



Community, Creativity,
Challenge and Individuality

Inclusion and SEND Policy 2022

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Please also read the COVID 19 risk assessment documentation and guidance for additional information pertinent to this policy during the current and evolving situation.

Wheelock Primary School

Introduction

At Wheelock Primary School, we aim to provide the best education we can for all our pupils in a happy, caring environment. We are committed to giving all children every opportunity to achieve the highest of standards, regardless of age, gender, ethnicity, attainment, ability or background.

Our curriculum is stimulating and challenging and success is achieved in partnership; with pupils, parents, carers and other members of the community.

Aims and objectives

We aim to be an inclusive school. This means that equality of opportunity is a reality for all our children. We do this through the attention we pay to the different groups (but not limited to) of children in our school, for example:

- Girls and boys.
- Minority ethnic and faith groups.
- Children with special educational needs.
- Gifted and talented children.
- Children who are at risk of disaffection or exclusion.
- Pupil Premium Children (See Policy)

We support all children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times, though, when, to maximise learning opportunities, we ask the children to work in small groups or in a one to one setting outside the classroom.

SEN

The Cheshire East Toolkit for SEND provides detailed guidance on how we can identify children with different **types** and **levels** of need, along with information on appropriate steps and strategies to support them.

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Using the Graduated Approach means recognising that there is a continuum of need and that needs are met through the addition of increasingly specialist interventions as the level of need increases.

It provides advice on **identifying** different types and levels of need within the Continuum of Need for SEN. It also describes the **actions** that we must follow and expected to take to **meet the needs** of children and young people with SEN. This includes information relating to communicating with families, strategies to be implemented and the evidence that should be recorded.

Early Identification – Teacher Monitoring.

The school takes measures to ensure that any lack of progress is addressed at the earliest opportunity. A lack of progress could initially be identified through

- The progress of every child is monitored at termly pupil progress meetings. This is part of our overall approach to monitoring all pupils.
- Class teachers are continually aware of children's learning. If they observe that a child is making less than expected progress they will seek to identify a cause with the guidance of the Cheshire East Toolkit.

At Wheelock Primary School our first response when a pupil is not making expected progress is to target Quality First Teaching at their areas of weakness. If a child is identified as not making sufficient progress in spite of Quality First Teaching then Graduated Response paperwork may be started.

SEN Graduated Response

First Concern:

A concern may be raised by the parent, the teacher or another professional which is underpinned by evidence, about a child who despite receiving high quality teaching and small group intervention:

- Is making little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness, despite appropriate interventions at group and individual level

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- Shows signs of emerging and/or fluctuating difficulties literacy or numeracy skills which result in low attainment
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite quality first teaching.

In addition:-

- A consensus of opinion, (based on discussion between the SENCO, teaching staff, parents/carers and, where appropriate, the pupil) that the pupil is working well below age-related expectations in their area of need.
- The teacher and SENCo consider a wide range of information gathered from within the school about the pupil's progress. Additional assessments may be carried out to gather further information about the nature of the child's difficulties. With the parents permission, advice may be sought from other agencies such as the; Educational Psychologist, Cheshire East Autism Team, CAMHS or the Community Paediatrician.

Teachers meet with parents and discuss a range of strategies including short term interventions to help remove any barriers to learning. A First Concern Profile is completed at the meeting with an agreed review date.

SEN Support (SFP)

If no further progress has been made then concerns are shared with the SENCO or Mental Health lead and additional assessments are made and the pupil is placed on the SEN register. A School Focus Plan (SFP) (part of the Cheshire East Graduate Approach) is used as a planning tool based on clear assessment of the pupil's needs, progress, attainment and views. These plans are tracked by the SENCO, who offer support to write, oversee and review the plan where necessary. These plans are written and reviewed by the class teacher although the SENCO is responsible for quality checking the plans and monitoring the review process.

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The plans build on a detailed approach, frequent reviews and specialist advice which helps the child make progress and secure better outcomes. With parental permission, advice sought from external agencies regarding strategies to best meet the specific needs of a pupil. A referral may have to be made at this stage if no progress has been made.

Education Health and Care Plan (EHCP)

An Education Health and Care Needs (EHCP) Assessment is taken place when the child has not made expected progress despite school having taken relevant and purposeful action to identify, assess and meet the special educational needs of that child.

If an application for an EHC Needs Assessment is successful, an EHC plan will be finalised and the local authority will fund additional provision beyond that which the school can offer.

If the local authority decides not to conduct an EHC needs assessment, it must inform the child's parents of their right to appeal that decision and the time limit for doing so, of the requirement for them to consider mediation should they wish to appeal; and at the availability of information, advice and support and disagreement resolution services. The local authority should also provide feedback collected during the process of considering whether an EHC needs assessment is necessary, including evidence from professionals, which the parent or school may find useful.

We aim to :

- create an environment that meets the special educational needs of each child
- ensure that the special educational needs of children are identified, assessed and provided for,
- make clear the expectations of each partner in the process
- identify the roles and responsibilities of staff in providing for children's special educational needs
- enable all children to have full access to all aspects of the school curriculum.

