

PARSLOES PRIMARY SCHOOL



SEND and Inclusion Policy

Policy

2017-2018

Policy Reviewed and Approved:

Reviewed by: Michelle Basri and Nicola Baker 11/2/2017

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Definition of SEND:

Special Educational Needs (SEN) refers to pupils who have learning or behavioural difficulty in accordance with the SEN Code of Practice (June 2014):

‘A child or young person has Special educational Needs if they have a learning difficulty or disability which calls for special educational provisions to be made for him or her.’

The use of the term ‘disability’ is applied in line with the current terminology within the Equality Act 2010:

‘..a physical or mental impairment which has a long-term and substantial adverse on their ability to carry out normal day-to-day activities.’

- Long-term’ is defined as ‘a year or more.’
- ‘Substantial’ is defined as ‘more than minor or trivial.’

Children have a learning difficulty if they:

- Have a significant greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or mainstream post -16 institutions.

Children must not be regarded as having a learning difficulty solely because of language or form of language of their home is different from the language which they will be taught.

Special Educational Provision means:

- For children two or over, education provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area.

Introduction

At Parsloes Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and ability. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children with SEND are valued, respected and equal members of the school.

As such, provision for pupils with SEND is a matter for the school as a whole.

‘All teachers are teachers of pupils with SEND’ (SEND Code of conduct 2014)

We believe that all children are vulnerable to stress caused by personal circumstances and may experience behaviour or emotional disturbance at some time during their school career.

Some children will show persistent patterns of disturbance over longer periods, and will be regarded as Special Needs.

Children may be said to have SEND if they are not making progress due to intellectual, physical, social, emotional and mental or health reasons. Or lack of resources or provisions to meet identified needs.

The aims of our SEND policy are to ensure that:

All children are given equal access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate, to maximise their achievement.

We ensure the needs of pupils with SEN are identified early, assessed, planned for, provided for and regularly reviewed. (*Assess, Plan, Do, Review*).

All procedures for identifying children with SEND are known to everyone.

All records follow the child through the school; they are **SMART**-Smart, **M**easurable, **A**chievable, **R**elevant and within a **T**imescale, to meet the individual needs.

We work in partnership with parents to enable them to make an active contribution to the education of their child.

We take the views and wishes of the child into account.

We maintain close links with support services and other agencies.

Roles and Responsibilities:

Governing Body has delegated the daily responsibilities for Special Educational Needs and Inclusion to the Head Teacher. Termly reports are provided by SLT to the Link Governor for Inclusion. The Head Teacher provides reports regarding SEN funding arrangements to the Leadership Committee. The SEN/ Inclusion Link Governor visit the school at least termly to meet the SLT and the school SENCo's to monitor evaluate and discuss provision for SEN / Inclusion.

Head Teacher has delegated the daily responsibilities for Special Educational Needs and Inclusion to the Deputy Head Teacher and the SENCo's. SLT and the SENCo's manage the SEND budget.

There are regular meetings to discuss individual pupils, quality of provision and impact on pupils' progress.

SENCo's:

- Overseeing the day-to-day operation of the school's SEND / Inclusion policy.
- Support colleagues in reviewing and reporting on SEND/ Inclusion policy and how it is implemented.
- Develop a monitoring programme, monitoring provision throughout the school and evaluating the impact on pupils.
- Reviewing and reporting on the provision for SEND / to SLT / Governors as appropriate.
- Reviewing and preparing information to relevant stakeholders.
- Providing an appropriate programme of training for Teaching assistants, Special Support Assistants and Learning Mentors and the other teachers to meet identified needs, through discussion with the Inclusion Team.
- Liaising with outside agencies, LA's support and Educational Psychology service (EP).
- Disseminating good practice in SEND/ Inclusion across the school through leading staff meetings. Observing pupils / lessons and supporting / coaching teachers.
- Supporting children and parents in key transitions points.
- Overseeing the records and passports of all pupils on the SEND Register.
- Ensuring that the SEND register is updated each term, with early identifications and appropriate interventions.

