

## 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 most able
- 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 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 Early Years and 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 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 Senior Leadership team who meet regularly.

## **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 adapted planning by class teachers, SENDCO, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to adapting classroom 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 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: <https://www.lambeth.gov.uk/lambeths-send-local-offer>

### **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 support the writing and reviewing of SEND Support Plans. Parents are invited to attend 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 with Senior Leaders 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. adaptive teaching through varied teaching styles, scaffolds, resources etc.
- The SENDCO monitors planning for children with SEND 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 high quality teaching and adaptive 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 specialised 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.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

At St. Andrew's we understand that early identification of SEND is crucial and its purpose is to promptly work out action needed to be taken by the school. 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 pre-Key Stage 1 standards and Developmental Journal development bands (SENIT)
- Use standardised screening and assessment tools
- Observe behavioural, emotional and social development
- 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:

- Adapted and suitably resources curriculum within the class
- Addition support through an Individual Progress Plan (IPP)
- Additional support through a SEND Support Plan (SSP).
- An Education Health and Care Plan (EHCP).

### **Curriculum Provision**

In order to make progress a child may only require High Quality teaching with adaptive teaching strategies. This adaptation may involve a variety of approaches, for example, a change in teaching styles, use of scaffolds and extra resources, breaking work into small chunks with breaks in-between and the use of assisted technology. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting.

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 adaptations 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 adapted 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 and class teacher will create a SEND Support Plan ( Appendix B) to coordinate

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the interventions being given, information about school-based observation and assessment, a summary of the child's strengths and additional needs and detailed SMART targets which are reviewed termly. It will also include any advice and recommendations if advice has been sought from any outside agencies.

### **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 SENCO, 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 completed the NASEN award in SEN Coordination at Roehampton University.

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

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 is appropriate.

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

The Educational Psychologist visits the school 12 days a year and time is allocated following discussion with the SENDCO as to the purpose of each visit. A Speech and Language Therapist visits the school 19 days a year to work with children who have speech language and communication difficulties. An Educational Psychotherapist also visits the school on a weekly basis to work with children and their families with social, emotional and mental health needs.

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. These teachers also support school staff with training and advice.

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

- Social Services/Education Welfare Service

- School Nurse/ Community Paediatricians
- Child and Adolescent Mental Health
- Physiotherapy/Occupational Therapy

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

## **Roles and Responsibilities.**

### **1) Parents**

We recognise that parent/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs.

The parents/carers are asked to inform the class teacher if they have any concerns about the progress of their child.

The parents/carers are informed at the earliest opportunity of any concerns that the teacher may have, and they are subsequently at the forefront of any processes that are put in place.

Parents are also expected to support any intervention implemented by the school so that it has the maximum chance of making a positive difference

Parents are expected to attend all meetings that may be arranged regarding the learning of and support for their child.

### **2) Teacher**

The teacher will work closely with the SENDCO to:

Use their professional judgment when deciding that a child may need additional support.

Ensure that their planning and teaching is designed to include and support all children.

Have records which may include observations and formative assessments by which they base their judgments.

Inform parents/carers at the earliest point when they feel intervention may be needed.

Decide which children need support within the class context and which children need additional support as a result of a special educational need, and require further support, outlined above.

Write SEN support plan (SSP) targets which are discussed and reviewed with parents three times a year.

Ensure that there are opportunities for children with special educational needs to work on specific, agreed targets which are different from those provided as part of a differentiated curriculum (SEN Code of Practice 2015).

Ensure that effective deployment of resources, including TA support, will maximise the outcomes for all learners.

Contribute to the successful process of transition of children with SEN to new classes, Secondary, or other schools.

### **3) SENDCO**

In line with the recommendations in the SEN Code of Practice 2015, the SENDCO will:

Oversee the procedures outlined in this policy.

Identify those children who are in receipt of additional support within the classroom context, those children who are receiving outside class support and those that require an EHCP.

Provide a provision map for identified children.

Coordinate the provision of identified children.

Liaise closely with, and advise, parents, teachers and TAs.

Manage the confidential records of all identified children.

Monitor the implementation of SEN support plans (SSPs) by class teachers.

Implement a programme of regular reviews, including the statutory annual review for children with an EHCP.

Liaise with the school's SEND Governor, keeping them informed of updated legislation and current provision within the school.

Attend SENCO network meetings to keep updated with the current status of statutory requirements.

Liaise closely with outside agencies to ensure that the identified children have the appropriate support that will maximise learning outcomes.

Ensure the funding for SEN is appropriately deployed.

Ensure that all deadlines are met for paperwork submissions.

#### **4) Teaching Assistant (TA)**

The TA will work with the SENCO and Class teacher to:

Deliver the adapted curriculum in order to maximise the learning outcomes for the individual child.

Work in small groups or 1:1, using the resources provided by the class teacher or SENCO.

Defer any questions regarding the progress of the child by parents/ carers to the class teacher or SENCO.

Maintain confidentiality regarding all personal information about the child whom they support.

#### **5) Head teacher**

The Head teacher is responsible for:

The day-to day management of all aspects of school, including the support for children with SEND.

Ensuring that every child's needs are met and that they make the best possible progress.

Keeping the Governing Body up to date with issues relating to SEND in the school.

Keeping Parents/Carers informed of updates to their child's provision and progress, through the effective management of the SENCO and Class Teacher.