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Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The school uses a graduated response that encompasses an array of strategies to meet the child's special educational needs:

1. Quality First Teaching: the class teacher identifies children who are not making the expected progress and consults with the SENCO;
2. Early intervention – small group teaching: the class teacher identifies children who may benefit from an intensive, structured programme of work. Children may also be provided with additional resources, either human or technical to support their learning.
3. If adequate progress has not been made following this intervention, the class teacher will liaise with the SENCO to agree appropriate provision in school. Parents will be invited into school by the class teacher to discuss the action being taken and how they can support their child at home. The class teacher and the SENCO assess and monitor the child's progress in line with existing school practices.
4. If the pupil still fails to make adequate progress the SENCO will seek parental consent and then contact the school's Educational Psychologist and Autism Team (through half termly consultancy meetings).
5. At the group consultation meetings, pupils are discussed (with prior parental consent) and an action plan formulated. The class teacher must then implement the action plan and the feedback its impact at the next meeting.

Children who are working at a level that is a key-stage below their chronological age, are assessed against the Pre-Key Stage standards. Their progress and any interventions they access are tracked on Insight tracking system. The aim is to narrow any gaps in attainment and, where possible, to enable children to make the progress they need in order to access the curriculum for their year group.

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Partnership with parents

We encourage all parents to make an active contribution to their child's education and aim to keep them fully informed of their child's progress at all stages of their learning.

We achieve this through parental interviews, consultation evenings, newsletters, and written reports.

The SENCO and LAB member, with designated responsibility for inclusion and special needs, is always willing to meet with parents by appointment.

Our dialogue with parents/carers is ongoing. Each term we discuss and review the child's School Focus Plan (SFP) together and seek parental views on the provision being provided.

Children with English as an Additional language

Bilingual children may come from homes where:

- English is not spoken
- English is not the only language spoken
- English is used as the second language between family members who do not speak the same language

In order to plan for the diverse needs of EAL learners in our school we :

- seek advice and use strategies suggested by Cheshire to continue to support children throughout their school career
- request an assessment in the mother tongue when we feel the child is settled in the school
- plan opportunities for meaningful interaction between peers
- plan for frequent interaction between adults and individual children
- make assessments in areas other than English in the child's own language
- ensure that children feel confident to 'have a go' without the fear of failure

Children with disabilities.

Some children in our school may have disabilities and consequently may need additional resources. We are committed to providing an environment that allows all children full access to all areas of learning.

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Teachers modify teaching and learning as appropriate for all children and may give additional time to pupils with disabilities to complete certain tasks. In their planning, teachers ensure that children with disabilities are given opportunities to develop skills in areas of the curriculum for which they have particular aptitude or interest.

Teachers ensure that work for children with disabilities:

- takes account of their pace of learning and the equipment they use,
- takes account of the effort and concentration needed in oral work or when using, for example, vision aids,
- is adapted, or offers alternative activities in those subjects where children are unable to manipulate tools or equipment or use certain types of materials,
- allows opportunities for them to take part in educational visits and other activities linked to their work,
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images, both in art and design and in design technology,
- uses assessment techniques that reflect their individual needs and abilities.

The school has a disabled parking space marked and located next to the school reception. One toilet is adapted to ensure accessibility for pupils with disability



To support children in accessing the curriculum there are opportunities for them to take time out of the classroom on a regular basis, giving them the time and space to talk, knowing that they will be listened to in a safe and nurturing environment. Through the relationship that the teacher develops with the children he/she is also in a position to identify any more specific support that needs to be offered to individual children through Treetops.

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At the end of each term the children have time to reflect on what they have gained from the sessions, thinking about their personal development, and also about how the skills they have developed can help them in their learning back in the classroom.

Throughout our Preparing for Adulthood (PFA) curriculum we meet the needs of all children, in particular complex SEND. Our aim is to raise aspirations and expectations and encourage as independent a life as possible. We focus on the provision needed to achieve and develop EHCP outcomes and we broaden the pupil's development, enabling them to develop and discover their interests and talents. We promote a focus on outcomes that are transferrable to the real world. We identify an imaginative yet achievable provision which is effective at giving our pupils the skills, knowledge and experience they need to progress. We regularly liaise with outside agencies, such as the speech and language therapists and the autism team where we discuss how we can support the pupils in making progress and achieve their potential.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all children without recourse to disapplication or modification.

If disapplication is considered to be appropriate, we would only do this after detailed discussion with parents/carers and Cheshire East County Council. The teacher and SENCO would also be closely involved in the process. We will always ensure that every effort is made to provide the necessary support from within the school's resources before considering such action.

Role of the SENCO

- manages the day to day operation of the policy,
- coordinates the provision for, and manages the responses to special educational needs,

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- supports, provides training and advises colleagues,
- maintains the Special Needs Register,
- contributes to, and manages records of all children with special educational needs,
- manages the school-based assessment and oversees the completion of documentation required by outside agencies and Cheshire East County Council,
- acts as the link with parents/carers,
- maintains resources and a range of teaching materials to enable appropriate provision to be made,
- acts as a link with other agencies and other support agencies,
- monitors and evaluates the SEN provision and reports to the Governing Body.

Monitoring and evaluation

This policy is monitored by the Headteacher and the Inclusion Leader/SENCO

The Inclusion Leader/SENCO and LAB (Local Advisory Board) member with responsibility for inclusion and special educational needs hold termly meetings to review progress.

This policy is reviewed annually and amended where applicable. The /Inclusion Leader/SENCO reports to the LAB on this review and any amendments that have been made.

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