- Liaise regularly with SLT to monitor and track progress of children within specific groups.

The Senior Leadership Team will:

- Provide opportunities for staff to share observations and concerns about the development of Special Educational Needs and Inclusion.
- Implement and induction programme for new staff including issues of Child Protection, Behaviour Management, SEND/Inclusion and Health and Safety.
- Monitor and evaluate the schools provision in relation to Special Educational Needs and Inclusion.
- Monitor and track progress of individuals/ particular groups of pupils through analysis of a range of data.
- Support those at risk of failure/ disaffection.
- Brief the SENCo's for inclusion prior to meeting with governors and inspections.

The Class Teacher will:

- Identify pupils who they have a concern about and follow the school's SEND Guidelines.
- Write Passports outlining a detailed learning programme with the help of both the parents and children being part of the decision making (as set out in the SEND Code of Practice 2015), to support the needs of individual pupils (in conjunction with the SENCo's).
- Ensure that the needs of all pupils are met through appropriate differentiation / adjustment in all lessons.
- Ensure that pupils on SEND Support (SS) or EHCP receive appropriate support from all relevant teaching staff, as outlined on the policy.
- Review progress of pupils through liaison with Assistant Head for data and parents and children through termly review meetings.

SSA's will:

- Support provision for pupils who are on SEND support or EHCP either in the classroom, in small groups or individually, when appropriate.
- Complete daily evaluations for all SEND pupils.
- Attend weekly meetings with the class teacher and liaise with the school SENCo's.
- Annotate Passports regularly to record progress made and targets achieved.

TA's will:

- Support provision for all pupils in class and under the direction of the class teacher support those who are on the monitoring stage, SEND Support and EHCP in the classroom in small groups or individually, when appropriate.
- Discuss with class teacher Passports regularly to record progress made and targets achieved.

Learning Mentors will:

- Support the vulnerable pupils who are at risk of exclusion, experiencing personal problems that have been identified as impacting on their learning and the learning of others.
- Complete daily evaluation sheets on these pupils.
- Attend weekly meetings with SLT and class teacher to discuss targets and achievements.
- Discuss targets with pupils.

Implementations:

Identifying pupils with SEND (monitoring stage)

If a teacher has concerns about a child he / she will meet with the parents and place the child on monitoring. A record is made and the SENCo's is informed. The class teacher ensures that the needs of the pupils on monitoring stage are met through differentiation of the curriculum. Their progress is reviewed with the Assistant Head for Data and the SENCo's after a term. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The code of practise refers to four broad areas of need:

Communication and interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties-children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

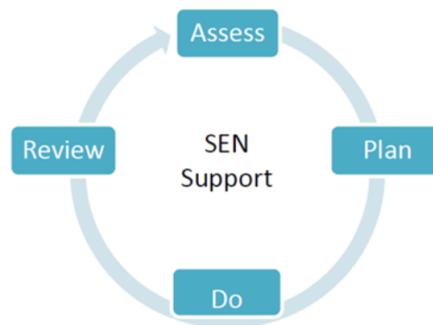
SEND pupils on SEND Support

Where children may have a higher level of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Learning and Language Support (LLS)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Physical/Sensory Support Service
- Educational Welfare Team
- Children's Services

- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

The class teacher, in conjunction with input from the relevant support staff, SENCo's, parents and child, plan a detailed Individual Passport, for all pupils on SEND support with three or four specific targets. Review meetings with parents and their children are held termly for SEND Support pupils, with their class teacher. At this meeting the Child's passport is discussed and appropriate changes are agreed. Pupils are involved in their learning and are asked to attend the meeting where their views and ideas can be added to the Passport, this is a working document and involves the four part cycle.



The four part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEND Support is required the teacher and SENCo's will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO's will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO's, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEND Support.

