



SHARPLES PRIMARY SCHOOL

POLICY FOR INCLUSION/SPECIAL EDUCATIONAL NEEDS

Reviewed by	Martyn Slater
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The Sharples family ensures our children are resilient learners, healthy and aspirational citizens. We will create a love of lifelong learning that extends beyond the classroom as a result of an enriching curriculum. The school community will make a difference by fostering respect and tolerance of each other as unique individuals.

This policy aims to assist Sharples Primary School in the implementation of its statutory duties to provide high-quality education and support for all SEND children in the setting enabling them to make excellent progress and achieve well academically, socially and personally.

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

OBJECTIVES

The child is at the centre of the process.

To ensure early identification of children with special educational needs and/or disabilities and inform parents/carers.

To ensure children's special needs and/or disabilities are met through a graduated response.

To provide all pupils with access to the National Curriculum and school curriculum, delivered in the most integrated way possible and differentiated to needs and abilities. The school should exploit best practice.

To ensure progress is regularly assessed and recorded.

To regularly review and revise provision made for children with special educational needs and/or disabilities.

To actively involve parents/carers in planning support and reviewing progress, and to take account of their views.

Opportunities for pupils with SEN to negotiate and reflect upon their own learning and progress are essential.

To involve outside agencies where appropriate and enhance co-operation between professionals, parents/carers and pupil.

To develop an effective SEN resource base.

To provide all staff with SEN and Inclusion INSET opportunities.

To review and revise Inclusion policy at regular intervals as an integral part of the

School's plan and with the involvement of the school staff and governors.

To review all Educational Health Care Plans and annually (under 5s require reviews twice a year).

SCHOOL ADMISSIONS AND INCLUSION

Pupils with special educational needs and/or disabilities must be treated as fairly as all other applicants for admission. Sharples Primary School, in conjunction with the LA, will not refuse to admit a child because it feels unable to cater for their special educational need or disability. There is a general assumption that with the right strategies and support, most children with special educational needs and/ or disability can be included successfully at a mainstream school. However, it is not reasonable or practical to expect all schools to provide for every possible type of special educational need or disability. It is right to consider: what

parents want; an individual school's suitability to provide for the needs of the pupil; the impact their inclusion would have on the resources and the efficient education of others.

Sharples Primary School is multi-level building and has facilities in its Foundation Stage and Main school for wheelchair users in the form of lifts and ramps.

Sharples Primary School, as an inclusive school, will endeavour to provide all children with equal opportunities to access the National Curriculum and School Curriculum.

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers □
Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents, and gain their consent to proceed with further required intervention, when it is decided that a pupil will require SEND support through the early help process.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
 - Their previous progress and attainment or behaviour
 - Other teachers' assessments, where relevant
 - The individual's development in comparison to their peers and national data
 - The views and experience of parents
 - The pupil's own views
 - Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Supporting pupils moving between phases

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this and the Y6 teacher and/or SENCO will liaise with the SENCO of the new school. Where secondary schools provide additional transition arrangements for children with SEND, we ensure they are able to attend these sessions. In addition all pupils with an EHCP are provided with additional transition visits through Ladywood Outreach.

Our approach to teaching pupils with SEND

Class Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- WELCOM
- Nessy
- Every Child Counts
- Speech and Language programmes
- Lego Therapy
- Bright Leaders

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, Braille machines, coloured overlays, coloured books/paper, visual timetables, larger font, tactile diagrams etc.
- Differentiating our teaching, for example, giving longer processing times, preteaching of key vocabulary, reading instructions aloud, providing opportunities for dual coding, coaching etc.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 12 weeks during pupil progress meetings
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips to One Adventure Camp and PGL.

All pupils are encouraged to take part in sports day/school plays/special workshops etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of Lego Therapy club to promote teamwork/building friendships
- The school works on wellbeing activities and has achieved the gold award for being an outstandingly happy school.
- School has a designated Mental Health and Wellbeing Leader who is a trained mental health first aider and who works closely with children with SEND.

We have a zero tolerance approach to bullying.

Working with other agencies

School works closely with many other agencies to ensure timely and appropriate support is provided to children with SEND; these include:

- Ladywood Outreach Service
- Behaviour Support Service
- Speech and Language
- Occupational Therapy
- Sensory Support Service
- School Nursing Team
- CAMHS
- Sensory Pilot Scheme
- Educational Psychology
- Parent Carer Consortium
- BSCIP

ROLES AND RESPONSIBILITIES

School:

Provision for children with special educational needs and/or disability is a matter for the school as a whole. Further, the school plays a vital role in developing positive and constructive relationships with parents/carers, and pupils.

The Governing Body:

- Must have regard to the SEN Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- Must publish information on the school's websites about the implementation of the governing body's policy for pupils with SEN.
- Must ensure that there is a qualified teacher designated as SENCO.
- Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The SENCO (Martyn Slater)

- Oversee day-to-day operation of school's SEN policy;
- Work closely with the teacher in charge of the Visually Impaired Unit to ensure outstanding support is provided for the children with visual

impairments and to ensure these children are fully included into school life.

