

PERTON FIRST SCHOOL



SEND and Inclusion Policy

Reviewed: October 2023
Next Review: October 2024



SEND and Inclusion Policy

Perton First School's named SENCo is Mrs Sarah Culverhouse who has achieved the National SENCO qualification. Our named governor who is responsible for SEND is Mrs Estee Griffin. They ensure that Perton First School's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Perton First School strives to provide a caring, supportive and engaging environment where children are encouraged to achieve their full potential in all areas of the curriculum. We aim for every child to leave our school happy and successful with memories they will cherish and firm foundation for their future learning. We use our best endeavors to secure effective special educational provision that is 'additional to and different from' to respond to the four areas of need identified in the new Code of Practice (September 2014):

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

What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. This can include children who may require extra support on a short-term basis as well as children who require continuous support throughout their time in education. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of other children of the same age. Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision, which educates a child or young person, is to be treated as special educational provision. (Code of Practice 2014)

This SEND policy details how, at Perton First School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims and Objectives

The aims of this policy are to:

- create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- ensure a high level of staff expertise to meet pupil need, through well targeted training.
- ensure that for pupils with medical conditions that impact on learning, we ensure full inclusion in all school activities through consultation with health and social care professionals and where possible adult support is provided.
- identify the roles and responsibilities of all staff in providing for children's special educational needs.
- through reasonable adjustments to enable all children to have full access to all elements of the school

curriculum

- work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is tailored to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff adapt work appropriately, and use assessment to inform the next stage of learning. Where difficulties are identified, children will be given support to overcome these. 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. There are times though when, to maximize learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

The Role of the SENCO

The Special Educational Needs Co-ordinator's [SENDCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-coordinating provision for children with SEND.
- Liaising with and advising fellow teachers, teaching assistants and lunchtime supervisors
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with schools to ensure support is well planned for transitions between schools.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-coordinating and developing school based strategies for the identification and review of children with SEND.

Identification, Assessment, Provision and Monitoring

All teachers are teachers of children with special educational needs.

Provision for children with special educational needs is a matter for the whole school. The governing board, the school's head teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, all have important day-to-day responsibilities.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experiences already established. If the child already has an identified special educational need, this information will be transferred effectively to all staff. The information will be used, by the SENCO and class teachers, to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus on interventions to support the child within the class.
- use the assessment processes to identify any learning difficulty
- access further support if required

The school's robust pupil observation, assessment process and pupil progress meetings will identify children who have not made adequate progress. In order to help these children, Perton First will adopt a graduated response. The school will record the steps taken to meet the needs of individual children through the use of a Class support plan (assess, plan, do and review). When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Concerns and measures will be discussed with the SENCo. Parents may be consulted and if appropriate specific interventions put in place and monitored.

If insufficient progress is noted after a cycle of informal monitoring, the class teacher will consult with the SENCO. A detailed overview of the strengths and needs of the child will be conducted and these will be discussed with parents. Staff and parents will create an Individual Provision Plan that details targets and provision.

Individual Provision Plan

If a child has been identified as needing additional support, they will be given an Individual Provision plan. The plan will follow the format of assess, plan, do and review. The child will be assessed and areas of need identified (assess). A plan of how their needs will be supported using clear targets and provision required (plan). Then a record of what provision has been delivered will be kept (do) and finally, progress towards targets and next steps will be identified (review). Class teachers will ensure that adequate opportunities to meet targets are given to children throughout each term. Targets will be monitored by the class teacher regular and by the SENCo three times per year. Individual Provision plans will be shared and discussed with parents and a copy given to them, termly. If after two cycles (sometimes more, if appropriate) of formal monitoring, there is still insufficient progress, the SENCo will then support the provision of additional interventions and support. These may include:

- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-coordinating and developing school based strategies and provision to meet the child's individual needs
- Child observations to monitor the progress or address needs of children on the SEND support register.
- Providing resources, intervention programmes and guidance to staff when needed
- Liaising with local middle schools so that support is provided for Y4 pupils as they prepare to transfer.

Parents & Partnerships

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Parents will be given the opportunity to contribute to their child's Individual Provision Plan. Parents will be given the opportunity to meet with the Class teacher and SENCo at the end of every term to discuss progress and set new targets.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The Use of Outside Agencies

A range of services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialists usually act in an advisory capacity to provide additional specialist assessment and recommendations for targets and interventions or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. A list of outside agencies that may become involved is included in the SEND information report, which can be found on the school website.

School Request for Health and Care Plans

With parental consent, a request can be made by the school to the LA if the child has demonstrated significant cause for concern in accordance with Staffordshire County Council's criteria. The LA will be given detailed information about the child's progress over time, their special educational needs and provisions in place. If an application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family.

Allocation of resources

The SENCo is responsible for the operational management of the specific and agreed resourcing for special needs provision within school. This can include the provision for children with Educational Health Care Plans, Additional Education Needs funding and Early Years Forum Inclusion funding. The head teacher informs the governing board of how the funding allocated to support special educational needs has been employed.

The Role of the Governing Board

The governing board supports and challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governor responsible for SEND meets regularly with the SENCo to check progress. The governing board ensures that children with special educational needs are admitted to school in line with the Staffordshire's Local Authority admissions policy. The Governing board reviews the SEND policy annually

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO supports teachers in drawing up individual Provision Plans for children and monitor and evaluate the effectiveness of the provision

The SENCO and the head teacher hold regular meetings to review the work of the school in this area.

The SENCO and the named governor with responsibility for special needs hold regular meetings.

