

Spring Vale Primary School
Inclusion and Special Educational Needs and Disability (SEND) Policy

- T Together** with friends, families and community we care for ourselves, each other, our school and our world.
- E Everyone** has access to a broad, balanced and stimulating curriculum, whatever their gender, race, ethnicity or ability.
- A Achieving** our best is what we aim for every day we come to school.
- M More** independence makes better learners and helps us to become good citizens.



Policy Statement:

In accordance with local authority guidelines and current legal requirements, at Spring Vale Primary School we believe that every child has a right to full access to the Foundation Stage and National Curriculum. We aim to provide each child with a broad, balanced and relevant education, within and beyond the formal Curriculum, and value the abilities and achievements of each child.

Definition:

Special educational needs can be considered as falling under four broad areas, it is important to understand that a child who displays SEN may only need to be supported in one or a number of these areas. The key areas are as follows:

- ☉ Communication and Interaction
Children and young people with SEND may have difficulties in one of more areas of speech, language, communication and social interactions.
- ☉ Cognition and Learning
Children with difficulties in this area may learn at a slower pace to their peers. They may find it difficult to acquire basic literacy or numeracy skills and their progress therefore may not match the age related expectations. A young person with specific learning difficulties may have difficulty in one or more aspects of their learning.
- ☉ Social, Mental and Emotional Health
Children with social, mental and emotional difficulties may have limited social skills and find it difficult to form and sustain healthy relationships with peers. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging or disruptive behaviour.
- ☉ Sensory and/or Physical Needs
Young people with sensory and/or physical needs require minor adaptations to the curriculum, their study programme or the environment. They may have difficulty dressing and may struggle with physical education (PE) lessons.

Children have a special educational need if they have a learning difficulty which requires special educational provision to be made for them.

We recognise that children have a learning difficulty if they:

- ⊗ Have a significantly greater difficulty in learning than the majority of children of the same age.
- ⊗ Have a disability that prevents or hinders them from making best use of the educational facilities provided within normal classroom provision.

Children with emotional and/or behavioural difficulties and those accessing short or long term interventions will also need to be included.

Children will not be regarded as having a learning difficulty solely because their home language is different to that in which they will be taught.

As a school we will:

- ⊗ Respect the educational and social needs of individual children.
- ⊗ Endeavour to give individual children the appropriate support, dependent on their need and the resources available.
- ⊗ Recognise the importance of a good relationship between home, children and school in order to achieve the best possible learning outcomes.
- ⊗ Foster self-esteem and confidence, irrespective of ability.
- ⊗ Encourage children to reach their full potential.

Aims:

Spring Vale Primary School will have due regard to the **Special Needs Code of Practice (2014)** when carrying out its duties towards all children with Special Educational Needs and will ensure that parents are notified of any decision made by the school that SEN (or other additional) provision is being made for their child.

Spring Vale Primary School aims to provide an inclusive education that offers all children the opportunity to achieve their personal potential.

The school will:

- ⊗ Value the views of the child, appropriate to their age and understanding.
- ⊗ Foster an ethos of co-operation so that the views of children and parents are given the fullest consideration.
- ⊗ Ensure that all children will enjoy their time at school and develop fully their academic abilities, physical skills, aesthetic and moral qualities and all other aspects of character that will make a well balanced adult.
- ⊗ Encourage children to feel part of the school "family", foster a pride for their work, their school and develop positive relationships.
- ⊗ Ensure all children have access to a broad and balanced curriculum.
- ⊗ Provide an appropriately differentiated curriculum which recognises the needs styles,

strengths and abilities of the individual.

- Review and develop early identification procedures.
- Inform parents of staff concern and any action to be taken in support their child at the earliest opportunity and will liaise with parents/carers to regularly monitor and review the progress of their children.
- Provide opportunities to develop staff confidence in identifying, supporting and assessing children with Special Educational Needs.
- Ensure that staff and governors are fully aware of the Special Needs Code of Practice and Special Needs Provision in school.

Arrangements for Co-Ordination of Special Educational Needs

Special Needs Co-ordinator (SenCo) is: **Mr T. Kelly**
Link Governors is: **Mr I. Spooner**

The Head Teacher has an overall management responsibility for monitoring Special Needs provision and ensuring Guidance in The Code of Practice is in place.

