

St John Baptist (Southend) CE Primary School



SEND and INCLUSION POLICY

Agreed: Dec 2016

Review Date: Dec 2019

By: Governing Body

SEND and INCLUSION POLICY

To be read in conjunction with the Special Educational Needs Information Report

in compliance with
Special Educational Needs and Disability Code of Practice (2014)

Statement of Values:

We have a shared mission to nurture a Christian ethos of love and care through our actions, prayers and reflections. We aim to celebrate and respect the diversity of cultures and beliefs in society; to create a safe and challenging learning environment; to encourage each individual to reach his or her maximum potential. Our irresistible curriculum and core values provide an opportunity for all to gain the skills and knowledge necessary to lead happy and successful lives.

The Governing body at St John Baptist CE Primary School believes that everyone is created in the image of God and is of infinite worth. The school's SEND and inclusion policy is based in Christian values.

Legislative Compliance

This policy has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (CoP) September 2014

Equality Act 2010

Children and Families Act 2014

Rationale

St John Baptist is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, 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.

St John's is committed to inclusion. Part of the schools strategic planning for improvement is 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.

Key Principles:

- The needs of the children are at the heart of all that we do. Their views and involvement will be sought at all stages.
 - Parents/Carers are key partners in the identification, planning for, support and review of their children's needs.
 - All children are entitled to access a broad, balanced and relevant curriculum.
 - The needs of all children will be assessed and reviewed regularly. Challenging but achievable targets for progress will be set.
 - Provision will be suitably differentiated to meet individual and diverse needs to enable all children to reach their full potential.
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- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
 - Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
 - Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
 - English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
 - We focus on individual progress as the main indicator of success.
 - We strive to make a clear distinction between "underachievement" and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

Aims and Objectives of this Policy

The aims of our SEND and inclusion policy and practice in this school are:

- To provide curriculum access for all

- To secure high levels of progress for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).
- We will work with pupils, parents/carers, governors and staff to embed inclusive practices
- We will work to ensure that staff have the necessary skills, capacity and confidence to provide for the diversity of children with special educational needs
- We aim to Identify any barriers to inclusion that prevent a pupil from learning
- We aim to match levels of support as closely and effectively as possible to the identified needs of children and the development of inclusive provision for them

Roles and responsibilities:

Governors

The governing body in co-operation with the Head of School determines the school’s general policy and approach to provision with children with SEND, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school’s work.

The curriculum/Pupil welfare committee from the governing body takes a particular interest in and closely monitors the school’s work on behalf of children with SEND. There is a designated SEN Governor.

Head of School

The Head of School has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with SEND. The Head of school keeps the governing body fully informed and also works closely with the school’s The Head of School and the governing body have delegated the responsibility for the ongoing implementation of this SEND and Inclusion Policy to the Inclusion Manager.

Inclusion Manager (incorporating the role of SENCO/EMA Co-ordinator/designated teacher for looked after children)

The Inclusion Manager works closely with the HoS Senior leadership team and fellow teachers and is closely involved in the strategic development of the SEND policy and provision. The IM has responsibility for day-to-day operation of the school’s SEN policy and for co-ordinating provision The IM is responsible for reporting regularly to

the HoS and the governor with responsibility for SEN on the ongoing effectiveness of this SEND and inclusion policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups).

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

Teaching staff

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, **all teachers are teachers of pupils with special educational needs and EAL.**

All teaching and non-teaching staff should be fully aware of the SEND and inclusion policy, the SEND information report and procedures for identifying, assessing and making provision for children with SEND.

All Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Class teachers are responsible for –

- Ensuring QFT (Quality First teaching) matches the needs of the learners within their class.
- Identifying children under-achieving or those with SEND (in partnership with the Inclusion Manager).
- Planning class based interventions for children at risk of under-achieving and those children with SEN concerns.
- Keeping SEN paperwork (red SEN folders/brown passport folders/Provision maps/profiles of needs/SEN concern sheets) complete and up to date.
- Writing, implementing and reviewing Inclusion passports in partnership with the pupil, parents/carers and the Inclusion Manager.