SEND pupils with an Education Health Care Plan (EHCP)

For pupils with an EHCP the SENCo, class teacher and SSA meet with parents and child for the termly planning review meetings and the Annual Review Meeting. The Annual Review Meeting also involves any outside agency staff. E.g. Educational Psychologist, member of the Special Needs Support Service. Prior to this meeting the class teacher, SSA and SENCo will meet to discuss the child's progress and agree targets

for the forthcoming year. Parents and outside agencies will also complete a form expressing their views, a week prior to the meeting, and bring them along.

Principles and Aims for Inclusion:

At Parsloes Primary School the principles for inclusion are identified as;

- Including all members of the school community.
- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning, assessment and social interaction for individuals and groups of pupils.
- Working in collaboration with adults, pupils and agencies that work within or contribute to the life of the school.
- In all actions, the child's best interest comes first.

Pupils with Social, Emotional and Mental Health difficulties

We have a positive approach to behaviour management with clear guidelines for behaviour set out in our Behaviour Policy, however some children may need a personalised positive behaviour support plan and strive to work in partnership with parents to encourage all our pupils to grow and develop personally as well as academically. Nurture groups will provide any extra support to help develop these skills.

More Able, Gifted and Talented pupils

We support and celebrate high achievement, including that of gifted and talented pupils. In the Learning & Teaching policy there are clear guidelines on how we plan and support G&T pupils.

Pupils from Minority Ethnic Groups

Minority ethnic pupils come from a variety of cultural, religious and linguistic backgrounds. Some speak English as their first language and others speak English as an additional language (EAL pupils). EAL pupils should not automatically be identified with Special Educational Needs. Additional resources and support can be provided from our EAL Co-ordinator or the borough.

Children Looked After (CLA)

We work closely with Social Workers and carers involved with CLA as we recognise that the school plays an important role in providing a source of stability in a child's life and having an inclusive ethos is fundamental. PEP are drawn up by the class teacher and reviewed with Social Workers and SLT.

Vulnerable Children

We keep a record of all our children classed as vulnerable. This includes SEND, CLA, EAL and traveller children but also includes free school meals (FSM), bereaved children, children of divorced parents, children new to our school, and any other situation which affects a child's well-being.

Pupils in Transfer and Transition stage

We aim to support children and parents through transfer between phases as this is key to successful inclusion in a new setting. This is particularly important for pupils with SEND, the SENCo's can provide key advice and support for transition.

Pupils from Traveller Families

We recognise that respect for self- expression and different cultural values are especially important for the self-esteem of Traveller pupils.

Key Targets for the period to date of policy reviews:

- To fully implement the SEND/ Inclusion policy and establish roles.
- To update and maintain the SEND Register / Inclusion File each term.
- To review, with the relevant class teacher, for all children on SEND Support or EHCP once a term.
- To review, with the relevant class teacher, outside agencies, for children with an EHCP annually and submit the paperwork to the Local Authority.
- To prepare any staff inset for the implementation of the policy and to inform staff of the requirements expected at Parsloes Primary school.
- To monitor the planning for SEND for consistency throughout the school.
- To address the training needs of teachers, TAs and SSAs.
- To attend relevant courses, SENCo cluster meetings.
- To develop parental and pupil involvement in Passport reviews.

SEND Staff, Responsibility and Training

| Name | Responsibility | Training |
|-----------------|----------------------------|---|
| Michelle Basri | Lead SENCo | Qualified teacher National SENCo qualification Thrive Training Boxall Training 3-day Autism training SENCo Network meetings / Conferences Talk Boast |
| Nicola Baker | SENCo for EYFS and KS1 | Qualified teacher National SENCo qualification Boxall Training 3-day Autism training SENCo Network meetings / Conferences Team Teach (Positive Handling) CAF and TAF Training Paediatric First Aider |
| Miss Ali | Speech and Language | Qualified Teaching Assistant Talk Boast S&L Handbook Training Structured Teach |
| Miss Hudson | 1:1 | Qualified Teaching Assistant Structured Teach Social Skills By Colin Merrin Epi pen / Epilepsy Training |
| Miss Jones | 1:1 | Qualified Teaching Assistant Social Skills By Colin Merrin Structured Teach Team Teach (Positive Handling) Epi pen / Epilepsy Training |
| Mrs Khan | 1:1 | Autism Training |
| Mrs Saville | Nurture 1:1 Adult buddy | Qualified Teaching Assistant |
| Miss Sinfield | Speech and Language | Qualified Teaching Assistant Talk Boast S&L Handbook Training Structured Teach Social Skills By Colin Merrin |
| Mrs Whittington | Nurture Sensory | |

