



'Living, Learning and Growing in the Love of God'

Inclusion and Special Educational Needs Policy

Rationale

Newland St John's CE Academy is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and to be 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.

At Newland St John's we aim to remove barriers to learning and put effective special educational provision in place where needed.

Newland St John's is committed to inclusion. We aim to promote a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean we will treat learners in the same way, but that we will respond to learners in ways which 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 (LAC)
- Others such as those who are sick, those who are young carers and those who are under stress

- Any learners who are at risk of disaffection and exclusion

This policy describes the way that we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, including the learning environment they experience at 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 understand that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be short or long term.

At Newland St John's CE Academy 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.

Newland St John's sees the inclusion of children identified as having special educational needs as an equal opportunities issue. We also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The SEND co-ordinator is Ms Lyn Frankton who is also the Inclusion Manager.

The SEND Governor is Rev Scott McKay

Objectives

1. To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with special educational needs.
3. To continually monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SEND team and support staff as appropriate. (*Except where disapplication, arising from EHC Plan occurs, disapplication is very rare, and we aim to offer the curriculum to all our pupils.)
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils record as having SEND as additional needs.
6. To ensure that pupils with SEND are perceived positively be all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of all children who attend the school.

8. To enable children to move on from our school well equipped in the basic skills of literacy, numeracy and social independence to the demands of secondary school life and learning as far as each is able to.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children, as much as possible, in planning and in any decision making that affects them.

Arrangements for coordinating SEND provision and the role of the SENDCo

1. Governing bodies must ensure that there is a qualified teacher designated as SENDCO for the school and that person should be part of the Senior Leadership Team.
2. The SENDCo will meet with each class teacher half termly to review and discuss additional needs or concerns and to review each child's Assess, Plan, Do, Review document.
3. The SENDCo is available as necessary to discuss any concerns which may arise.
4. The SENDCo monitors planning for SEND, delivery and success of interventions and quality of provision.
5. The SENDCo, together with Head and Deputy Head teacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.
6. SEND support is primarily delivered by class teachers with quality first teaching and through differentiated teaching methods. Additional support is provided by the SENDCo and by teaching assistants (TAs) throughout the school. This is funded by the school annual budget and pupil premium where applicable. Additional support can be funded through individual allocations from the LA as part of our delegated budget.
7. Support staff, class teachers, SEND team and outside agencies liaise and share developments in order to inform reviews and forward planning.
8. The SENDCo will keep up to date records and registers of any child with a SEND need and share appropriately.
9. The SENDCo will keep up to date records of SEND children, their progress and monitor and evaluate any SEND support provided.

Specialised Provision

Newland St John's has a small class specifically for children with a high level of SEND and additional needs. This is overseen by the SENDCo and is supported by a team of Teaching Assistants.

Identification and Assessment Arrangements, Monitoring and Review Process

The school 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. Based on the schools observations and assessment data and following a discussion between the class teacher, SENDCO and parent, the child may be reported as having additional or supported needs. A meeting between class teacher and SENDCo will be held each half term to discuss SEND children and ways forward including assessing and amending assess, plan, do, review documents.

Assessment that could be used to identify a child with a special need could include:

- Baseline assessment results
- Progress measured against the National Curriculum English and Math plans
- National curriculum age expectations
- Progress measured against the P level descriptors using PIVATS
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing statement of SEND and assessment
- Assessments by a specialist service, such Educational Psychologist or speech and language therapist, identifying additional needs.
- Another school or LA which has identified or has provided for additional needs
- Other forms of assessment such as BPVS, Aston Index, CAT4, PHaB or Dyslexia tendencies.

Differentiated Curriculum provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Differentiation should be recorded in the planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future planning and differentiation. 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.

The school uses the definitions of adequate progress as suggested in the New Code of practice 2014, that is, progress which:

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

Additional Needs

Additional Needs provision would be indicated where there is evidence that:

- There has been little or no progress made with existing intervention
- Additional support is required to develop literacy or numeracy 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 Additional Needs

1. Children who have needs similar to other children within the year group, e.g lack of phonic knowledge or phonological skills, spelling
2. Children who we consider to have a more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common need. However, there should be scope within intervention plans for each child to have individual targets. Both groups of children will have provision for their common need in small groups as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated support. The responsibility for organising and monitoring the intervention groups is the SENDCo's, it is the responsibility of the person who runs the groups to plan the work.

A child receiving support at Additional Needs will have an 'Assess, Plan, Do, Review' (APDR) document. This document forms an individual record for the child and contains SMART targets to be worked on, school based observations and assessment and a summary of how the child's additional needs can be supported.

APDR will be reviewed half termly; they are a working document for staff, to aid planning and decisions regarding support on an ongoing basis. As part of the review process it will be decided if additional support can stop; needs to continue or a child needs referring for some specialist advice and support.

'Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability' (6.20 SEN Code of Practice 2014)

School request for Statutory Assessment

For a child who is not making adequate progress, despite a period of support at Additional Needs support and in agreement with parents/carers, the school may request the LEA to make a request for an Education, Health and care Assessment (see Appendix 2). To inform

its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.

