



**West Horndon  
Primary School**

## School Policies

# SEND & Inclusion

Staff consultation:

Adopted by Governors:

Implemented: *Summer 2016*

Due for Review: Summer 2017

Signed:

Date: *14.07.2016*



## **Special Educational Needs, Disability and Inclusion Policy**

*"If a child can't learn the way we teach, maybe we should teach the way they learn."* Ignacio Estrada

### **Purpose**

The 2014 Special Educational Needs and Disability Code of Practice: 0 to 25 years (CoP) states that, all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

At West Horndon Primary School we are committed to being an inclusive school which values the abilities and achievements of all of its pupils and to providing each pupil with the best environment for learning.

We fully recognise that many pupils will have SEN at some point in their school life. This Special Educational Needs, Disability (SEND) and Inclusion Policy recognises the entitlement of all pupils to a broad and balanced curriculum and reinforce the need for teaching that is fully inclusive.

Through the implementation of this policy our school Governing Body will ensure that, in line with the CoP, appropriate provision will be made for all pupils with SEND so that they can be helped to overcome their difficulties.

### **Specific Aims**

- To ensure the identification of all pupils requiring SEND support as early as possible in their school career.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To ensure that all pupils have access to a broad and balanced curriculum and can participate in lessons fully and effectively.
- To provide a differentiated curriculum appropriate to an individuals needs and ability.
- To value and encourage the contribution of all children to the life of the school and ensure that SEND pupils take as full a part as possible in all school activities.
- To work in partnerships with parents
- To ensure that SEND pupils are involved in decisions affecting their provision.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils

J Bolton: SENCO & Inclusion Manager. June 2016

### **Defining Special Educational Needs**

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.*

(Special Educational Needs and Disability Code of Practice: 0 to 25 years Department of Education 2014)

There are four broad categories of SEND:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory

### **Roles and Responsibilities**

Head Teacher – *Mr. M O'Grady*

SENCo – *Mrs. Julia Bolton*

Link Governor for SEND & Inclusion and the Enhanced Provision – *Mr. Kim Harding*

### **The role of the SENCo**

The SENCo plays a crucial role in the school's SEND provision. This involves working with the Head Teacher and the Governing Body to determine the strategic development of the policy. The SENCO must be a qualified teacher working at the school. They must hold or be seeking to achieve a National Award in Special Educational Needs Co-ordination. It falls within the responsibility of the SENCo to:

- Oversee the day to day operation of the policy
- communicating with SEN pupils to collect their view and opinions
- Co-coordinating the provision for pupils with SEN
- Monitor progress for pupils identified as SEN
- Handle data to identify vulnerable groups and individuals
- Liaising with and giving guidance to colleagues
- Managing learning support assistants
- Overseeing records for pupils with SEN
- Liaising with parents
- Organise and manage person centered reviews
- Make a contribution to INSET
- Liaising with external agencies, LA support services, health and social care and other voluntary bodies.

### **The role of the Class Teacher**

West Horndon Primary School recognises that all of our teaching staff are teachers of pupils with SEND and are responsible and accountable for the progress and development of the pupils in their class.

J Bolton: SENCO & Inclusion Manager. June 2016

All staff, including learning support staff, must have a working knowledge of the schools policy and be familiar with procedures for reporting concerns about pupil progress to the SENCo.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND and the quality of teaching for all pupils, including those at risk of underachievement is rigorously reviewed on a regular basis.

The Teacher's Standards states that teachers must have a clear understanding of the needs of all pupils, including those with special educational needs or with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them. In order to ensure this teacher will:

- Plan and evaluate everyday classroom provision for all pupils, including pupils with SEND.
- Meet regularly with the SENCo to discuss pupil progress and the effect of any provision being made outside of the classroom. This will follow the, 'assess – plan – do – review' cycle.
- Allocate time and support every term for **all** pupils, to enable them to produce a One Page Profile (see below) which identifies what is important to and for the child.
- Develop constructive relationships and liaise with parents concerning the outcomes being pursued by and for their child.
- Be involved in the development of the school's SEND policy.

