



Loving God and each other

We work together to be the best that we can be

## SPECIAL EDUCATIONAL NEEDS AND DISABILITY & INCLUSION POLICY

Review date: September 2023

Inclusion Manager: Laura Smith

Date: September 2022

Head Teacher: Michele Battersby

Date: September 2022

Nominated Governor: Patricia Knight

Date: September 2022

## OVERVIEW

We are committed to ensuring an inclusive curriculum for all of our learners including those with disabilities, special educational needs and different cultural and ethnic backgrounds. This includes those with English as an additional language and those who are gifted and talented. We recognise a child's right to a broad, balanced, relevant and challenging curriculum with opportunity for self initiated learning. Parents are fully involved and informed when special educational provision is being provided for their child.

## OBJECTIVES

At St Silas CE Primary we strongly believe that all children should make good progress and achieve their full potential. We strive to achieve this in the following ways:

1. To identify pupils with a range of special educational needs or disabilities (SEND) as detailed in the SEND Code of Practice (COP). The needs of children are often very wide ranging across multiple areas, however the COP uses four main categories of need:

- **Communication and Interaction:** which includes children with Autism

Staff in school are trained in the use of Wellcomm to support early language skills and to provide support to children who have gaps in their language. We are a Voice 21 school and explicitly teach our children oracy skills so that they can speak with confidence, articulacy and have an increased capacity to learn.

Our staff have a high level of training and experience in how to support children with Autism. We pay for an experienced Advisory Teacher from Reachout ASC to support our Autistic children whilst giving them the individual support they need to thrive.

- **Cognition and Learning:** which is when children learn at a slower rate than their peers when appropriate adapted learning is put into place. This area also includes Specific Learning Difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health Difficulties-** This includes children who may be withdrawn or isolated or where behaviour is a cause for concern. This

also includes children who have Attention Deficit Hyperactivity Disorder (ADHD)

We work with ADHD North West and provide support at home via the CAF process to those families who need it. In addition, our teachers have good knowledge of how to support learners with ADHD in the classroom so that they can cater for individual needs.

We have exceptional pastoral support at St Silas including Senior Leaders, Inclusion Manager and our Pupil Family Wellbeing Coordinator. We support pupils in school with an open door policy so that children can always seek help and are nurtured as well as offering early help to our families that need it. We strive to identify needs as early as possible and support pupils and families with outside referrals if needed.

Our Headteacher, Mrs Battersby is also a fully trained Mental Health first aider and supports our staff to be the best that we can be.

All of our children are valued members of our St Silas family and we put their happiness at the forefront of everything we do.

- **Sensory and Physical Needs**- This relates to children with a visual or hearing impairment or a physical disability which may require additional equipment or support.

Assessments are carried out by our Inclusion Manager when needed to identify when children need support with their physical development. Outside agency referrals are made when more support is required. Children's physical development underpins all areas of learning and is of vital importance.

2. To ensure that all learners' individual and SEND are met effectively so that they receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum.

3. To ensure that provision for learners with individual and SEND is central to curriculum planning and that all children are set appropriate challenges and we are ambitious to ensure as much progress is made as possible.

Our learning is adapted where necessary to ensure children with SEND make good progress. This is done through use of modelling, resources, use of technology, scaffolding and through adult support where necessary. We have high expectations and want our children to feel motivated to succeed.

4. To recognise and record children's strengths and successes to encourage a positive self image. This is done in a wide variety of ways through celebration assemblies and a wide and varied curriculum in class which ensures children try out varied activities in which they are able to achieve.

5. To ensure pupils are involved in their own learning through completion of an 'All About Me' section on their Target Plans. Here, their thoughts, feelings and aspirations are discussed and recorded. All pupils are helped to become independent learners, with appropriate scaffolding, through having more choice about what and how they want to learn in class. We actively encourage children to be resilient and to share what they feel they need more help with. We strongly believe in the importance of the child's voice and we listen to and respect how they feel about the way they learn in school and what makes them happy.

6. As part of our positive partnership with parents we notify parents if their child is added on to the SEND register following tracking meetings which take place with senior staff and class teachers. We strive to ensure good communication by sharing Target Plans for all children who are on the SEND register. Parents are kept informed and are central to the decisions made about how best to support their children. Parents are welcome at all times and we value our relationship with parents and ensure it is a two-way process. We are welcoming and make time to listen.

## STRATEGIES

1. Regular monitoring, evaluation and reviews carried out by the leadership team will ensure that our aims for learners' individual and special needs are met to the highest standard.

2. Identification and referral of learners through: Monitoring and observation, assessments and specific tests. These include use of IASEND which is an online

assessment for those progressing in small steps, Vocabulary assessments such as Wellcomm and the Derbyshire Language Screener. profile, Ravens cognitive abilities test, Sandwell Numeracy Test, GL Dyslexia screening test and the PHAB2. In addition, we use assessments to measure gross and fine motor skills. We also have assessments in place to measure Nurture interventions including the Boxhall Profile.