| | |
|-------------------|--|
| All teachers | Autism Training by Jacqui Twitchell 2 Twilight Speech and Language Insets By Glinette Woods Precision Teaching Boxall Training |
| All Support Staff | Autism Training by Jackie Twitchell Precision Teaching 2 Twilight Speech and Language Insets By Glinette Woods Phonics Training |

Training and support for this coming year

| | |
|-----------------|------------------------------|
| Mrs Ali | S&L |
| Miss Sinfield | S&L |
| Mrs Saville | Team Teach |
| Mrs Whittington | Sensory and Nurture Training |

Appendix 1

Parsloes Primary School SEND Guidelines

Identifying a child with SEND - Also read ‘How we identify SEN at Parsloes Primary’

- Try to identify a child’s needs difficulties as early as possible.
- Inform one of the SENCo’s
- Discuss with child, find out what / why if they have any concerns, they have any problems. Please ensure that you keep a record of the outcome of this and the conversation.
- Arrange a meeting with parents / carers to discuss your concerns. Please ensure that you keep a record of the outcome of this conversation.
- Complete an evidence sheet for the SENCo’s with records from meetings with parents and child.
- Ensure that planning includes appropriate differentiation for the child.
- Monitor and track support provided and the impact of this (in class support / intervention groups etc) – see resources at the back of identifying SEND packs.
- Review after a term if support/ interventions have had any impact. If not inform one of the SENCo’s who will attend a meeting with parents to place on SEND Support.

SEND Support and EHCP

- If further support is provided to the child through SEND support, a Passport, should be drawn up with specific targets. Targets should be SMART (Specific / Measureable / Achievable / Relevant and

within a Time scale). This should be discussed and put together with parents and the child. A copy will be given to the parent.

- If you need any help completing a Passport or devising targets for children please see '*Identifying SEND Pack*' for examples or speak to one of the SENCo's.
- A Passport needs to be reviewed Termly – **Nov / Feb / Jun** with parents / carers, the child and the class teacher.
- All paperwork will be completed by the **teacher and saved on the system and one of the to the SENCo's will email them to the parents.** (This includes a review of original passports, new passports with agreed targets and minutes of the meeting).
- Annual review meetings will be arranged by one of the SENCo's for children with an EHCPs.
- One of the SENCo's will complete the paperwork for EHCP meetings.

Appendix 2: Key Documentation

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

For the Local Authority's Local Offer click below:

<https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>

Parsloes Primary School

Special Educational Needs and Disability (SEND).

Parsloes Primary School is an inclusive school and may offer the following provisions to support children with SEND, over and above High Quality Teaching for all.

Strategies to support Learning

Support to become independent learners:

- Visual timetables, learning walls, previous modelled work displayed
- Pre-teaching of vocabulary, word banks and subject content
- Adapted curriculum; access to specialist resources; modified reading and writing materials; alternative recording methods
- Peer support
- Personalised targets

Strategies to facilitate access to the curriculum:

- In class support from teachers / SLT member's / Teaching Assistant's / Learning Mentors / SSA / Nursery Nurses
- One-to-one support to facilitate use of modified resources and access to an adapted curriculum
- Access to Structured Teach and work stations
- Specialist approaches to learning activities to meet pupils' individual needs
- Outside advice from other professionals e.g. Educational Psychologist, Advisory teachers