- Coordinate provision for children with SEN;
- Liaise with designated teacher where a Looked after Child has SEN;
- Advise on graduated approach to SEN Support;
- Advise on use of delegated budget/ other resources;
- Liaise with parents of children with SEN;
- Link with other education settings and outside agencies;
- Liaise with potential next providers of education;
- Work with head teacher and governors on Equality Act; and ☐ Ensure that SEN records are up to date.

Duties for the class teacher include:

Classroom and subject teachers are at the heart of the new SEN Support system, driving the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENCO and specialist staff.

The classroom teacher should:

- **Focus on outcomes for the child:** Be clear about the outcome wanted from any SEN support.
- **Be responsible for meeting special educational needs:** Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- **Have high aspirations for every pupil:** Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- **Involve parents and pupils in planning and reviewing progress:** Seek their views and provide regular updates on progress.

Teaching Assistants:

- TAs are part of the whole school approach to SEN working in partnership with the classroom/subject teacher and the SENCO to deliver pupil progress and narrow gaps in performance.
- School deploys teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

The Local Authority

Our Local Authority's offer is published on the school website.

Allocation of resources

The SEND budget is managed by the Senior Leadership Team. It is allocated to fund the provision of interventions as identified on the school provision map. The school is resourced for the inclusion of children with visual impairments and this unit is funded by the LA.

Complaints procedure

Any complaint made by pupils, parents/carers or staff about SEND provision, or any other SEND issue, will be heard by the class teacher, SENCO (Martyn Slater) , Head Teacher (Gemma Partington) or outside agency, as the complainant wishes in accordance with the school's complaints procedures. (See Complaints Policy)

If the LA refuses to make a statutory assessment of a pupil's needs, the parents/carers must be informed by the LA of the reasons for such a decision and of their right of appeal to the SEND Tribunal, and the availability of parent partnership and disagreement resolution services. This right also applies if there is a complaint about the provision detailed in a statement.

Assessing and reviewing progress

Classroom or subject teacher working with the SENCO should assess where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness.

They should draw on evidence from a clear analysis of pupil's need such as:

- Teacher's assessment and experience of the pupil;
- Information on pupil progress, attainment, and behaviour;
- Individual's development in comparison to their peers;
- The views and experience of parents;
- The child's own views; and
- Advice from external support services.

Policy evaluation

The school's Inclusion and SEND Policy should be evaluated annually by the Governing Body, Head Teacher and SENCO.

It will be deemed successful if:

- The school ensures that any child's SEND are identified early.
- The culture, practice, management and deployment of resources designed to ensure all children's needs are met.
- The school exploits 'best practice'.
- Those responsible for SEND provision take into account the views of the parents and (usually) the child.
- SEND provision, recorded in teachers' weekly or daily teaching plans, is judged effective.
- Provision and progress is monitored and reviewed at least termly.

- There is co-operation between all agencies.
- EHCP are clear and detailed, specify monitoring arrangements and are reviewed annually.
- Inclusion teacher and staff receive appropriate inset training.
- The Governing Body is kept informed of SEND issues.

Links with other policies and documents

This policy links to the following documents:

- Accessibility plan and PEPs
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

GLOSSARY

Annual review/Person Centred review:

The review of a Education and Health Care plan (EHCP) or statement of SEND conducted within 12 months of making the EHCP or statement or the previous review. In Bolton, Year 6 reviews are conducted in the Autumn term.

Disagreement Arrangements:

All LAs must provide arrangements to help prevent or resolve disagreements between parents, whose children have SEND, and the LA or school. They must include an independent element.

Education Health and Care Plan (EHCP)

A document which draws together the needs of the child and states what additional support is needed. The plan runs from 0-25 years old.

Early education settings:

Providers in receipt of government funding to deliver early education.

Foundation stage:

Begins when the child reaches the age of 3 and continues until the end of the Reception year. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Graduated approach:

A model of action and intervention in schools to help children with SEND. The approach recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

Teaching Assistant (TA):

A widely used term for what is known in Bolton as a Special Needs Assistant (SNA). SNAs provide in-school support for pupils with SENDs. They normally provide close support to the individual pupil (who may have an EHCP), and those responsible for teaching him/her.

Occupational therapy:

The use of purposeful activity and play to help a child attain maximum levels of functional performance.

Parent Partnership Services:

Provide advice and information to parents whose children have SENDs.

Pupil Referral Unit/ Forwards Centre:

A school establishment, maintained by the LA, specially organised to provide education for pupils who could not otherwise receive suitable education because of illness, exclusion or any other reason.

SEND Tribunal:

An independent body with jurisdiction for determining appeals by parents/carers against LA decisions on assessments and statements.

Special Educational Needs:

A child has a special educational need if there is evidence that current rates of progress are inadequate.

Special school:

A school which is specially organised to make special educational provision for pupils with SENDs.

Speech and language therapy:

This is a health care profession, enabling pupils with speech and language and communications difficulties to reach their full potential and achieve independence in all aspects of life.