Roles and Responsibilities:

Class teachers will:

- Offer children a broad and balanced curriculum planning and delivering opportunities which allow children to learn. The class teacher will also plan and deliver any additional help your child may need (this could be targeted work or additional support).
- Regularly monitor the progress of the children to inform differentiated planning along with regular formal termly reviews of pupil attainment and progress with the SLT.
- Plan, introduce and evaluate additional resources to support continued progress in lessons.
- Identify children experiencing difficulties in their learning through in depth assessment and observations, they will then discuss this with parents at parents' evenings and the Special Educational Needs Coordinator (SENDCo).
- Differentiate tasks appropriately or personalise the teaching and learning for your child and implement strategies recommended by external agencies.
- Plan, monitor and review individual needs through termly meeting with the Headteacher and SENDCo along with keeping the parents informed regularly throughout the year.
- Ensure the schools SEND policy is followed in their classrooms and take responsibility for all the pupils they teach with any SEND.

The SENDCo – Mr Kelly – will:

- Work in conjunction with the Head Teacher to deploy resources (including staff)

effectively.

- Review effectiveness of interventions and assess their impact on pupil progress.
- Oversee the implementation and day to day operation of the Schools SEND policy.
- Co-ordinate provision for children with SEND.
- Advise and support members of staff and monitor classroom provision.
- Keep up to date with new initiatives and contribute to the in-service training of staff.
- Oversee records on all children with SEND, including an accurate record of children with SEND across the School, Provision being made, and relevant IAP's.
- Liaise with parents of children with SEND.
- Liaise with outside agencies and co-ordinate their advice, including LA support services and health and social services and voluntary bodies when appropriate.
- Report on the effectiveness of provision to the link governor, leadership team and through them to governors.
- Arrange effective transfer information for children leaving and entering the school.

The Headteacher will:

- Manage the work of the Special Educational Needs Co-ordinator to identify and plan the use of resources to support children in the most effective, efficient and equitable way.
- Set the overall school policy for Inclusion.

Governors will:

- Endeavour to ensure that that children's special educational needs are identified and the necessary provision is made.
- Ensure that parents are notified and kept informed of any decisions made by the school with regard to their child's need.

Accessibility and Admissions

Admissions:

The school follows local authority policy on admissions (details are available on request) and children with Special Needs are admitted in the same way as any other child.

The School Improvement Plan has an on-going review programme of provision for children with special needs. Governors have recognised the need to set aside budget for children who may want to attend the school and who have very specific needs.

Accessibility:

Physical:

At present school provides:

- Access for wheelchair users.
- Toilet facilities for the disabled.
- Outdoor surfaces which are flat
- A lift for access to the first level

These facilities will be developed further through the school's Accessibility Plan.

Curriculum:

- Curriculum resources are differentiated to allow access for children with learning difficulties.
- Specialist resources may be purchased through the budget or by negotiation with specialist schools or the local authority.

Resources:

The SENCo will liaise with staff to purchase appropriate resources.

Identification and Assessment

We use the definition of Special Educational Needs in the SEN Code of Practice (2014). 'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Provision for children with Special Educational Needs is a whole school process and therefore all staff share in the day to day responsibilities.

The Class teacher has responsibility for the initial identification of a child's needs.

Identification will be based on

- Advice from previous settings/schools.
- Teacher/ teaching assistant observation, including children's work.
- Assessments.
- School tracking systems.
- School medicals.
- Parental concerns about difficulties their child may be experiencing.
- External agencies.

The teacher will consult parents and, where appropriate, involve the child in the process.

Provision Mapping

Provision Mapping is a succinct way of showing a range of provision available within school. It is a means of accounting for SEN provision at Wave 3 and 4 a tool to describe good practice. It will be used to show provision for all vulnerable children, as well as those with Special Educational

Needs,

and for those children working at Wave 2 gaining access to intervention programmes.

In consultation with the Head Teacher Leadership team and staff, we have adopted a form of Provision Mapping to record interventions in place for children with Special Educational Needs.

