

## **Mordiford C of E Primary School**

### **Policy to promote the successful Inclusion of pupils with Special Educational Needs and Disabilities**

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**SENCo Governor: Gail Devereux**

Our SEND policy is based on:

- Special Educational needs and Disability Regulations, 2014
- Special Educational needs Code of Practice, 2014
- Statutory Guidance on Supporting Pupils with medical Conditions, 2014
- Teacher Standards, 2012
- Children and Families Act, 2014

#### **Introduction:**

Mordiford School is committed to giving all our children every opportunity to achieve the highest of standards. We believe that all children including those identified as having special educational needs or disabilities 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.

The Primary Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

At Mordiford we deem a child to have SEND if he /she;

- has a learning difficulty or disability which calls for special provision to be provided for him or her;
- has a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- is on the 'at risk' register;
- experiences emotional or behavioural difficulties;
- Has abilities in one or more curriculum areas that are significantly higher than those of the majority of children of their age. (Refer to Gifted and Talented Policy)

Teachers take account of Special Educational Requirements and make provision to support individuals or groups of children to enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. Effective differentiation is seen as the prime intervention in meeting pupils' needs.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs and disabilities takes account of the type and extent of the difficulty experienced by the child.

### **Admission arrangements**

Admission arrangements are determined by the school's Governing Body. Our school does not refuse admission to pupils with Special Educational Needs or Disabilities within our catchment area nor discriminate against pupils out of catchment area on the basis of their SEND. For pupils with statements of Special Educational Needs the LEA determines admission, having regard to parental preference and in consultation with the Governing Body and the School's Admission Policy.

### **Aims and Objectives:**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to ensure all medical needs are identified and provided for (see Accessibility Policy)
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children are involved in this process.

### **Educational Inclusion:**

At Mordiford C.E. Primary School we aim to give all our children every opportunity to achieve the highest of standards, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community and the achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Through appropriate curricular provision, we respect the fact that children;

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by;

- providing support for children who need help with communication, language, maths and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;

- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### **Arrangements for identifying pupils with SEN**

The school's system for regularly observing, assessing, recording and tracking the progress of **all** children is used to identify children who are not progressing satisfactorily and who have additional needs. The progress of every pupil is discussed during termly Pupil Progress meetings. Early identification and intervention support in the classroom, or providing new ways of learning can help ensure children are quickly back on track. However, sometimes more specialised intervention is required.

Children's SEN and requirements may fall into the following areas;

- cognition and learning difficulties,
- speech, language and communication, and interaction
- social, emotional, behavioural and mental health issues,
- sensory and physical difficulties

At Mordiford C.E. Primary school we follow the 2014 Code of Practice to identify, assess and provide for pupils with SEN using the '**Graduated Approach**'.

Based on the observations and assessment data and following a discussion between the class teachers, SEND Coordinator and parent the child may be recorded as needing either:

- differentiated curriculum support within the class;
- additional support through **Wave 2** provision (a programme of intervention to help with specific needs).
- additional support through **Wave 2 and 3** provision. This may require support from outside agencies. (Parental permission is always sought before we seek advice from outside the school.)

### **Differentiated Curriculum Provision**

In order to make progress a child may only require differentiation, which involves modifying learning objectives, teaching styles and access strategies. In every classroom, we strive to provide such "Quality First Teaching" which takes into account all learning styles.

Under these circumstances a child's needs would 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. Learning intentions are always made explicit and the activities adapted, or planned separately as appropriate. Alternative methods of responding or recording work in lessons are planned so that it is appropriate to the individual or groups of pupils needs.

**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 Pupil Progress Meetings and discussed at parent's evenings which take place termly. A decision is made as to whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress: that is progress which;

- Closes the attainment gap between the child and their peers;

- Prevents the attainment gap from growing wider;
- Is similar to that of peers starting at the same baseline;
- Improves on the child's previous rate of progress;
- Ensures full access to the curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates an improvement in the child's behaviour and learning behaviour.

