



Wingfield
PRIMARY SCHOOL

Inclusion and Special Educational Needs and Disabilities Policy

Reviewed policy agreed by GB on: September 2019
Reviewed policy shared with staff on: September 2019
Policy to be reviewed again on: September 2020
Committee responsible for review: Learning and Achievement

Special Educational Needs & Disability Policy

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (July 2015) and was written with reference to the following guidance and documents:

- Code of Practice 0 – 25 (July 201) and written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE Feb 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 Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy should also be read in conjunction with the following policies:

- Anti-bullying and Discrimination
- Data Protection
- Behaviour for Learning
- Intimate Care
- Assessment Policy
- Equalities Policy
- Safeguarding Policy
- Home-learning Policy
- Accessibility Plan
- Health and Safety
- Complaints Policy

This policy was developed in consultation with representatives from the school community and will develop as changes are implemented over the coming year and then it will be reviewed annually.

Introduction

'An educationally inclusive school is one in which teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who

may have experienced previous difficulties. This does not mean treating all pupils the same. Rather it involves taking account of pupils' varied life experiences and needs'

OFSTED

As an inclusive community, Wingfield Primary School ensures as far as possible that the needs of all pupils are met, enabling them to achieve success and make a positive contribution to society. Inclusion concerns pupils with special educational or medical needs, those from ethnic minority cultures, asylum seekers, travellers, the vulnerable, pupil premium children, children in public care, and those with social and emotional difficulties. At Wingfield, the role of SENCO is performed by Holly Ingram & Alyssa White, who is also the Assistant Head for Inclusion. Both SENCOs work part time.

We are committed to high achievement for all, supporting pupils and families in making the very best of the opportunities available to them.

As a diverse school, we are committed to developing an inclusive ethos, underpinned by policies and practices. These are maintained and developed by the Special Education Needs Co-ordinator (SENCO) in collaboration with the Senior Leadership Team, liaising with the SEN Governor, parents and families.

Provision

We maintain our inclusive values, shared between all staff, pupils, governors, parents/carers and outside professionals so that all pupils are enabled to achieve as much as they can and derive the maximum benefit according to their individual needs. The ways we have created this are:

- Establishing systems and structures within the school to enable us to manage the needs of all pupils.
- We have two non-class based SENCO who ensure that inclusive practices are consistent throughout the school to meet the needs of all pupils.
- We have a SEND register to include all children who have EHCPs or who receive additional school support. Additionally, we have a Provision Map which details the type and nature of support offered (internally and externally). The register and Provision Map are up-dated termly and enable all children to be tracked and support adjusted if necessary. This allows the senior leadership team to compile essential data such as the levels of attainment of various ethnic groups, attainment/support by gender and enables us to monitor how successful our inclusive education is;
- All plans, including Personalised Learning Plans, are up-dated in termly meetings with the SENCOs and parents, with feedback from class teachers and any additional support staff or external professionals who support the child. The targets are monitored so that the plans are effective in meeting children's needs;
- The SEND register and Provision Map are reviewed termly and copies are available for all staff;
- The SENCO meets regularly with external agencies to review individual cases and ensure provision is effective.

- All staff are kept up to date with regard to child protection issues and procedures and any children causing concern are referred to the designated people responsible for child protection who are the Head and Deputy Head Teacher.

We work closely with Social Services to support our more vulnerable children and engage all professionals in a multi-agency approach to addressing individual needs. We track the children through the SEND register and the Provision Map.

The school also liaises closely with receiver secondary schools to enable smooth transition to take place for all pupils including those who are vulnerable.

All school policies are regularly reviewed and amended, ensuring that inclusion is at the centre of school development – increasing the learning and participation of all children and responding to the diversity of their needs. We monitor planning, assessment, attainment, target setting, standards of teaching and learning and the school environment itself. Our aim has always been to ensure that school practices reflect the inclusive cultures and policies of our school.