Children within the gifted and talented range and those with emotional and/or behavioural difficulties will also be included.

The Map will change termly following the termly review with the Head Teacher and Senco

A revised format was adopted by Spring Vale in February 2019 and its effectiveness will be closely monitored and adapted.

Concerns:

When concerns about a child's progress are identified records /additional evidence will be checked.

The SENCo will be informed and children at this stage will be targeted within the normal classroom practice and differentiated activities.

Should insufficient progress continue despite this action the child will be targeted for additional support, the first formal stage under the Code of Practice.

Provision for Children with SEN:

At Spring Vale Primary School, in line with the local authority offer, we use a system known as 'Waves of Intervention'. This system is a flexible tiered approach to supporting children with a range of additional needs. It is important to understand that this system is fluid and children can move up and down the tiers depending on constant evaluation of their needs and the impact of the additional support they receive. Additional support for children with additional needs is delivered through four successive levels (waves).

Wave 1 is the expectation of 'Quality First' teaching, where good quality teaching and suiting work to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for them. This is supported by whole-school policies - ie, it is part of the planning and beliefs of the school as a whole.

Wave 2 is more targeted at pupils with SEN specifically. There could be access to specialist resources within the school, such as nurture groups, therapies, identified interventions and some 1:1 support. This can be for general 'catch-up' or the start of the graduated approach cycles of Assess, Plan, Do, Review.

Wave 3 is usually where an external specialist may be asked to advise on more specialised support, generally where a student has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.

Wave 4 is usually where a child has been assessed and received an Educational, Health and Care Plan EHCP. This is a legally binding plan that has been developed by the local authority based upon advice from external agencies, the school and parents/carers involved

Children can be moved down a stage at the review of the IAP (Wave 3) and may be removed from the register, although they will continue to be closely monitored for two terms and the

decision is open to review.

Statutory Assessment:

If there is no significant improvement in a child's progress at Support Plus, after consultation with any agencies involved and the child's parents, the school will begin the EHCP (Education and Health Care plan) process.

Following the production of EHCP the child will have targets set in the same way as outlined at Support Plus. The EHCP will be reviewed yearly when parents and school will meet with the LA Officer and other outside agencies involved with the child to review progress.

Assessment and Monitoring

As soon as a concern is raised assessment and review of the child's needs will be part of the usual classroom practice.

Evidence that will be collected is as follows.

- 🌀 Samples of work.
- 🌀 Observational records.
- 🌀 Differentiation below the lower ability group shown on short term planning.

Discussions with parents/carers will take place before a decision is taken to move a child to Additional Support/ Additional Support Plus

Children at Support Plus/EHCP will have individual IAP's with SMART targets set. Evidence of progress will be kept, assessments and statutory and non-statutory test results will be used to inform decisions. Progress will be closely monitored by the Head Teacher and deputy through analysis of termly PAF sheet

Review

Individual Action Plans will be reviewed termly with parents / carers and children. If this review pattern is not appropriate the process can be started at any time throughout the year. The SENCo will then update the schools Special Needs register accordingly. Where short term targets are met or where children appear to be making insufficient progress plans will be reviewed more frequently.

Children with an EHCP will have this reviewed annually and will be closely monitored throughout the year. All agencies are invited to attend annual reviews for children with an EHCP. Parents/carers and children will be encouraged to contribute to this process.

Every effort will be made to encourage parents to participate in the review process and the child's views will always be valued where age and understanding allows. Parents will be given a copy of their child's IAP.

In instances where children need to be referred to the Local Authority for formal assessment parents will be kept fully informed throughout the process. No decision will be made without parent

consultation and where there is a joint parental responsibility all concerned adults will be involved and informed about decisions concerning provision

Curriculum Provision

- ☉ All children including those with Special Needs will have access to all areas of the Foundation Stage and all subjects of the National Curriculum and Religious Education.
- ☉ Small achievable steps will be set as targets on IAP's.
- ☉ A range of strategies will be used to enable children to make appropriate progress with provision for individual learning needs. (e.g. daily reading practice, reading buddies, use of ICT to support learning, use of specific resources).
- ☉ Where possible additional support will be provided within the class.
- ☉ Where children are withdrawn for individual or small group lessons care will be taken to ensure that they do not miss the same lesson on a regular basis.
- ☉ All children will be involved in outside visits which support and enhance their learning. In rare instances where it is felt that a child's behaviour or medical needs raises concerns of safety that precludes them from joining a visit parents will be informed.
- ☉ Out of school activities and clubs are open to all children.