### **The role of the Governing Body**

The schools governing body is responsible for ensuring that the SEND policy is being fully adhered to in the schools practice. In order to achieve this they will:

- Ensure that a qualified teacher, who holds or is actively seeking to achieve, a National Award in Special Educational Needs Co-ordination is appointed as SENCo
- Ensure that provision of a high standard is made for SEND pupils
- Ensure that a 'responsible person' is identified on the Governing Body to liaise with the schools SENCo and report back at meetings where necessary.
- Ensure that pupils with SEND are fully involved in all school activities.
- Refer to the SEND CoP in order to monitor the schools provision.
- Report annually to parents regarding deployment of resources for SEND provision.
- Ensure the SEND information report is published on the school website about the implementation of the governing body's policy for pupils with SEND and that it is updated annually or when it changes if this is sooner.
- Be fully involved in the creation and review of policy documents, including the accessibility plan, which should be read in conjunction with this policy.

## **The role of the Head Teacher**

The Head Teacher is responsible for the day to day management of all aspects of the school including provision made for pupils with SEND. Within this role they will:

- Keep the Governing Body well informed about SEND within the school.
- Work closely with the SENCo in order to ensure that SEND provision is a key part of School Improvement where necessary.
- Ensure that the school has clear and flexible strategies for working alongside parents of children with SEND and that every effort is made to maximise opportunities for parental involvement in their child's education.

## **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have SEND.

Early identification is vital and the school uses a graduated response to children's special educational needs as outlined in the Code of Practice. This takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The class teacher makes an initial identification and informs the SENCo and parents at the earliest opportunity to share concerns and enlist their active support and participation. Information provided within the Essex Provision Guidance Document enables the teacher to consider the pupil against a range of pre-determined characteristics and ensure Quality First Teaching is being used to support the child.

(<http://schools.essex.gov.uk/pupils/sen/Provision%20Guidance/Pages/Provision-Guidance-Toolkit.aspx>)

The class teacher collates evidence, and monitors progress closely. This is also reviewed rigorously at the termly pupil progress meetings. Any concerns are discussed with the SENCo who will then work alongside the teacher to decide whether it is appropriate to place the child on the SEND register and at which level of provision. Close liaison with parents is vital to enable them to feel involved and develop a good relationship, which is paramount to positive outcomes being achieved for and by the child.

## **SEN support**

Where a child is attaining at a level significantly below age-related expectations and there is evidence of an increasing gap between them and their peers' additional school intervention and support will be put into place. The SENCo will work closely with the child, teacher and parents, through a person centred approach to produce a plan that identifies the outcomes desirable for the child with measurable targets and strategies to meet them. The child's progress will be carefully monitored through the 'assess – plan – do – review' cycle and will be discussed in detail at the pupil progress meetings which are held termly between class teachers and the assessment leader. The plan will be reviewed in response to this through further liaison with the child and parents. The SENCo will allocate time for intervention through a structured programme that addresses the child's needs, beyond what is available in the classroom so that the outcomes identified can be achieved. Information about interventions including what is being offered, by whom and the costs involved are recorded on individual and school provision maps.

Where necessary, the school may request support and advice from external agencies. Any strategies identified through this route will be implemented by the class teacher and recorded within the plan. Such requests must be done with the permission of the parents and any reports or feedback shared with them immediately it becomes available.

## **Education, Health and Care Plan**

Where there is considerable cause for concern around a child who, despite access to appropriate learning opportunities and support, has demonstrated significant and persistent learning difficulties, a request for a statutory assessment for an Education, Health and Care Plan (EHCP) will be made. This application is done, with parental permission, through the Local Authority (LA). The LA will need information about the child's progress over time. This will include all documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide such evidence through the person centred planning that has previously been implemented under the SEN support category. This information will include:

- Views of the child including any One Page Profiles completed
- Records of regular person centred reviews including the plans/outcomes
- The pupil's health including the child's medical history where relevant
- Information about attainment and achievement against the National Curriculum – assessed at 'P' scales if necessary
- Educational and other assessments, advice from an external agency must be present, preferably from an educational psychologist;
- Involvement of other professionals such as health, social care or education welfare service.
- Views of the parents

Assessment for an EHCP involves consideration by the LA, working cooperatively with parents, the school and other agencies, as to whether such a plan is necessary for the child.