Indicators of Success at Wingfield Primary

- everyone is made to feel welcome
- pupils help each other
- staff and pupils treat each other with respect
- pupils are equally valued
- the school seeks to draw and admit all pupils from our locality
- pupils new to the school are helped to feel settled
- there is a partnership between staff and parents/carers
- staff and governors work well together
- staff, governors, pupils and parents/carers share an ethos of inclusion
- the school strives to eliminate any discriminatory practices
- community resources are known and drawn upon
- staff appointments and promotions are fair
- good induction of new staff
- staff expertise is fully recognised and utilised
- local communities are involved in the school
- there are high expectations of all pupils
- differentiation supports each individual pupil's needs
- teachers plan, review and teach in partnerships
- staff collaborate with each other
- staff development activities help staff to respond to pupil diversity
- staff seek to remove all barriers to learning and participation in school
- all forms of support are co-ordinated
- the Code of Practice is used to reduce the barriers to learning and participation of all pupils
- support for those learning English as an additional language is co-ordinated with learning support
- we identify children who are exceptionally able learners and provide opportunities to meet their needs
- we are working to remove barriers to full attendance

- we maintain anti-bullying and race equality policies (we record incidents of racism and report these centrally)
- we assess and monitor the attainment of pupils to ensure equality of opportunity
- we provide a range of support strategies and interventions delivered by teachers and TAs in order to meet individual pupil's needs
- lessons are made accessible to all through a fully differentiated curriculum and by support
- lessons develop an understanding and acceptance of difference
- pupils are actively involved in their own learning including the target setting process
- pupils learn collaboratively
- assessment encourages and tracks the achievements of all pupils
- behaviour for learning is excellent, based on mutual respect
- home-learning contributes to the learning of all
- opportunities are available for all pupils to take part in activities outside the classroom

Inclusion for all is at the heart of the school's core priorities and permeates all that we do as a learning community.

Special Educational Needs and Disability

This section is based on the guidance of the Special Educational Needs and Disabilities Code of Practice 0 to 25 years. It aims to promote a consistency of approach to meeting children's special educational needs, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken.

The legal framework for this policy is the Special Educational Needs and Disability Regulations 2014.

We aim to identify children with special needs and disabilities at the earliest opportunity and ensure that the appropriate support is in place to support learning.

Principles

- A child with SEND should have their needs met where possible
- The views of the child should be sought and taken into account
- Children with SEND should have full access to a broad, balanced and relevant education
- Parents and carers will be invited to work in partnership with the school to address the needs of pupils with special educational needs

Roles and Responsibilities

The Senior Leadership Team and SENCO have overall responsibility for all inclusion issues ensuring the school meets its statutory and moral obligations. The SENCO is responsible for the day-to-day processes and procedures, supporting teachers and TAs in meeting the needs of children.

The Governor responsible for SEND meets termly with the SENCO to monitor how the needs of all children with SEND are met.

Teaching

The SENCO attends termly pupil progress meetings and ensures, through a rigorous examination of the data, best outcomes for pupils with SEND.

All teachers will work to implement this policy and take the major responsibility for planning to meet the needs of their pupils on a day-to-day basis (with reference to Personalised Learning Plans and external advice).

The SENCO will ensure that requirements set out in the Code of Practice are being met.

This will be achieved by:

- Liaising with and advising colleagues
- Reviewing SEND data
- Monitoring the records of all pupils with SEND
- Liaising with the parents of children with SEND
- Contributing to and arranging INSET for all staff
- Liaising with external agencies/professionals
- Writing PLPs
- Inviting parents to review meetings
- Seeking the views of children on the SEND register

Admission Arrangements

Children are admitted throughout the school in accordance with Greenwich's admission policy which states that those with SEND, where appropriate, should be given priority for a place. Parents are encouraged to visit the school prior to application and to state clearly on the forms the special needs their child may have.

Access

See Accessibility Plan

The Graduated Approach (see Appendix 1)

The Code of Practice's graduated approach is a model of action and intervention to help children who have SEND. The approach recognises that there is a continuum of Special Educational Needs. Where necessary, increasingly specialist resources will be made available. Effective provision for children with SEND involves a continuous cycle of planning, teaching and assessing. SEND information follows the child from the Foundation Stage to Primary and then to Secondary School.

Identification, Assessment and Provision for SEND

The 2015 Special Educational needs and Disabilities Code of Practice for 0 to 25 states that: -

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.

There are four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

We consider what is NOT SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Additionally, identifying behaviour as a need will no longer be an acceptable way of describing SEN but an underlying response to need.

Allocation of Resources

We aim to use resources to support Teaching Assistants and to provide appropriate resources for use with individuals or small groups of children.