Quality first teaching and differentiation are integral parts of all classrooms and planning so that all children with special educational needs are appropriately provided for.

Our policy is to have integration whenever possible and segregation only as is necessary.

Links with Support Services

Advice will be sought from relevant professional including:

- ☉ Educational Psychologist
- ☉ Educational Social Worker
- ☉ Lead Pastoral Support Worker
- ☉ School Nurse and Health Visitors
- ☉ Early Years Team
- ☉ Parent Partnership
- ☉ Community Speech Therapist

School Nurse will visit reception children for developmental checks and in Year 1 for hearing and vision tests.

Where a child has specific medical needs advice will be sought from the specialist nursing service.

School will also endeavour to direct parents to appropriate agencies for support.

Monitoring and Evaluation of the schools SEN Policy:

The school will review the policy once every 3 years or when there is a significant change to the Statutory Guidance.

Staffing:

To support the provision for children with special educational needs in mainstream most staff have undergone specialist training in Precision Teaching and the teaching of reading and spelling. The SENCo tries to establish close working relationship between children, staff, parents and outside agencies so that children can be helped in a fully supportive environment.

All staff have attended training in Child Protection and basic First Aid and school governors are invited to attend any training arranged in Special Educational Needs Provision.

Budget and Resources:

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of statutory requirements, the resources identified for SEND within the school's budget, the availability of additional grants to the school and priorities identified in the School Development Plan.

The senior leadership team with the SEN Co-ordinator will identify the pattern of need across the school and establish the most cost-effective means of meeting these. They will ensure support is allocated on fair and equitable basis, evaluating the effectiveness of the provision.

Partnership with Parents/Carers:

At Spring Vale Primary School, we believe that parents and school work in partnership and we value the contribution that parents make to their child's education. We actively encourage parental involvement and particularly those whose child has a special educational need.

On entry into the school parents / carers are given the opportunity to share any relevant information about their child and further opportunities for discussions are provided during the formal open evenings and review meetings held throughout the year. In addition, parents are welcomed into school at anytime to discuss their child's needs. All concerns are handled sensitively and with consideration.

Parents with children with an additional need will be advised of the support of the Wolverhampton SEND Information, Advice and Support Service. Opportunities are provided at open evenings for parents to meet with the officers from the service to discuss concerns in an informal setting.

The SEN Information Report is published on the School Website

Complaints Procedure:

Should any parent have cause to complain about matters concerning SEND provision or practice they should approach the Head Teacher or SENCo in the first instance. Most complaints can be best resolved locally in discussion with the Head Teacher or other staff at the school and every effort will be made with parents to resolve any difficulties.

In the unlikely event of a difficulty not being resolved the head teacher will provide parents with information about making a more formal complaint to governors or the Local Authority.

The Local Authority has an official complaints procedure to be followed.

The Local Authority's document states:

".....the arrangements define 3 levels at which complaints should be considered:

1. Informal level with Head Teacher and staff
2. Formal level to Governors
3. Formal level to LA

The formal stage to the LA will be used if:

- ⊗ The complainant is not satisfied with the outcome having complained formally to the Governing Body.
- ⊗ The complaint relates to something which is solely the responsibility of the Local Authority.

In Service Training:

All teachers and support staff are entitled to in-service training and support to maximise their understanding of their children's needs. Staff will be encouraged to use their expertise and strengths. Areas for in-service training relating to SEND will be identified and be written into the School Improvement Plan.

The school will fully review this policy every 1 years and update as necessary.
Reviewed and updated: Autumn 2021.

Next review due: Autumn 2022

Mr T. Kelly

Approved by Governing Body on: 15th September 2021

Signed: T. KELLY

Presented to staff on: Monday 6th September 2021