

ST. ANDREW'S CE PRIMARY SCHOOL SEN AND INCLUSION POLICY

Rationale:

St. Andrew's CE Primary School is committed to providing an appropriate and high quality education for all. We believe that all children, including those identified as having a special educational need or disability 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.

At St. Andrew's we are committed to inclusion and aim to develop cultures, policies and practices that include all learners. We aim to engender 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 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 or those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

This policy describes the way 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, 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 St. Andrew's CE 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.

At St. Andrew's we see the inclusion of children identified as having a special educational need as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The development and monitoring of the school's work on Inclusion will be undertaken by the Inclusion Team who meet at least twice a term. The inclusion team consists of the Headteacher, the Inclusion Manager (who is also the named SENDCO), and the Learning Mentor. Governors and staff with a particular interest in inclusion are also invited to attend on a regular basis.

Objectives

- To ensure the 2014 Special Educational Needs and Disability Act, Code of Practice and associated guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with a special educational need.
- 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, SENDco, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as receiving Special Educational Needs and Disabilities (SEND) support.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to leave our school 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.

Arrangements for coordinating SENDco provision:

More information on St Andrew's SEND provision can be found in the school's 'Information Report for children with SEND' on our website. Information about Lambeth LA's provision for children and young people with SEND can be found through the 'Local Offer.' The Lambeth Local Offer can be accessed through the website: <http://younglambeth.dev-fsit.com/local-offer/landing-pages//local-offer.html>

Overview of SEND provision:

- The SENDco will meet with each class teacher at least three times a year to discuss additional needs concerns and to write and review IEPs or Student Support Plans. Parents are invited to attend IEP and Support Plan meetings.
- At other times, the SENDco will be alerted to newly arising concerns by teaching and non-teaching staff. These concerns are discussed at our Inclusion Team meetings and appropriate action taken.
- Where necessary, reviews will be held more frequently than three times a year for some children.
- Targets for children with SEND will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The SENDco monitors planning for SEN and supports class teachers and adults leading interventions with planning.
- The SENDco and other members of the Leadership Team monitor the quality and effectiveness of provision for pupils with SEND through classroom observation.
- SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENDco and by trained teaching assistants (TAs) throughout the school. This is funded from the school's notional budget for each child with SEND. The support timetable is reviewed termly, by the SENDco and the leadership team, in line with current pupil needs and the budget. Additional funding may also be allocated on an individual basis by the LA through an Education Health and Care Plan (EHCP).
- Support staff, class teachers, SENDco and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised Provision

Where appropriate we engage the expertise and support from outside agencies to provide specialized provision and to support with the creation and delivery of targets. Some members of staff have also been involved in professional development to support the teaching and provision for children with additional needs within the mainstream school.

Allocation of Resources to Pupils

Each term we map the provision for individual pupils to show how we allocate resources (see Appendix B).

Identification and Assessment Arrangements, Monitoring and Review Procedures

At St. Andrew's we regularly observe, assess and record the progress of all children to identify those who are not progressing satisfactorily and who may have additional needs. To identify children we:

- Measure their progress against literacy and numeracy objectives.
- Measure their progress against P level descriptors
- Use standardised screening and assessment tools
- Observe behavioural, emotional and social development
- Use an existing EHCP or SEND assessment
- Use assessments by a specialist service, such as educational psychology.

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

- Differentiated curriculum support within the class
- Additional support through an IEP.
- Additional support through a Student Support Plan.
- An Education Health and Care Plan (EHCP).

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. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher. In some cases an Individual Progress Plan will be completed to ensure pupils are working towards making expected progress (See Appendix A).

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

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 needs are unlikely to be met by such an approach, the SENDco may identify that the child has a Special Educational Need or Disability (with the support of External Professionals as needed).

The responsibility for planning for these children remains with the class teacher, in consultation with the SENDco. The SENDco will keep an individual record for the child that contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from any outside agencies. Where the child has a high level of need, the SENDco may create a Student Support Plan to coordinate the interventions, advice and support they are receiving from all agencies. The SENDco will look at the monitoring information, along with other members of the Inclusion Team, on a termly basis and make adjustments to the provision for the child, if appropriate.

School request for an Education Health Care Plan (EHCP).

For a child who is not making adequate progress, despite a period of support, where the school has exhausted its notional budget and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to issue an EHCP (Education Health and Care Plan).

The school is required to submit evidence to the LA whose Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the school's SEND budget. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request. A child who receives an EHCP will receive any additional support that is provided using the funds made available through the EHCP. There will be an Annual Review, chaired by the SENDco, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

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

The SENDco attends regular network meetings to update and revise developments in Special Needs Education and Inclusion.

The SENDco has achieved the NASEN award in SEN Coordination through study at the Institute of Education.

In-house additional needs and Inclusion training is provided through staff meetings by the SENDco and any other relevant agency.

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 EP visits the school regularly following discussion with the SENDco as to the purpose of each visit. A SALT visits the school on a weekly basis to work with children who have speech language and communication difficulties.

Specialist, direct teaching from other services is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties.

Specialist teachers work directly with children who have vision or hearing impairment and where this is indicated on their EHCP. Class teachers plan alongside these specialist teachers who also attend and contribute to IEP reviews.