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, a discussion will take place between parents, teacher and SENCo to plan the next stage of provision.

### **School Action**

In the early stage information is gathered and monitored and incorporates the following;

- Initial identification and registration of special needs by the class teacher
- Explanation of procedures to parents by the Special Education Needs Co-ordinator
- Parent's views of their child's progress and difficulties
- Child's own view
- A record is kept of the nature of the concern, the action taken, the targets set and when progress will be reviewed.

The child's class teacher will offer interventions that are '**different from or additional to**' those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCo) will be involved in target setting and monitoring progress and will then take the lead in further assessments of the child's needs. It will be discussed whether the child needs to be placed on the Special Educational Needs Register and parental permission will always be sought before this occurs.

Where needs are similar, it is appropriate to support these children within a group, focussing on their common needs as well as some individualised support for their more unique needs. This provision runs concurrently with differentiated curriculum support and the group may be taught by the class teacher or the teaching assistant.

The class teacher remains responsible for working with the child on a daily basis and for planning the short term targets set for the child on their medium term and / or weekly planning sheets which highlights the teaching strategies to be used. It will also indicate the planned outcomes and a provision map or Independent Educational Plan – I.E.P) will record the additional support that the child receives through class or intervention programmes. Progress will be reviewed with the child's parents half termly and their child will be encouraged to contribute. The success of interventions will be evaluated and a decision will be made for the provision for the pupil's next steps.

As part of the review process, the SEN Coordinator and school colleagues, in consultation with the parents / carers, may conclude that despite receiving an individualised programme and /or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. In most cases, children will be seen in school by external support services who provide a variety of support such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The new strategies will be implemented in the child's normal classroom setting through the teachers planning and targets recorded in the same way as for all

children in the class. The provision map (or Independent Educational Plan: I.E.P) will record the additional and type of support the child receives each term.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Local Education Authority. A range of written evidence about the child will be available to support the request.

## **Inclusion**

All children have an entitlement 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

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation unless children are taking part in small group interventions at Wave 2 or at Wave 3 one-to-one targeted support in order to maximise their learning.

## **Specialised Provision**

There are no 'special educational needs' classes at Mordiford C.E. Primary School but the SEN Coordinator, Teachers and Teaching Assistants work with small groups and with some individual pupils to develop speech and language and mentoring programmes as well as small group teaching of literacy and numeracy skills. Our TAs work under the guidance of Teachers, our SENCo, and specialists and are involved in a range of professional development to support their teaching.

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

- The SENCO attends regular network meetings to update and review developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's School Improvement Plan. Where available in-service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by subject coordinators and the SEN Coordinator.
- All staff have access to professional development opportunities and the provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the School's Professional Development Policy.
- Support staff are encouraged to extend their own professional development and the Headteacher ensures there are opportunities for them to attend available training.

The **SEN Coordinator is Mrs Ann-Marie Cooper**, (National Senco Award) who reports regularly to the Head Teacher, Standards Team, Key Stage Meetings and the Governors of the school on all issues relating to SEN in the school. At Mordiford C. E. Primary School the SENCo, with the support of the SEND Governor,;

- manages the day-to-day operation of the SEN and Disability Act policy;
- monitors the progress of all pupils, to identify needs as they arise and to provide support as early as possible;

- maintains the school's Special Needs Register and all the required documentation;
- liaises with teachers, parents and external agencies;
- takes part in formal meetings with external agencies regarding pupils to be assessed;
- liaises with the Literacy Coordinator, Numeracy and ICT Coordinator and class teachers to ensure that resources are available for pupils with SEN to use in all subjects of the National Curriculum;
- ensures that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by all staff and parents / carers;
- involves parents / carers at every stage in plans to meet their child's additional needs.
- involves the children themselves in planning and in any decision making that affects them.