The purpose the EHC Plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interest and aspirations of the parents and child/young person
- Provide a full description of the child/ young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child/ young person's needs and aspirations.
- Specify the provision required and how education, health and social services will work together to meet the child/ young person's needs and support the achievements of the agreed outcome

(9.2 New SEN Code of Practise 2014)

The school is required to submit evidence to the LA whose Moderation of Assessments Panel makes judgements about whether or not the child's need can continue to be met from the resources normally available to the school. This judgement will be made using the LA's criteria for assessing the needs for an Education, Health and Care Plan. Planning, provision, monitoring and review process continue as before while awaiting the outcome of the request.

The School Arrangements for SEND and Inclusion In-Service Training

- The SENDCo attends regular courses and meets with the Educational Psychologist to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and inclusion issues are targeted in the Inclusion Development Plan and School Development Plan. In-service training and individual professional development is arranged, matched to these targets.
- In-house and additional needs and inclusion training is provided through staff meetings and INSET days
- 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 Senior Leadership Team will ensure tailor- made training where this appropriate through staff meetings and INSET days as part of the schools training programme.

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

- The Educational Psychologist visits the school regularly, following discussions with the SENDCO as to the purpose of each visit. The number of visits from the EP are decided at MAT level and the academy are given the dates of planned visits.
- Specialist, direct teaching from other services are used where we do not have the necessary in-house expertise – for example, in relation to children with autistic spectrum disorder or behavioural difficulties.
- Speech and Language therapists come into school and support children who have been referred and accessed as needing extra support, they also provide targeted plans for the school to follow. The MAT also provide a private speech and language therapist who visits the school approximately three times per half term. She provides plans and training to staff who deliver the programmes she sets.
- Parents/carers are informed whenever an outside agency is involved.
- The SENDCO liaises with a number of outside agencies, for example
 - Speech and Language Service
 - Physiotherapists
 - IPASS
 - White House Unit
 - Northcott Outreach
 - Tweendykes Outreach

Transition arrangements and links with other schools

- Foundation staff will meet with local nursery schools prior to pupil starting school to ensure any child with additional needs are identified this will then be relayed to the SENDCo.
- The SENDCo will meet with key workers and the SENDCo from any nursery where a child with an EHC Plan is moving to Newland St John's and arrange transition which may include extra visits, visits to and from the nursery and transition books.
- Transition between year groups will be handled as the need for children is required – for example, extra visits to meet new teacher, transition books, visual prompts etc.
- Transition between KS2 and KS3 will involve liaising with the receiving secondary school and following their policy on transition. Newland St John's will endeavour to support their transition policy wherever possible.
- If a child with an SEND need moves to another school then the SENDCo will contact the new school and arrange for files to be sent as soon as possible.
- Where a child joins Newland St John's from another school then the SENDCo will contact the school to discuss any SEND concerns where applicable.

Links with Health and Social Care, Educational Welfare Services and Any Voluntary Organisations

- The school regularly consults health care professionals. Concerns are initially brought to the attention of the school nurse by the SENDCo and referrals will be made as appropriate.
- Social Services and the Educational Welfare Service will be accessed through a named social worker, social services access team or the visiting Education Welfare Officer visits as appropriate. Staff should alert the SENDCo if there is any concern they would like to be discussed.
- There are many organisations (multi-agency) available to support SEND. Parents/carers will be given details of these groups on request or as appropriate.

Access to the environment, learning and the curriculum (to read in conjunction with the Disability and Accessibility Policy)

- Newland St John's is a single site school. Two classrooms are on the first floor which is accessed via a staircase. All other facilities are on the ground floor every area is accessible via ramps.
- There is good lighting throughout the school and safety arrangements for all visually impaired children. Classrooms have good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains)
- Children requiring equipment due to an impairment will be assessed in order to gain the support they require
- The school will ensure that all children have access to a balanced and broadly based curriculum which is flexible to meet the needs of all children. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads to inclusion.
- Learning opportunities will be differentiated and teaching styles will be diverse to include all children.
- Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring and collaborative learning.
- The school will ensure that all extracurricular activities are barrier free and do not exclude any pupils
- We adapt printed materials so that children with visual stress difficulties can access them.
- We provide alternatives to materials such as white papered books, pencils, pens where required.

Admission arrangements

- Children with additional educational needs are considered for admission to the school in exactly the same criteria as for children without additional needs.
- For a child with an EHC Plan please see the Admissions Policy

Dealing with complaints

If a parent/carers wishes to raise a concern about the provision their child is receiving or the policy, they should, in the first instance raise the issue with the SENDCo who will try to resolve the concern. If the issue has not been dealt with to the parent/carers satisfaction then a meeting with the Headteacher will be arranged. Any issues that remain unsolved will be managed according to the school complaints policy which is available on request from the office.

Published information

The Governing body of Newland St John's must publish information on their website about the implementation of the governing body's policy for SEND. The information should be updated annually (see the school offer on SEN) – 6.79 SEN Code of practice 2014

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