An EHCP will include:

- The views, interests and aspirations of the child and his or her parents
- The child's special educational needs
- The child's health needs which are related to his/her SEN
- The child's social care needs which are related to his/her) SEN
- The outcomes sought for the child, including outcomes for adult life
- The special educational provision required by the child including any health or social care provision that directly supports their special learning needs
- Any health provision reasonably required by the learning difficulties or disabilities which result in the child having SEN, and where an Individual Health Care Plan is made for them, that plan
- Any social care provision that has been assessed and agreed as needed under section 2 of the Chronically Sick and Disabled Persons Act 1970
- Any other social care provision which has been assessed as necessary to meet a child or young person's needs as set out in their child in need, child protection or child in care plan
- The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child and the type of that institution
- Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care
- The advice and information gathered during the EHC needs assessment

All children with EHCPs will continue to have outcome led plans which are developed through the person centred planning environment and follow on from SEN support. Interventions will be implemented, as far as possible, in the normal classroom setting. The delivery of the interventions will be the joint responsibility of the class teacher and SENCo.

If additional teaching hours and funding are awarded through the EHCP the support teacher will also be actively involved in the person centred review and in devising and implementing an appropriate plan.

All EHCP must be reviewed regularly and this will generally happen termly with the parents and class teacher. A full person centred review will be held once a year.

### **Transition from statement to EHCP**

Children currently on statements will be transferred to an EHCP through a cycle of transition identified by the local authority. All statements will be reviewed annually with parents, the pupil, the LA, the school and any other professionals invited to consider whether any amendments need to be made to the description of the

pupil's needs. The process of reviewing the statement will reflect the person centred / One Plan approach with the previous annual review paperwork being completed alongside the newer one plan formats.

### **Gifted and Talented Pupils**

By definition, pupils who are identified as more able or gifted and talented will require additional and specialist provision. Therefore they fall under the umbrella of inclusion. The SENCo will be responsible for assisting teaching staff to identify and make appropriate educational provision for these pupils. Where additional provision is being made that takes the child out of the classroom environment, parents will be informed. The child's views will be taken into account when setting outcomes for their learning through completion of their One Page Profiles (see below) and these will be shared with parents. Provision for these pupils is monitored by the Senior Leadership Team in terms of planning scrutiny, lesson observation and discussion with pupils.

### **Monitoring and Evaluation**

The SENCo is responsible for monitoring the provision made in school by teachers and support staff to ensure Quality First Teaching and differentiation for children with SEND is happening with regards to child's the agreed plan. Termly meetings involving the SENCo and class teacher provide opportunities for discussion around class provision being made and helps identify where support is necessary. The SENCo will also meet regularly with LSAs in order to monitor their role in the provision for SEN as well as upskilling them in monitoring and assessment practices. The intervention timetable will be regularly reviewed to ensure the best possible use of intervention resources, including the time of those delivering the programs is being achieved.

### **Resources**

The Head Teacher and SENCo are responsible for the operational management of the specified and agreed resourcing for special need provision within the school, including the provision for children with EHCPs and statements of special educational needs. The Head teacher informs the Governing Body of how the funding allocated to support special educational needs has been deployed.

The Head Teacher and the SENCo confer with other staff to determine the level of SEND budgetary resources, including funding directly related to EHCPs or statements.

The school provides for:

- Additional learning support
- Non-teaching SENCo
- Material resources
- Assessments by the specialist teaching service
- Continued professional development for all staff
- Other resources taken on an individual needs basis

J Bolton: SENCO & Inclusion Manager. June 2016



Additional resources are sometimes recommended and loaned on an assessment basis through specialist teachers and other professionals working with the child. Where such materials are proving to be beneficial, the school will endeavour to provide an equivalent when the loan expires.

### **Access to the Curriculum**

All pupils have an equal access to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities, experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and success criteria, are differentiated appropriately and assessed to inform the next stage of learning.

Person centred plans, which identify the outcomes aspired to by the pupil, feature significantly in the provision that we make in the school. Working towards the outcomes by breaking them down into smaller ensures that children experience success. All children on the SEN Register have a person centred plan.

At West Horndon Primary School we support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. In order to maximise the learning of pupils with SEND, we may ask children to work in small groups, or on a one-to-one basis, both inside or outside the classroom with LSAs.

We will where appropriate draw on a range of resources to support children and help them to access the curriculum. A record of the resources is made through provision mapping

### **Access to extra-curricular activities**

All of our children have equal access to extra-curricular activities and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Forest School and class trips are part of our curriculum and we aim for all children to benefit from them. Where considerations or adaptations need to be made, liaison between staff and parents will ensure the child's needs can be fully met throughout the experience. No child is excluded from a trip because of SEND, or medical needs.

