at Badsley Primary School. In line with the Code of Practice, whole school systems are utilised as much as possible.

<b>Purpose of Code of Practice</b>	<b>How we fulfil this requirement at Badsley Primary School</b>
To ensure that children's needs are identified through the expression of concern by parents/carers or teachers	<ul style="list-style-type: none"> <li>- Effective tracking of pupil progress through regular whole-school tracking systems &amp; pupil progress meetings</li> <li>- Screening procedures e.g. hearing (link with school nurse), Speech Link, Y1 Phonics check</li> <li>- Close links with F1 provision and effective use of transfer information to identify needs as children move between classes and key stages</li> <li>- SEN register</li> </ul>
To encourage a thorough assessment of the factors which may be contributing to a child's difficulties	<ul style="list-style-type: none"> <li>- Conversations with parents/carers to gather information</li> <li>- Regular school information sharing sessions</li> <li>- SENCO team carry out observation and/or individual assessment of learning when required</li> <li>- Use of information from outside agencies' assessments</li> </ul>
To ensure that all relevant staff and outside agencies know what the child's needs are	<ul style="list-style-type: none"> <li>- Pupil profile/SEND plans record strengths, difficulties and what helps</li> <li>- Parents, staff and pupils work together to produce Profile</li> <li>- Profiles available to supply staff and others who need to use the information</li> </ul>
To help staff and pupils identify key priorities and learning targets	<ul style="list-style-type: none"> <li>- Regular whole-school systems for setting individual targets</li> <li>- Discussions with parents/carers and pupils through review process contributes towards target setting</li> <li>- Targets communicated effectively to pupils and parents/carers</li> </ul>
To ensure that effective strategies are put in place to support the child	<ul style="list-style-type: none"> <li>- Strategy sheets for staff regarding a wide range of different needs</li> <li>- SENCO team and other specialists within the staff team act as consultants to colleagues on what works for lower attaining pupils and those with behavioural, emotional and social difficulties</li> <li>- Whole-school systems for adaptive teaching of curriculum</li> <li>- Provision map to show additional provision</li> </ul>
To review progress and celebrate success	<ul style="list-style-type: none"> <li>- Assessments used before and after an intervention</li> <li>- Whole-school tracking systems that use NC levels and sublevels, P Scales and Foundation Stage assessments as appropriate. Use of Pivats when needed to plan and track small steps of progress</li> <li>- Regular pupil progress meetings</li> <li>- Regular school systems for awards and celebrations, including reaching personal targets</li> </ul>

To ensure that parents/carers know what is being done to help their child, and to what effect	<ul style="list-style-type: none"> <li>- Provision map shows the extra provision and information is regularly shared with parents</li> <li>- Communicating pupils' progress to parents/carers on a regular basis informally and more formally through Parents' Evening and SEN Review Meetings (at least once per term)</li> <li>- SENCO team and curriculum specialists run workshops for parents/families and implement projects (such as paired reading) for specified groups</li> <li>- Class teachers communicate regularly with parents to talk about things that can be done at home to support progress and suggest/provide resources</li> </ul>
To ensure that parents/carers know what they can do to help their child	<ul style="list-style-type: none"> <li>- SENCO has regular planning meetings with outside agencies</li> <li>- Outside agencies involved in SEN review meetings wherever possible</li> <li>- Involvement of outside agencies recorded in individual pupil SEN file</li> </ul>
To coordinate the actions to be taken by the school and outside agencies	<ul style="list-style-type: none"> <li>- Planning additional provision through a provision map</li> <li>- Using data to monitor and show effectiveness of the provision that is provided</li> </ul>
To ensure that school resources are effectively deployed	<p>Transition meetings between staff involved</p> <p>The following information to be used at transition to a new class or school:</p> <ul style="list-style-type: none"> <li>- Pupil personal profile</li> <li>- Record of additional provision</li> <li>- Review meeting records, including information about progress and targets</li> <li>- Assessment information, including information from outside agencies and information from parents/carers</li> </ul> <p>Individual pupil SEN files to be passed to new school on transfer</p>
To ensure continuity at times of transition	<p>SENCO team can produce individual information extracted from the school's provision map, which shows the extra provision the child has received.</p> <p>Outcomes of regular tracking of progress, examples of How adaptive teaching is planned for, pupil personal profile can be provided.</p>
To demonstrate what has been done at school level before seeking support or funding from outside agencies/local authority	

### Provision at Badsley Primary School

The Headteacher and Governors of Badsley Primary School place a high priority on inclusion and SEND and provide funding and resources in line with this. A TA is placed in most classes in school for at least part of every day and a key part of their role is to work with the class teacher to provide additional support for the pupils with SEND, disabilities or other additional needs. A team of inclusion TAs are also funded for additional provision; sometimes this is for named individuals within the classroom and sometimes to provide targeted intervention programmes outside the classroom. Some additional provision is provided over lunchtime to support specific children develop play and social skills. The deployment of the SEND team is decided by the SENCOs on a termly basis, after consultation with other staff and is recorded on the provision map. Resources are allocated according to the level of need of individual pupils.