3. We follow a cycle of Assess, Plan, Do, Review which is known as the Graduated Response. This ensures effective provision is put into place for children requiring additional support. This process may involve external agencies and detailed discussion with parents will take place if children:

- Are significantly slower than their peers starting from the same baseline The child fails to match or better their previous rate of progress
- fail to close the gap between their attainment and that of their peers (SEND Code of Practice 0 – 25, 2014, p95)

## Assess

Assessment starts in the classroom and teachers carefully monitor the progress of their children. This is supported by our Inclusion Manager and Senior Leaders during regular pupil progress meetings. We also seek to find out the views of the child and parents, other significant people in the child's life as well as external agencies.

## Plan

Staff plan to put in a provision which will support children who are not progressing at the rate of their peers. At this stage parents are notified and kept updated on the provision in place. This can be different teaching approaches, carefully planned interventions and the use of specialist equipment.

When behaviour is a cause for concern, children are provided with a nurturing approach provided by our trained and caring staff to give them the support they need.

## Do

Support offered to the children in our school is provided by our class teachers with additional support from the Inclusion Manager who seeks support from outside agencies where needed. This support is implemented and evaluated carefully to measure effectiveness.

## Review

Children's progress is reviewed each term by class teachers on Target Plans with support from the Inclusion Manager. Parents are involved in this process and can see what is happening for their child.

Children with an Education Health Care plan have a statutory annual review each year in addition to the above where all professionals involved with working with the child are invited to attend.

The following wave structure is put into place depending on individual needs:

**Wave one-** This is quality first teaching received daily by all pupils which is carefully differentiated to cater for all needs.

**Wave two-** This comprises small group interventions in an area where a child is displaying difficulty for example extra phonics sessions to enable them to catch up with their peers.

**Wave three-** This is a specific and targeted intervention focused directly on a child's needs in order to remove barriers to their learning.

4. Involvement of external agencies. These comprise, amongst others, of: Educational Psychology service, Reachout ASC, SEND Support Service, Speech and Language Therapy Service and an experienced private speech therapist, School Nursing team, Paediatricians and Children's Social Care.

5. We use EduKey Provision Mapping software which class teachers use to create individual learning plans. The children's voice is also captured here. These plans are discussed at parents evenings and other opportunities.

6. The Inclusion Manager is responsible for managing the process of the identification and assessment of the specific educational needs of a child and will involve outside agencies when necessary after detailed discussion with parents.

7. INSET opportunities are provided for staff, to raise awareness and provide practical examples of suitable curricular materials. Staff are trained very regularly when new material becomes available and when needs arise.

8. A flexible approach is used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring, teaching and specific advice to teaching and support staff.

9. All staff have a responsibility for identifying pupils with SEND. Class teachers have overall responsibility for ensuring that the curriculum is differentiated and delivered in an inclusive way.

## STATUTORY ASSESSMENT

For some children at our school who have significant difficulties or those with more serious medical conditions or disabilities it is necessary to make a referral for an Education and Health Care Plan. This involves a referral for statutory assessment following a multi agency review with all relevant outside agencies. This process involves parents at each stage and if a successful application is made then the child receives top up funding from the local education authority to support their learning in school. An All About Me meeting is held so parents and other professionals can plan how this top up can positively impact upon their child's education.

## OUTCOMES

Our inclusive school has a commitment to ensuring we have a child-centred approach to all we do to ensure that the needs of all individuals are met. This policy will ensure that pupils with SEND are included, treated as favourably as others, and given appropriate access to the curriculum. This policy will ensure school abides by: SEND Code of Practice 0 – 25 (2014) Equality Act 2010: advice for schools DfE (February 2013) Schools SEN Information Report Regulations (2014) Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014) The National Curriculum in England, Key Stages 1 & 2 (September 2013) School's Safeguarding Policy School's Accessibility Plan Teachers Standards 2012

## SAFEGUARDING OUR SEND CHILDREN

We endeavour to provide a safe and welcoming environment where all children are respected and valued.

The Designated Safeguarding Lead/ Inclusion Manager and Family Worker meet regularly to discuss our risk register of the most vulnerable children in our school who require sustained support.

All adults who work in our school are aware that the additional needs that children with SEND have may mean they are more vulnerable to abuse and/or less able to speak out if something is not right.

Some children may be more vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.

We consider it vitally important that children are given appropriate care and support to address any unmet needs and to prevent any issues from escalating.

Our staff are able to:

- acknowledge that children with SEND can be abused and know how to act on any concerns
- create a safe culture
- communicate creatively with children and young people and provide them with a voice
- empower children and young people to express their views, needs and opinions
- be responsive to children and young people's views, needs and opinions and put the child's needs first
- work with parents and other agencies.
- Promote identification of early help;
- Encourage multi-agency working and sharing of information.

We firmly believe that:

- Safeguarding and promoting the welfare of children is everybody's responsibility.
- Safer children make more successful learners



Finally, if a member of staff is concerned that a child is showing signs of abuse or neglect they must speak to the DSL who must immediately make a referral to the Children's Advice and Duty Service (CADS) by calling 01254 666400.

Our Local Offer can be viewed on our school website and on

<http://search3.openobjects.com/kb5/blackburn/directory/localoffer.page>