The effectiveness of resources and the manner in which they have been deployed are regularly monitored and evaluated by the SENCO.

Identification and Assessment Arrangements and Review Procedures

The SEND Code of Practice 2015 states:

6.38 In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the pupil’s progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools

and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.

Identifying the Need

Observations are made in the first term for each child in Reception, and foundation stage profile activities take place. We believe that early identification of a child's difficulty is essential so that necessary provision may be made to support the child's progress as soon as possible.

When a Class Teacher or parent expresses a concern about a child's development, the SENCO is informed. The Class Teacher gathers information and completes a SEND Initial Pupil Concern Form. The SENCO then decides whether the child's difficulties require special educational provision to be made. This is discussed with the parents/carers.

Children who join Wingfield who have already been identified as having special educational needs and disabilities, are discussed with the Senior Leadership Team and the team then ensures that appropriate arrangements are made for that child with Class Teachers and discussed with parents.

Assessment

At Wingfield, teachers continually assess children's learning. Each term, every child has an assessment made in reading, writing and mathematics. The results of these assessments are analysed by Class Teachers and the SENCO. The information gathered is used to monitor the children's progress and informs future planning. Pupil progress meetings with the SLT and SENCO ensure that responses to underachievement are swift and robust.

Wingfield School has adopted the procedure outlined in the Special Educational Needs and Disabilities Code of Practice 2015. In many cases, action taken at one phase will mean that the child will not have to move on to the next. Only if a child's progress continues to cause concern at any one phase will the child be moved to the next phase. When there is no longer any cause for concern, the child will either move down a phase or will be removed from the SEND Register.

Procedures at Wingfield

Initial Concern

The child's name is entered on the SEND Register or on a Monitored list after the school SEND Initial Pupil Concern Form has been completed and discussed with the SENCO or after the concern has been raised at a Progress Meeting.

SEND and Monitored Children Register

The SENCO will advise Class Teachers on teaching/management strategies and inform them of available resources. Usually, the needs of children on the Monitored register will be met through structured differentiation in the class, supported by intervention strategies.

SEND support is primarily delivered by class teachers, through differentiated teaching methods. Additional support is provided by external agencies, the SENCO and by trained teaching assistants (TAs) throughout the school. The Provision Map is reviewed termly, by the SENCO, and the SLT, in line with current pupil needs.

The SENCO takes a leading role in collaborating with the Class Teacher and parents with support from outside agencies when necessary to meet the children's needs. Targets will be agreed between the SENCO and specialists after more detailed assessments are carried out to establish specific areas of difficulty.

Education and Health Care Plans (EHCPs)

Education and Health Care Plans are drawn up stating the Special Educational Provision to be made for the child. The LA provides extra funding to the school and the child is supported both in class and individually by a TA according to their perceived needs. All adults working with the child liaise to ensure curriculum tasks are adapted to incorporate any extra guidance provided from outside agencies.

Every EHCP is reviewed annually. At this review, the child's progress is considered in the light of the targets set. The special provision made for the child is discussed and evaluated. If it is thought the plan should be maintained, new targets are agreed for the coming year. Parents' comments are sought two weeks before the annual review. The views of the child are always sought and recorded before the review.

The Inclusion File

An Inclusion File will be kept for each class. Information contained will include up-to-date:

- EHCs
- Personalised learning plans for those children with EHCPs and those with significant needs but without an EHCP.
- Other SEND information e.g. reports from outside agencies
- Records of any interviews, discussions, phone calls etc.

An individual file for each child on the SEND register will also be kept in a cupboard in the locked SENCO's office. These files include more detailed information about the child and their needs.

Confidentiality

The confidential nature of special needs meetings, case conferences or children's records is understood by all staff members. It is also understood that should any report be written on a child the parents must be enabled and encouraged to have

access. We would consider it good practice to give parents a copy after discussing it with them. Nothing should be written that would not be shared with the parents/carers.

Arrangements for providing access to pupils with SEND to a balanced curriculum

At Wingfield, we believe that all children have the right to participate in the full range of activities on offer at the level appropriate to their development.

It is our intention to meet the needs of all children attending the school through a structured system of planning, assessment and record keeping linked to the National Curriculum.

