



SEND and Inclusion Policy

Rationale

At Ashmole Primary School we are committed to providing a high quality education for all children. We are an inclusive school and seek to raise achievement and remove barriers to learning so that our children can achieve their full potential. We recognise that each child is a unique individual and we aim to provide support in a sensitive, caring manner.

Definition of Special Educational Needs (SEND)

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- The SEN Code of Practice states:
“A child has special educational needs if he has a learning difficulty which calls for special educational provision to be made for him/her.”
and if:
a) s/he has a significantly greater difficulty in learning than the majority of children of his age.”
or
b) s/he has a disability which prevents or hinders him or her from making use of educational facilities for children of the same age.”

The difficulties may be of a temporary or permanent nature and fall generally into three main categories:

- 1) Intellectual
- 2) Physiological/Neurological
- 3) Social/Emotional/Behavioural

Disabled children and young people:

Some students who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition can include sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

The kinds of SEND that are provided for:

We make our best endeavours to support all pupils in overcoming barriers to learning. Some children need support that is 'additional to and/or different from' that which is normally provided to respond to the four main areas of need as identified in the Code of practice September 2014:

- * Communication and interaction
- * Cognition and learning
- * Social, mental and emotional health
- * Sensory/physical

These difficulties can include pupils throughout the ability range. A child may have more general difficulties with school work or have a combination of two or more areas of need. Some children may have fallen behind and have learning difficulties if they are not supported by the appropriate resources and environment. At Ashmole Primary School, we identify these needs, put appropriate interventions in place and monitor progress closely. This is part of the whole school Plan, Do and Review cycle for children who may have special educational needs. Needs may be of a minor nature as well as serious, however all needs must be addressed so that children can progress and reach their potential.

The school recognises that pupils with medical conditions need to be appropriately supported to ensure full access to the curriculum. These pupils will not require SEN Support unless their medical need affects their learning.

Objectives

- To provide children with SEND with the same opportunities as all children appropriate to their age and ability
- To identify children's needs and take early intervention with all staff sharing the responsibility for identifying, assessing and meeting the needs of children with SEND
- To ensure access to a broad and balanced curriculum through differentiated planning and appropriate modifications, this is called the Plan, Do, Review cycle.
- To provide timely access to appropriate intervention programmes according to the needs of the child
- To keep clear, up-to-date records tracking the progress of individual children, as they move through the school
- To work in partnership with parents, pupils and outside agencies
- To ensure that resources are identified and coordinated according to the needs of individual children, as outlined in the intervention maps

- To ensure that all governors and parents are aware of the policy and SEN Information Report
- To co-produce with parents and pupils achievable and relevant targets for children on the SEND register

Coordination of SEND provision

The SENCO is the designated teacher responsible for coordinating provision for SEND and all duties outlined in the SEND Code of Practice. In addition to the day-to-day management of our SEND policy, their duties include:

- Liaising with, advising and supporting teachers and support staff about children with SEND.
- Managing support staff
- Coordinating provision for children with SEND
- Liaising with parents of children with SEND
- Identifying, assessing, monitoring and record keeping for children with SEND
- Liaising with external agencies including the educational psychology service, health and social services, behaviour support service and voluntary bodies as appropriate
- Informing the Head Teacher of all developments
- Organising in service training for staff, ensuring awareness of new initiatives and developments
- Coordinating and chairing Annual Review meetings for children with EHCPs
- Supporting staff and parents in co-producing Individual Education Plans
- Ensuring continuity of provision for children with SEN by liaising with pre-schools and secondary schools
- Working with the SEN Governor as appropriate

Admission arrangements

All children start school in the September of the academic year when they turn five.

Prior to starting school, children and parents are invited to pre-school sessions in July when parents and children meet the teachers and teaching assistants. The school will arrange home visits to all children starting in September. The school will run workshops for parents as appropriate.

Initially most children attend part-time and gradually this increases to full-time by three weeks. The individual needs of children are always considered and so if children are not ready to attend full time in October they continue to attend on a part time basis as necessary.

Identification of Children with SEND

At Ashmole Primary School, we have developed a whole school approach to SEND, including Head Teacher, SENCo, Class Teachers, Support Staff and all members of staff. All Teachers are Teachers of SEN. This involves identifying individual needs as early as possible and working closely with parents. Information leading to the identification of children's SEND may come from a number of sources. These include:

- Pre-school - liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents and pre-school transition meetings
- In school - staff observations, levels of attainment, Foundation Stage Profile, P level assessments, reports from external agencies, reports from previous schools, standardised screening and assessment tools

Staff can raise concerns about a child with the SENCO or Class Teacher at any time. Based on the school's observations, assessment data and following a discussion between the class teacher and SENCO, the child may need one of the following:

- Enhanced Differentiation under guidance of SENCO
- Targeted SEN Support co-ordinated by the SENCO

Ashmole Primary School will work in partnership with you in the identification and support for any special education needs and disabilities. Where a pupil has a more significant and long-term need, it may be necessary to involve the expertise of External Agencies. Any application for an Education, Health and Care Plan is made with the advice of External Agencies.

When any concern is identified it is the responsibility of the Class Teacher to Plan, Do and Review suitable interventions, often involving Parents. If there is insufficient progress, a pupil may be added to the school SEN register with parental permission. The Class Teacher, after discussion with the SENCO, will then provide interventions that are additional to or different from those provided as part of the differentiated curriculum. The child may be given an Individual Education Plan detailing targets, interventions and progress and reviewed with the SENCO, Parents and Pupil.

