



PALMERS CROSS
Primary School

SEND Policy

SENCo: Mr D Nicholls
Associate Headteacher: Mrs L Dollery

Last Review of Policy: September 2017

Palmers Cross Primary School
SEND and Inclusion Policy
Contents

Subheading	Page reference
Rationale	3
Objectives	5
Arrangements for coordinating SEN provision	6
Allocation of Resources to and amongst Pupils	7
Identification and Assessment Arrangements, Monitoring and Review Procedures	7
Wave 1 Differentiated Curriculum Provision	8
Wave 2 SEN support pupils	9
Wave 3 EHC plan	11
School request for a statutory assessment	11
EHC plan	12
The School's Arrangements for SEN and Inclusion In-Service Training	13
The use made of teachers and facilities from outside the school, including support services	13
Arrangements for partnership with parents/carers	14
Links with other school/Transfer arrangements	15
Inclusion Principles	15
Evaluating the success of the School's SEN and Inclusion Policy	15
Appendices	16

Compiled by: Mr Nicholls

Rationale:

Palmers Cross Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Palmers Cross Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which will take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, Travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority

- Others such as those who are sick; those who are young carers; those who are in families under stress
- Any learners who are at risk from disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Palmers Cross Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. Palmers Cross Primary School sees inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The SEN Coordinator is Mr Nicholls.

Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCo, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having what is known as SEN support or pupils that require an Education, health and care plan (EHC plan) (to be phased over to Health and Care Plan following the 2014 New Code of Practice).
- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

- To ensure that the children with SEN enjoy their time at the school and reach their full potential.

Arrangements for coordinating SEN provision

The SENCO is responsible for the day-to-day operation of the SEND Policy. This involves:

- Reviewing the needs of incoming pupils and ensuring that the school provision is adequate to meet these needs.
- Meeting with each class teacher at allocated times throughout the year to discuss support that is currently in place, any additional support required or the need for support from external agencies.
- All support within school and from outside agencies will be identified on a year group provision map.
- At other times, the SENCO will be alerted to newly arising concerns through the **'Internal referral for SEN support form'**
- Discussing issues arising from these forms with the class teacher within one week of receiving the form, at a time that is mutually convenient.
- Where necessary, reviews will be held more frequently for some children.
- Targets arising from provision meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- Monitoring planning for SEN and can support year group teams with curriculum planning.
- The SENCO, together with the Associate Head teacher and Deputy Head teacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observations.
- Ensuring SEN support is primarily delivered by class teachers through differentiated teaching methods (Wave 1, Quality First Teaching). Additional support is provided by the

class TA, and SENCO and by Learning Support Practitioners (LSPs) throughout the school. This is funded from the school's annual budget.

- The support timetable is reviewed by the SENCO, and the SLT, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and budget. Additional support is funded through individual allocations from the LA.
- Class teachers, SENCO, LSPs and outside agencies liaising and share developments in order to inform reviews and forward planning.
- Managing the Resource base for children with an EHC plan for speech, language and communication.
- Ensuring the children's statements/EHCPs are incorporated alongside the children's personalised learning plans

Allocation of Resources to and amongst Pupils

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEN provision.

The provision map is a working document which will be kept on schools learning platform site.

Identification and Assessment Arrangements, Monitoring and Review Procedures

- The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.
- The school's system includes reference to information provided by:
 - Baseline assessment results.
 - Progress measured against the Early Years Profile.
 - Progress measured against the P level descriptors.
 - Progress measured against the STEP level descriptors (EAL).
 - End of term Teacher Assessment (NC)
 - Progress measured against the ARE reading, writing and mathematics assessments and P-level descriptors.

- Standardised screening tools
- Observations of behavioural, emotional and social development.
- An existing Statement of SEN assessment.
- Assessment by a specialist service, such as educational psychology, identifying additional needs.
- Another school or LA which has identified or has provided for additional needs.

Based on the school's observations and assessment data following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

Wave 1 - Quality First Teaching, differentiated curriculum support within the class.

Wave 2 - Additional support through SEN support provision/interventions from the SEN team and from outside agencies if applicable.

Wave 3 - Additional support and allocation of an Education, Health and Care Plan.

Wave 1

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class as part of Quality First Teaching. The differentiation may involve modifying learning intentions, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks, curricular targets and individual target setting. For some sessions support may be in the form of the class TA working with that child in a small group. Differentiation will be recorded in the daily planning by the class teacher. Some children may be identified as requiring support from being in an intervention group. These groups are monitored by class teacher/ year group leader, and reviewed half termly.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within the whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. There will be an additional review of the support / strategies provided, by the class teacher and SENCO on a 3 monthly basis.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers.
- Prevents the attainment gap from growing wider.
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers.
- Matches or betters the child's previous rate of progress.
- Ensures full access to the curriculum.
- Demonstrates an improvement in self-help or social or personal skills.
- Demonstrates an improvement in the child's behaviour.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR when the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **SEN support** level may need to be made.