For more detailed information on the following, please refer to the SEN information report:

Identification and Assessment

Early identification is vital. Information for all pupils will be gained from parents/carers, previous educational provision, professional assessments and standardised tests. Any concerns about the child arising from this information will be shared between the class teacher, IM and parents/carers through the completion of an SEN introductory concern sheet.

Provision

STAGE 1: Well-differentiated, quality first teaching, including the use of small group interventions. To be included on class provision maps.

The needs of the vast majority of pupils will normally be met through Quality first teaching (QFT), differentiated planning and varied teaching styles and approaches. Additional support, including teaching assistants, may be deployed to support this process. When concerns are initially noted, it is the class teacher's responsibility to

take steps to address the issue as part of the differentiated curriculum; including planning interventions for the 'at risk' learners identified and completing SEN concern sheets. These concerns must also be shared with parents/carers.

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the Inclusion Manager and senior leaders.
- On - going assessment of progress made by intervention groups
- Work sampling
- Scrutiny of planning.
- teacher interviews with the co-ordinator
- Informal feedback from all staff.
- Pupil progress tracking using assessment data (whole-school processes)
- Regular meetings about pupils' progress between the A co-ordinator, the head teacher and class teachers
- Head teacher's report to parents and governors
- Advice and assessments from outside agencies may also be sought at this stage

Stage 2 SEN Support

The class teacher is, at all times, responsible for the education of pupils at SEN support and will need to work with the child on a daily basis to ensure targets/outcomes outlined in the pupil passports are being followed/addressed.

Pupils will be offered additional SEN support (co-ordinated by the) when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014. They will also be placed on the SEN register.

SEN support is part of the graduated approach; it follows the assess, plan, do, review cycle. Assessment will become increasingly detailed in line with the graduated response outlined in the Code of Practice (2014).

Under-achieving pupils who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be on the class provision maps).

In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the class provision map.

Referrals to outside agencies for more detailed, specialist advice and assessments will be sought in order to best meet the learner's needs.

Inclusion passports will be written and reviewed twice a year - the passport will identify short term outcomes/targets, as well identifying the support given, and will be written in collaboration between the teacher, pupil (if appropriate) and parents/carers if they wish to be involved. Pupil passports will follow, as best possible, advice from outside agencies.

Class teachers must offer to meet termly with parents/carers of pupils on SEN support – these meetings may coincide with pre-planned events such as academic review day and parent's evening but may also be needed to be arranged at other times.

Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

A request for an EHC needs assessment will be made by the school, to the LA if a child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, documentation in relation to the child's SEN and any other actions taken, including resources and special arrangements put in place. The LA then decides whether to formally assess a child's needs and then finally whether an EHC plan should be put in place and what extra resources will be allocated to the child.

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on SEN support (above) and, in addition to this, will have an Annual Review of their statement/plan. The and H liaise to decide how the EHCP funding is allocated – this will be decided on a pupil by pupil basis to best meet the needs of that child and could include 1:1 support, small group support or the purchase of specialist time or equipment.

Continuing Professional Development

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

The SENCO, EMA Coordinator and Designated Teacher for LAC will regularly attend local network meetings

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process. All staff will have the opportunity to further develop knowledge, skills and understanding of the diverse range of needs of children in the school. This will be delivered through in house training, outside expertise or attending external courses.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Head of School and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

working effectively with all other agencies supporting children and their parents
giving parents and carers opportunities to play an active and valued role in their child's education
making parents and carers feel welcome
encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
instilling confidence that the school will listen and act appropriately
focusing on the child's strengths as well as areas of additional need
allowing parents and carers opportunities to discuss ways in which they and the school can help their child
agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
keeping parents and carers informed and giving support during assessment and any related decision-making process
making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

state their views about their education and learning
identify their own needs and to learn about learning
share in individual target setting across the curriculum so that they know what their targets are and why they have them,
self-review their progress and set new targets
(for some pupils with special educational needs) monitor their success at achieving the targets on their pupil passport

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority)

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO/EMA Co-ordinator, then, if unresolved, by Head of School. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)