Stages on the SEND register

SEN Support - Special educational needs are met within the classroom and through withdrawal intervention programmes individually or in small groups. Support from one or more outside agencies will be sought e.g. Behaviour Support Service, Educational Psychology Service. If the school, in agreement with parents, feel that the child has exceptional needs and is not making

sufficient progress despite intervention in place then they may request the Local Authority to undertake a statutory assessment. Once granted, this assessment may or may not lead to the Local Authority issuing an Education, Health and Care Plan (EHCP). Termly meetings will be held, usually with the Class Teacher, but the SENCO might also be present as appropriate.

EHCP - Children who are classed by the Local Authority as having exceptional needs will be issued with an EHCP which outlines all of the child's special educational needs and any special educational provision necessary to meet those needs. The EHCP will have long and medium term objectives that the child would be expected to achieve. Progress against these objectives will be reviewed annually in an Annual Review meeting. Termly meetings will be held, one of which will be with the Class Teacher, one the Annual Review, and another with the SENCO or appropriate member of staff. Appropriate External agencies are invited to contribute to Annual Review meetings.

Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional support at 'Concern' level rather than 'SEN Support'.

Provision for children with SEND

Provision for children with SEND is outlined in the Primary School Provision Pyramid as in the SEN Information Report. Children will be supported in class by the Class Teacher or class Teaching Assistant. In addition, children may also be taught by one of the SEN Teaching Assistants who deliver small-group intervention programmes. All interventions aim to secure at least adequate progress which:

- * Prevents the attainment gap between the child and his peers from widening.
- * Closes the attainment gap between the child and his peers.
- * Improves the child's previous rate of progress.
- * Ensures access to the full curriculum.
- * Demonstrates an improvement in self-help, social or personal skills.
- * Demonstrates improvements in the child's social, emotional and mental health.

Intervention programmes may include

- Target reading - Years 1 to 6
- Target spelling - Years 2 to 6
- Rapid Maths - Years 3 and 4
- Top Tips - Years 1 to 6
- Social skills – as appropriate to the needs of individual children
- Language Acquisition and Social Skills (LASS) - Reception and Year 1
- Phonics groups - Reception

- Speech and language groups - Reception to Year 6

Assessment and review of children with SEND

The Head Teacher and SENCO monitor and discuss progress of all children with Class

Teachers and Teaching Assistants termly. Children with SEND are reviewed and progress discussed at Termly meetings. In some cases, an assessment by the school's Educational Psychologist may be required and parents are fully involved in this process. The Educational Psychologist will advise the school and parents on how best to meet the child's needs.

All children who are on the SEND register will have Individual Education Plans (IEPs) in place, which are reviewed termly. Looked After Children will have Personal Education Plans (PEPs) in their place. Parents are involved in target setting and review, and are provided with copies of these plans.

At Termly meetings, those who have overcome their barriers to learning and are attaining levels in line with their underlying ability will be removed from the SEN Register and no longer receive additional support with the agreement of parents.

Access to the curriculum and integration of children with SEND

Ashmole Primary School has an ethos which promotes inclusion. There are children with SEND in every class, therefore all teachers are teachers of children with SEND and all staff play a vital role in ensuring the full integration of pupils with SEND. High quality, differentiated teaching for individual pupils is the first step in responding to pupils who have or may have SEND. The school ensures access to a broad and balanced curriculum (including the Foundation Stage and National Curriculum) in the following ways:

- Staff have awareness of teaching and learning styles
- Staff use a variety of teaching strategies
- Staff are aware that additional intervention support cannot compensate for a lack of good quality teaching
- Flexible employment of support staff e.g. individual support, group support, in class support and withdrawal intervention programmes
- Variations in expectations of achievement for individual children
- Classrooms are dyslexia friendly and autistic spectrum disorder friendly e.g. the use of visual timetables and coloured overlays where necessary

An accessibility plan will be reviewed every three years to ensure that an inclusive curriculum is provided and that the school continues to strive to ensure that the physical environment is suitable for all pupils and adults who use the school.

Partnership with Parents/Carers

At Ashmole Primary School, we wish to work closely with parents/carers in a spirit of mutual support, encouragement and consultation. We value the information and knowledge parents can offer us about their child and notify parents from the earliest stages when a concern has been identified. We encourage active participation of parents/carers by providing guidance on how learning can be supported at home through workshops and coffee mornings. Class teachers have an open door policy and are available at the end of the school day to discuss concerns. The SENCO and the Head Teacher are also available to deal with concerns and provide advice, however it is usually necessary to make an appointment.

Complaints procedures

Complaints from parents/carers about provision of SEND should, in the first instance, be raised with the SENCO who will try to assess and resolve the situation. Formal complaints will be dealt with by the Head Teacher through the school's complaints procedure.

Arrangements for In-Service Training

The SENCO keeps up to date with developments in the field of SEND. Staff members attend SEND training where a need is identified for an individual child or for a group of children in their class. In school training is provided by the SENCO and appropriate specialist agencies e.g. Speech and Language Services and the Educational Psychology Service.

Links with external agencies

External support services play an important role in helping the school to identify, assess and make provision for children with SEND. Outside agencies may be contacted for a child on the SEND register. Parents/ Carers are always informed and consulted when we would like to seek the advice of an external agency.

Links with other schools

Transition meetings are held with pre-schools for children entering the school who have SEN Support. Transition meetings are also held with secondary schools for children leaving the school who have SEN Support or EHCPs.

When children transfer to or are admitted from another primary school, their records are forwarded/requested in order to ensure continuity of provision.

September 2023

Next review due: September 2024