Wave 2

SEN Support provision

SEN support provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions.
- Additional support is required to develop English or maths skills.
- Additional support is required for emotional, behavioural or social development.
- Additional support is required for sensory or physical impairments.

- Additional support is required for communication or interaction needs.

There are likely to be two groups of children recorded at SEN Support.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge, basic number skills. This would result in either a Precision Teaching (PT) or intervention programme.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Children receiving support at SEN support will have an Individual Learning Support Plan (ILSP).

The responsibility for these children remains with the class teacher, **in consultation with the SENCO.**

A child receiving support at SEN support will have an Individual Learning Support Plan (ILSP), including a cover document. Provision at this level may include the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessments or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

Monitoring of Individual Learning Support Plan targets will be carried out on a weekly basis using the school's standard proforma by all those involved with the child. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information on a termly basis and make judgements to the provision for the child, if appropriate.

Provision maps and ILSP targets will be reviewed 3 times a year, although some pupils may need more frequent reviews. The SENCO will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving additional support, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to apply for an Education Health Plan.

Wave 3

School request for a statutory assessment/Referral for an Education and Health Care Plan

If a child has a lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by parent. This will occur where complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education Health Care Plan will be taken at a progress review.

The application for an Education, Health Care Plan will combine information from a variety of sources including parents, teachers, SENCo, Social Care and Health Professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from Education, Health and Social Care about whether the child is eligible for an EHC plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC plan.

Following Statutory Assessment, an EHC Plan will be provided by Wolverhampton City Council (SEN Start), if it is decided that the child's needs are not being met by the support that is ordinarily available the school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan and/or the school names in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Personal Budgets

Where a parent has requested and has been granted a personal budget, the SENCo will monitor the support provided where the money has been commissioned to support provided by the school.

For children accessing our speech, language and communication resource base provision for their EHC plan budget will be used to fund the provision provided by school.

EHC Plans will be reviewed at least 12 months after the last review or writing of the plan.

The child's parents and relevant professionals from Education, health and social care will be invited to reviews and will be given at least two weeks' notice.

For children in our school who currently have a EHC plan, support is given both within the class and also for a set period of time each week working 1-1 with an SEN Teaching Assistant, depending on recommendations made in the statement. We also have a Speech and Language Base Provision whereby children have this named on their EHC plan as the provision. Depending on individual needs children will access this through a timetabled allocation.

Each child with an Education Health Care Plan will have an individual provision map, outlining the current support / resources.

Review of the support will be the same as for children at other levels of SEN.

There will be an Annual Review of the Education, Health and Care Plan, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Plan or to the funding arrangements for the child.

The School's Arrangements for SEN and Inclusion In-Service Training

- The SENCO attends regular network meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each Improvement Plan (SIP). In-service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCo as to the purpose of each visit.
- The LA area SENCo visits regularly to provide specific information, share resources and provide in-service training.
- Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example the Speech and Language Therapists (SALT).
- The SENCo liaises frequently with a number of other outside agencies, for example:
 1. Social Services
 2. Educational Welfare Service
 3. School Nurse
 4. Speech Therapy
 5. Occupational Therapy

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCo will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- All reviews will be copied and sent to parents/carers after meeting.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Regular curriculum workshops or coffee afternoon are offered for parents/carers to attend.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Associate Head teacher. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other school/Transfer arrangements

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. Children transferring from Palmers Cross Primary School to new schools will have details of particular needs and additional provision made by the school forwarded. The SENCO will discuss these children with Secondary school SENCO's each year, for transfer to year 7, and with other schools on request.

Inclusion Principles

- Staff at Palmers Cross Primary School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Evaluating the success of the School's SEN and Inclusion Policy

- Every year we analyse the data we have on the percentage of our pupils with very low attainment at the end of their Key Stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
 - A reduction in the percentage of children with very low attainment.

- An increase in the percentage of children recorded as having special educational needs attaining 25 (EXS standard) at the end of KS1 and a 65 (EXS standard) at the end of KS2.
- A reduction in behaviour incidents and exclusions.
- We report progress against these targets to the governing body. The Associate Head Teacher's Annual Report also includes details of SEN provision.
- The SENCo will provide information to the governing body as to the number of pupils receiving special educational provision as well as any pupils for whom an Education Care Plan has been requested. The number of pupils transferring to or from provision will be noted. The Associate Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- The SENCO will meet with the SEN Governor to discuss Inclusion and current SEN concerns. The SEN link Governor will lead governor monitoring of the SEN policy through sampling, observing and other procedures to be agreed annually.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- The policy itself will be reviewed annually, by the SENCO and members of SLT.