Children with SEND will have access to the curriculum through carefully planned activities provided to encourage meaningful learning. Some children will receive extra teaching support according to their level of need. Whenever possible, support will be classroom based. However, it may be necessary to withdraw small groups of children to provide specific skill-based teaching.

Equal Opportunities

We believe that it is important that children with SEND are able to fully participate in and are encouraged to contribute to all aspects of school life. The planning is designed to include the children within the class whilst meeting their needs. Our Equal Opportunities Policy clearly states that we encourage mutual respect and equal access to the curriculum subject to appropriate modification.

Governing Body

Through monitoring the operation of the policy, the governors must make sure that:

- The necessary provision is made for pupils with Special Educational Needs and Disabilities
- Pupils' needs are communicated to all involved
- Teachers are aware of the need to identify and respond to SEND
- There is an inclusive policy which supports the needs of pupils with Special Educational Needs and Disabilities
- The policy is updated annually and is accessible to the public
- Special Educational Needs and Disabilities do not unreasonably restrict integration and there is an appropriate balance

A member of the Governing Body is identified at the first Governors' Meeting in the Autumn Term, as the current designated SEND Governor. In the event of the SEND Governor leaving during the year, the Chair of Governors assumes the role until the next Governors' meeting.

Regular meetings will be held with the SENCO and the SEND Governor to monitor the successful implementation of the school's Special Needs Policy. The SEND Governor will report to the Governing Body.

INSET

The SENCO and SLT will assess training needs in relation to whole school development, providing an appropriate programme for both teaching and non-teaching staff. The SENCO attends training sessions in order to fulfil the requirements of the Code of Practice and monitor and maintain the policy of the school effectively.

Outside Agencies

The SENCO meets regularly with adults working with children with SEND. All adults involved with educational progress in the core subjects work with the school's assessment documents. The development and progress of each SEND child is monitored and reviewed with a record of intervention and meetings kept on a whole school register. Meetings are organised with parents, teachers, outside agencies and the SENCO as required and stated on the register.

For those children with specific medical special needs, there is regular liaison between the Health Authority and the school.

All outside agencies are invited to send a report or attend review meetings for those children transferring from another school to Wingfield, there is a regular contact prior to the changeover. The SENCO will be responsible for integrating children into Wingfield School.

External Agencies

External agencies include:-

- Educational Psychology Service
- Waterside Behaviour Support Service
- STEPS
- Outreach Service for Pupils with Autistic Spectrum Disorder
- Social Services
- Physiotherapy Service
- Occupational Therapy Service
- School Nursing Team
- Speech and Language Therapy Service
- Children and Adolescent Mental Health Service

Supporting Parents and their families

Parents can refer to [http://www.royalgreenwich.gov.uk/info/8/special education needs-co-ordinated support plan/1427/local offer for children with special educational needs and disabilities](http://www.royalgreenwich.gov.uk/info/8/special-education-needs-co-ordinated-support-plan/1427/local-offer-for-children-with-special-educational-needs-and-disabilities)

Parents can also refer to the school website to see the school based Local Offer.

The SENCO can provide parents with information about how to contact other agencies to support the family and pupil. Additionally, it is the SENCOs responsibility to ensure that SEN children are able to access exams, other assessments and support pupils and their families at transition times: across key stages, class to class and to another school

SEND and Inclusion In-service Training

The SENCO evaluates the training and development needs of staff on an annual basis and liaises with the Continuing Professional Development leader to plan training accordingly.

Complaints

If you have concerns, or wish to make a complaint regarding your child's SEN support, a meeting should be requested with the school SENCOs in the first instance. If an agreeable resolution cannot be met the complaint should be escalated in the usual way, as outlined in the Complaints Policy. The local authority's Parent Partnership Service can provide further advice and guidance on pursuing a complaint regarding your child's SEN provision and support.

Appendix 1

Graduated approach to SEND identification

Quality First Teaching (Concerns Raised)



Assess: Further investigation (Class teacher and Inclusion lead)



Planning (Next steps, solution driven, including identifying long term outcomes)



Do (Implementing agreed actions)



Review (Evaluate impact of actions) Progress made or move to:

Involve specialists (Seek additional advice and implement strategies)



Ongoing, if no progress over period of time may result in an application for EHCP

Educational, Health and Care Plans EHCP