#### **6) Outside Agencies**

The Outside Agencies work closely with the school to ensure the correct provision is given to individual children. The Outside Agencies constitute:

##### **a) Occupational Therapist: (OT)**

Occupational Therapists work with individuals who have conditions that are mentally, physically, developmentally, socially or emotionally disabling.

##### **b) Educational Psychologist: (Real Group)**

Educational Psychologists are concerned with helping children who are experiencing problems within an educational setting with the aim of enhancing their learning. They work with individual children or groups and they advise teachers, parents and carers.

##### **c) Speech and Language Therapist: (SALT - Natalie Yusuff)**

Speech and Language Therapists assess and support speech, language and communication problems in people of all ages to help them better communicate.

##### **d) Lambeth Autism Advisory Service: (LAAS - Noel Gardner)**

The main aim of the service is to deliver advice and support to schools enabling them to meet the additional educational needs of children and young people with a diagnosis of autism and to create an inclusive and autism-friendly learning environment.

##### **e) Lambeth Sensory Support Service:**

Lambeth Sensory Support services provides specialist knowledge to support the education of children and young people and their families who have a hearing, visual or multi-sensory impairment from birth to 25 years of age.

#### e) Lambeth and Southwark School Nurse Hub

The school nurse supports children who have medical needs requiring school care plans, to ensure their conditions are managed safely while in school. The School nurse also provides training and support to school staff in managing medical needs (for example, allergies, asthma, epilepsy and diabetes). The Nursing Hub carries out height and weight measurements of Reception and Year 6 pupils for the National Child Measurement Programme, with follow-up advice and support

### **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 a child has identified SEND, the SENCO 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.

### **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.
- The school works in partnership with families by ensuring that all lines of communication are kept open through regular updates and review meetings.
- We work effectively with other agencies engaged in supporting the children and their families.
- We recognise that all pupils have the right to be involved in decision making and exercising choice. We ensure that children are involved in self review and inform parents at each stage.
- 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.

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 adapted 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.

Arrangements for admission to our Reception class 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 PSHE 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 reaching age related expectations at the end of Key Stage 1 and Key Stage 2.
- A reduction in behaviour incidents and exclusions.

The SENCO 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.

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 SENDCO 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. Parents should refer to the school's Complaints Policy to follow this process.

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

## APPENDIX A

Autumn Term

Spring Term



### Individual PROGRESS Plan for XXXX

What is the issue/concern?

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Action/Target	By Who	When?

Signed  
(parent) \_\_\_\_\_  
(child) \_\_\_\_\_  
(teacher) \_\_\_\_\_

date \_\_\_\_\_

Review with be carried out at the end of ..... term.

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

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## APPENDIX B

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**SEN Support Plan**  
**St Andrew's C of E Primary School**

<b>Name:</b>	<b>Year Group:</b>	<b>Any known diagnosis:</b>	<b>Stage:</b>	<b>Areas of need:</b>
<b>Outside Professional Involvement:</b>			<b>People contributing to Support Plan:</b>	
<b><u>Strength's in all areas of school life at setting up of the Support Plan:</u></b>		<b><u>Barriers/challenges/difficulties that prevent xxxx from participating, learning and progressing at setting up of the Support Plan:</u></b>		<b><u>Strategies and resources to be used:</u></b>

	Year R			Year 1			Year 2			Year 3			Year 4			Year 5			Year 6		
	On entry	Spring	Summer																		
Reading																					
Writing																					
Maths																					

<b><u>Identified difficulties from professionals:</u></b>	<b><u>Reports received and recommendations:</u></b>
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<u>Interventions and support</u>		
<u>Reception Autumn:</u>	<u>Reception Spring:</u>	<u>Reception Summer:</u>
<u>Year 1 Autumn:</u>	<u>Year 1 Spring:</u>	<u>Year 1 Summer:</u>
<u>Year 2 Autumn:</u>	<u>Year 2 Spring:</u>	<u>Year 2 Summer:</u>
Year 3 Autumn:	Year 3 Spring:	Year 3 Summer:
Year 4 Autumn:	Year 4 Spring:	Year 4 Summer:
Year 5 Autumn:	Year 5 Spring:	Year 5 Summer:
Year 6 Autumn:	Year 6 Spring:	Year 6 Summer:

## Cycle 1: xx/xx - xx/xx

<u>Target</u> What specifically does the child need to be able to do or understand by the review date?	<u>Strategies</u> What will we do and who will do it? School, Home, Community Include allocated resources	<u>Support</u> Who will be delivering the support, how often and for how long?	<u>By when?</u>	<u>Evaluation/ Review Has it been achieved?</u>  <u>Target Achieved</u> <u>Target Not Achieved</u> <u>Target Ongoing</u>
<u>Communication and Interaction</u>				
<u>Cognition and learning</u>				
<u>Physical and Sensory</u>				
<u>Social, Mental, Emotional Health</u>				

<p><u>REVIEW of Cycle 1</u></p> <p><u>Date:</u></p> <p><u>Attended by:</u></p>	<p><u>Were child/young person's views sought at the end of this cycle? Y/N</u></p>
<ul style="list-style-type: none"> <li>● <u>Record any new information from assessments here</u></li> <li>● <u>Intelligent review of interventions – what worked/what didn't/why?</u></li> <li>● <u>Child/Young person's view on progress</u></li> <li>● <u>Parent/carer's view on progress</u></li> <li>● <u>Knowledge gained at the end of this cycle and from discussion at review should influence what targets are written in next cycle</u></li> </ul>	