### **Liaison and transition**

The school has strong links with the local pre-school and secondary schools in the area. We fully exploit these links in order to support the transition of pupils with SEND. When a child joins us or moves on to a new school the SENCo will endeavour to arrange meetings between the SENCo and staff at the sending or receiving school to discuss the child's needs. Additional transitional visits will be

organised at both placements for the child and supporting staff members, to ensure the child feels comfortable with the change.

The SENCo regularly attends local area network meetings for SEND and update sessions run by the LA in order to consolidate and forge links with local schools and extended services.

We work closely with our local statutory assessment team and support services for children with SEND. More information about local services that are available can be found through the local offer.

### **The Local Offer**

Local authorities have a statutory duty to develop and publish a Local Offer, setting out in one place information about the support they expect to be available in their area across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans. The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents.

The Essex Local offer can be accessed via the following link  
<http://www.essexlocaloffer.org.uk/>

### **SEN information report**

The governing body must ensure information is published on the school website about the implementation of the policy for pupils with SEN. This information is included as part of this SEND and inclusion policy and is reviewed and updated annually or sooner if any changes to the information occur. To ensure the information is easily accessible by young people and parents a briefer SEN information report is also available which is set out in clear, straightforward language, providing relevant links to this policy and the local offer as required.

### **Case Studies**

As part of the supportive process for pupils with SEN (and other vulnerable pupils throughout the school) staff work collaboratively to produce case studies for children in their class. These studies form an informative document that accompanies the child throughout their primary school career at West Horndon and allows information to be shared and passed on effectively between practitioners working with the child. It is paramount that this document is updated regularly by the class teacher and should be reviewed termly or sooner should any changes occur.

## **The One Planning Environment**

One Planning is the terminology used by Essex and West Horndon Primary School to describe a person centred approach to assessment and planning for children and young people with SEND.

One Planning is a process that allows a child or young person and their family work together with teachers and other professionals to set out what help they need to achieve their goals. It is based on the principle that planning should start with the individual and must have regard to the views, wishes and feelings of the child, child's parents or young person, their aspirations, the outcomes they wish to seek and the support they need to achieve them.

This approach is fundamental to the arrangements for supporting children with SEND, and at West Horndon Primary we endeavour to apply it to all children with SEND from the point of initial concern, throughout the SEN Support and formal assessment phases.

Once a pupil is identified with SEND through the graduated response, a person centred review will be organised. This 'meeting' is a way of learning what is important to and for the pupil, together with the people who are important in a pupil's life and the focus of the review is on creating a One Plan which will highlight actions needed to support the child. The review will consider:

- what we appreciate/like and admire about the pupil?
- what we need to know or do to support them?
- what is important to them now?
- questions to answer/issues we are struggling with
- what is important to them for the future?
- what is working and not working from different perspectives

The One Plan will be reviewed termly by the class teacher/SENCO and shared through parent/pupil/teacher consultations, with a person centred review taking place annually.

At West Horndon Primary School we value the process of the person centred planning and have adapted the process to ensure inclusion by extended it beyond pupils with SEND. All pupils, staff and other stakeholders develop their own One Page Profile, which is an important tool in the person centred planning approach. The process of compiling these profiles will be encompassed into class planning on a termly basis, using the person centred planning tools, so that the views of the pupil and their desired outcomes can be obtained in a fully inclusive environment.

The presentation of the One Page Profile is flexible and should reflect the child's personality. However the format must include the following information/headings (see appendix 1 for an example):

- A photograph of the child
- My strengths and achievement *or* (what people like and admire about me)
- What you can do to support me *or* (you can help me by)
- The things that are important to me

- Two or three 'I will be able to' statements which will reflect the outcomes the child aspires to, broken down into smaller steps if necessary. (The terminology of 'targets' should be avoided, to emphasise that they are achievable steps)

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. This policy has been written and will be adhered to reflect this commitment.

### **Review Framework**

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

## Appendix 1

Add your name  
here...  
One-page Profile

Insert your photo  
here

What people like and admire about me

Add what people like and admire about you...

What's important to me

Describe what is important to you...

How to support me

Describe the support you need...

I will be able to:

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