The SENDco liaises frequently with a number of other outside agencies, for example:

- Social Services/Education Welfare Service
- School Nurse/Doctor
- Child and Adolescent Mental Health
- Speech and Language Therapy
- Physiotherapy/Occupational Therapy

Parents/carers must authorise the involvement of any outside agency.

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 SENDco will attend this meeting if the school/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 our aim is 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.

IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Links with other schools/Transfer arrangements

Foundation Stage staff will liaise with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDco after this meeting. Where necessary the SENDco will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDco will telephone to further discuss the child's needs. The SENDco will contact other schools when a child transfers from St. Andrew's CE Primary School.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

The school regularly consults health service 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 other services will be accessed through the Common Assessment Framework (CAF), as appropriate. Class teachers will alert the SENDco if there is a concern they would like discussed.

Inclusion Principles

Staff at St. Andrew's CE 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. 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.

Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Access to the Environment (see also School Accessibility Plan)

St. Andrew's CE Primary School is a single site school, with Foundation Stage, Key Stage 1 and Key Stage 2 departments joined by the dining area. There is also a portacabin on site. The school is on one level. All entrances are suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

There is currently one accessible toilet for children or adults outside the school office.

We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for any visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised.

There is one disabled car parking bay.

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (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 towards inclusion.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that extra curricular activities are barrier free and do not exclude any pupils.

Access to Information (see also School Accessibility Plan)

All children requiring information in formats other than print have this provided, where appropriate.

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Admission to reception is on a part-time basis for the first two weeks. These arrangements are flexible to cater for individual needs.

Prior to starting school, parents/carers of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

The PSHCE curriculum includes issues of disability, difference and valuing diversity. Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.

Terminology, imagery and disability equality

We work with the children to understand the impact of words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

We encourage the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

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. We use this analysis to help us 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 Level 2 at the end of KS1 and Level 4 at the end of KS2,
- A reduction in behaviour incidents and exclusions

The SENDco regularly provides information to the governing body as to the numbers of pupils SEN support as well as any pupils for whom an EHCP has been requested. The number of pupils transferring to or from each type of provision will be noted. The 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 SENDco will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND Governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

Individual targets for children with additional needs will be reviewed through IEP targets or Student Support Plans, and a summary of the outcomes arising from these targets will be shared with governors.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND 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 Inclusion Team and presented to the Governors.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDco, who will try to resolve the situation.

If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

How do we support our SEND pupils at each level?

The table below shows how we allocate resources and how we support our SEND pupils in and out of the classroom.

Differentiated curriculum provision	Support for SEND Pupils	Support from outside agencies.
<p>Modified Learning Objectives</p> <p>Differentiated plans.</p> <p>Peer support and collaborative learning</p> <p>Individual Progress Plan</p> <p>Teacher Focus Group</p> <p>Catch Up Literacy</p>	<p>TA support for: Specific group teaching.</p> <p>Specific 1:1 teaching to targets – by SENDco, Learning Mentor or TA.</p> <p>SENDco assessment and record keeping.</p> <p>SENDco small group teaching to targets</p> <p>Planning by class teacher in consultation with the SENDco.</p> <p>Teachers access information and support from specialist services.</p> <p>Behaviour Plan</p> <p>Individual Timetable</p> <p>Individual Mentor</p> <p>Drama Therapy</p> <p>Social Skills Development</p>	<p>1:1/group direct work with the external professional. Input to planning, monitoring and reviewing</p> <p>TA support group - materials provided by external professional.</p> <p>Input to IEPs from specialist services – SALT, EP and CAMHS</p> <p>Teachers access information and support from specialist services.</p> <p>Access to specialist teaching and support provided by an external agency where appropriate – for example, for pupils with a visual impairment</p>

APPENDIX A

Individual PROGRESS Plan

What is the issue/concern?

--

Action/Target

By Who

When?

(Class teacher,
parent, Inclusion
Team?)

Action/Target	By Who	When?
	(Class teacher, parent, Inclusion Team?)	

Progress Plan Review

(No further action, move on to SEN register?)

--

APPENDIX B

St Andrew's Primary School
_____ 's Provision Map

Name:	Year:	Date of Birth:
EAL stage and Language:	SEND stage:	Date of Provision map:
Teacher:	Other Supporting Adults:	Vulnerable Group:

SEN stage	Communication & Interaction		Cognition and Learning				SEMH			Sensory and Physical			
Pre-Register Intervention	SLCN		LIT	NUM	GEN		S	E	B	PD	VI	MSI	HI
School Action	SLCN		LIT	NUM	GEN		S	E	B	PD	VI	MSI	HI
School Action +	SLCN	ASD	SpLD	MLD	SLD	PMLD	S	E	B	PD	VI	MS1	HI
Statement	SLCN	ASD	SpLD	MLD	SLD	PMLD	S	E	B	PD	VI	MS1	HI

Narrative Description of SEND:

Outside Agency Involvement:
Previous:
Present:
Planned:

	EYFS	End of Y1	End of Y2	End of Y3	Aut Y4
Reading					
Writing					
Maths					

Intervention name	Start Date Frequency Length	Group Size Leadin g Adult	Location & Time	Entry Data	Intervention Target	Exit Data	Outcome

IEP targets shaded in grey.