## **The Role of the Governing Body**

### **The SEN Governor is Gail Devereux.**

- The Governing Body has due regard to the 2014 SEND Code of Practice when carrying out its duties toward all pupils with special educational needs and Disabilities. They recognise and accept their responsibilities as described in
- Special Educational needs and Disability Regulations, 2014
- Special Educational needs Code of Practice, 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions, 2014

The Head teacher has the responsibility for the day to day management of all aspects of the school's work, including children with SEN and will keep the Governing Body informed.

## **Allocation of Resources**

In Herefordshire, funding for pupils with Special Educational Needs and Disabilities is included in the school's budget. The Head teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

## **Pupil Premium**

The 'Pupil Premium' was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

In most cases the Pupil Premium is paid direct to schools, allocated to them for every pupil who receives free school meals. Schools decide how to use the funding, as they are best placed to assess what additional provision their pupils need.

Pupils in receipt of Pupil Premium are viewed as a cohort and their needs are scrutinised at termly pupil progress meetings. In individual circumstances we will also consider if we can use funds to support a child or family in any way we can in agreement with the Senior Leadership Team and the family concerned.

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

The school's 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. This information is provided by;

- Early Years Assessment
- Progress measured against Yearly objectives
- National Curriculum attainments
- Termly Age Standardised Screening and Assessment Tools in Reading and Maths
- Pupil observation- tracking and recording responses
- Pupils' work
- Progress measured against the 'P' level descriptors
- Observations of behavioural, emotional and social development
- An existing Statement of SEN
- Assessments by a specialist service such as educational psychology which identifies additional needs, speech and language therapy service.
- Another school or LEA which has identified or has provided for additional needs.

Record keeping on every pupil is overseen by the SENCo, who will keep details of provision and progress up to date and ensure data confidentiality is maintained.

The SENCo works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

### **Monitoring and evaluation**

The SENCo monitors individual children's progress using the school's tracking system on a termly basis. The SENCO provides termly information to the governing body as to the numbers of pupils receiving special educational provision. The Head Teacher will report on any whole school developments in relation to inclusion, at the same time, and ensure that governors are kept up to date with any legislative or local policy changes.

The SEN Coordinator meets with the SEN Governor to discuss Inclusion and current SEN concerns. The SEN Governor will lead governor monitoring of the SEN policy through observations and other procedures to be agreed annually with the Head Teacher.

Whole school monitoring and evaluation procedures will include sampling of work and observations, Learning Walks, evaluation of planning, individual assessments. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

### **Transition:**

SEND support will also include the planning and preparation for transition within key stages and to High School. Parents and pupils will be involved in this process.

**Partnership with parents**

- The school works closely with parents whose children have special educational needs. We encourage an active partnership through an ongoing dialogue with parents.
- Parents/carers evenings provide regular opportunities to discuss progress and concerns. Parents are able to make appointments to see the Class Teacher / SEN Coordinator on request.
- Parents are strongly encouraged to contribute to the half termly review process and receive a copy of the provision map which outlines an evaluation of previous targets and the planned strategies and targets for the following half term.

**Complaints Procedure**

**More detailed information can be found in our SEND Information Report. This can be found on the school’s website or obtained on request from our school office.**

If parent’s have any concern regarding their child with SEN, the school’s complaints procedure should be followed. The school always works in partnership with parents of children with SEN in order to provide an effective education for their children. If parents are not wholly satisfied with the response of the school, they may wish to seek further advice/assistance from the Chairman of Governors and the Children’s Services in the Local Authority. If at this point they do not agree with the school’s and the Local Authority’s decision, they have a right to appeal to the Authority’s SEN tribunal.

**Reviewing the Special Educational Needs Policy :**

**The Governing Body will review this policy on an annual basis and its implementation of the policy evaluated.**

**Date: 30th September 2016**

**Review date: 30th September 2017**

**Signed by:**

**Chairman of Governors .....**

**Head Teacher.....**

**SEN Coordinator.....**

**Date.....**