Strategies to support Literacy

- Planned intervention for groups and individuals within the class
- Phonic interventions with trained teaching assistants
- Reading intervention groups with SLT/ teacher's / teaching assistants (trained in following specific intervention programmes)

Strategies to support Numeracy

- Planned intervention for groups and individuals within class
- Withdrawal in small group for catch up maths. SLT/ teacher's / teaching assistants (trained in following specific intervention programmes)
- Resources eg Numicon

Strategies to support Speech and Language

- Access to the speech and language therapy service for assessment, reviews and modelling to staff and parents
- Speech and language intervention for small groups and individuals carried out by trained teaching assistant

Strategies to support Social, Emotional and Mental Health Needs (SEMH)

Social skills to develop self-esteem

- Nurture groups to develop children ability to resolve problems, look at emotions and social interaction skills techniques
- Social stories to support changes to routines, strategies to cope with emotions
- Social, Emotional Aspects to Learning Education
- Personal, Social and Health Education

Strategies to promote emotional well-being

- All SLT and teaching staff are in the playground before and after school to meet parents / children
- Teachers meet and greet the children in the morning, as the children line up in the playground before school, at playtimes and after lunch
- Staff are regularly updated in safeguarding procedure.
- Vulnerable register given to staff termly
- Parents meetings, reviews, reading record books, telephone and email communication
- One-to-one support (Learning mentor) to support vulnerable children
- Links between school and local Authority Access and Attendance Officer
- External advice from the Educational Psychologist
- Referral to CAMHS (Child and Adolescent Mental Health Service)
- Access to Play therapy
- Using the Thrive approach
- Access to Draw and Talk
- Access to Art Therapy / School Councillor

Strategies to promote good behaviour

- Whole school positive behaviour system
- Behaviour Assemblies
- Playground leaders
- Structured lunchtime activities e.g. clubs, tournament, football club
- Individual behaviour support plans in consultation with parents and staff
- Home/ school liaison book
- External advice from the behaviour support team and other professionals when needed
- Use of behaviour / reward charts; incentive schemes
- Individual Positive Behaviour Support Plans
- Pastoral Support Plans

Strategies to identify children with SEMH

- Children can be assessed with either a Boxall Profile or with Thrive
- Children can be assessed individually, in small groups or as a class
- When children have been assessed there are structured interventions which the children will participate in

Medical

Interventions

- Liaison with / training from external professionals to cover a range of needs e.g. Epi-pen training; Epilepsy training (including the administration of emergency medication); occupational therapy; physiotherapy; speech and language
- Delivery of planned (by professional) intervention by teaching assistant
- Individual Health Care plans for children with significant medical needs and allergies (reviewed annually)
- Strategies for the use of personal medication
- Welfare assistant to support with personal care
- Trained teaching assistants and office staff attend a one day first aid awareness training (emergency medical training)
- Trained teaching assistant's/ nursery nurses / First aider paediatric trained in first aid
- Access to advice / assessment from external school nurse
- Advice from professionals e.g. visual and hearing
- Disabled toilet
- Ramp access to building and lift access in two story building

Communication with professionals and parents

- Liaison and advice from a wide range of external professionals
- Regular review meetings with parents
- Annual reviews for children with statements and EHC plans
- Common Assessment Framework (CAF) to support families and children with varying needs
- Team around the Family (TAF) meetings to support implement of CAF
- Parents are invited to see interventions modelled
- Reports to external agencies to support the child's needs e.g. referrals to CAHMS (Child and Adolescent Mental Health Service); CDT (Child Development team), Children's Services, Social Care

If you are concerned that your child may have Special Educational Needs or have a complaint:

- Discuss your concerns with your child's class teacher
- School SENCo contact details:

Michelle Basri: mbasri@parsloes.bardaglea.org.uk

Nicola Baker: nbaker@parsloes.bardaglea.org.uk

School Office: 020 8270 4925

For the Local Authority's Local Offer click below:

<https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>