Both SENCOs liaise closely with the school's senior leadership team and so SEND issues are championed at all SLT discussions. Their role involves significantly reduced class teaching responsibilities, so the SENCOs and SEN Team are available on a daily basis to advise and support other staff, to meet with parents and to work directly with individual pupils. Both Mrs Hughes and Mrs Marsh have been awarded the National Qualification in SEND Co-ordination.

There are TAs who have been trained to deliver the following interventions:

- SALT, time to talk, socially speaking, bonding through play, gross and fine motor skills, sensory exploration plus a wide range of bespoke SEMH packages
- The EALIP programme is delivered by TAs to support language development for EAL learners (although this is inclusion in a wider sense rather than SEND).
- We have an external Forest School teacher, who attends weekly. This is not considered SEND provision but children with behavioural, emotional or social needs in particular can really benefit from this approach. Children with other types of learning need also benefit greatly from Forest School in terms of motivation, independence and self-esteem.
- When updating the provision map, the SENCO and other staff consider the needs of the children and the resources available and choose the interventions that are needed from the possibilities above.

Much of the school is wheelchair accessible and accessibility to some areas has recently been improved by a new ramp and new handrails on the stairs. There is a lift in KS2 and several chair lifts. There are disabled toilets, including nappy changing facilities.

The school has a "Sparkle Room" (FS/KS1) and a "Golden Room" (KS2) – sensory environments involving things like projected light effects, a bubble tube, fibre optic strands and a fibre optic carpet. These rooms are enjoyed by all children, but are particularly designed as provision for pupils with sensory needs, behavioural or emotional needs and children on the Autism Spectrum.

Breakfast Club, Tea Club, After-School Clubs and year group discos are open to all children, whatever their additional needs. Sometimes additional support is needed to ensure access. Attendance at out-of-hours clubs and other events is monitored by the SENCOs to ensure that facilities are fully used and accessible to pupils with SEND, disabilities and other vulnerable groups.

Educational visits are planned to include all pupils, again with additional support arranged when necessary, to ensure all children can participate fully and safely.

### **Liaison with other agencies**

The school works closely with the staff of the Arnold Centre and other schools in the Clifton Learning Community. Use is made of the Common Assessment Form where appropriate. Advice and expertise is drawn from Social Services and Health Authority employees, including the School Nurse, physiotherapists and the Speech and Language Therapists. We also work in partnership with the Education Welfare Officers. Rotherham LA advisory staff are called upon as necessary to advise and support. The LA specialists who are used by the school currently include:

- Educational Psychologist
- Behaviour Support Service
- Learning Support Service
- Visually Impaired Service
- Autism Communication Team
- Physiotherapy Service

## **5. IN SERVICE TRAINING**

The success of the Special Educational Needs Policy is dependent on having a highly trained staff team, who understand issues that cause barriers to learning and are up to date in their knowledge of strategies and approaches to use to overcome these barriers.

SENCOs carry out an annual audit of development needs and produces a training plan for SEN/Inclusion. On a regular basis, time within staff meetings and staff training days are devoted to SEN issues. Staff from outside agencies, such as LA specialists, are involved in training sessions as needed.

Staff also attend external training and development sessions as needed. The SENCOs and Headteacher attends relevant courses and ensures all staff are familiar with developments in SEN. All staff must notify the joint SENDCo if they need further training in school procedures or support for children.

The SENCOs give feedback to the Governing Body on SEND training within the termly report to governors. Governors have access to SEN training.

## **6. COMPLAINTS PROCEDURE**

The school's complaints procedure is outlined in the School Prospectus and on the website. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request, including contact details for the Parent Partnership Service.

## **7. MONITORING, EVALUATION AND REVIEW OF SEN POLICY**

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEN policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Levels of adaptation reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Analysis of the progress made by specific groups of children, e.g. EHCP, K or pupils with Autism or other identified need or vulnerability
- All agreed interventions are now recorded on an agreed format and a standardised impact analysis is used across the school
- Monitoring reports on classroom observations prepared by Headteacher and Senior Leadership Team, including evidence of the use of Personal Profiles, specific targeted support for pupils with SEN or other needs
- Collation of feedback following review meetings.

**Review**

Next review: March 27