

Treeton C of E Primary School

Special Educational Needs and Disability/Inclusion Policy

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This policy reflects the new statutory guidance issued through the National Curriculum (2014) and the SEND Code of Practice (2015).

Introduction

Treeton C of E Primary School aims to create an inclusive environment which meets the individual needs of every child. We aim for all our children to have full and equal access to all elements of the school curriculum and all other aspects of school life. We have high expectations of everyone, children and adults alike; and provide an inclusive, creative, exciting and relevant curriculum where all children can succeed. All children are encouraged to Let their light shine through our key values of: have faith, have courage and have respect.

We believe all children should access a broad and balanced curriculum which will meet the needs of all learners. Some learners will need special educational provision which is underpinned by high quality teaching. We want all children to feel motivated, inspired and eager to learn. We aim to create a happy and healthy environment where children feel valued, respected and have a platform to, 'Let their lights shine'.

Our teachers have high expectations of all children by setting challenging lessons which push the learning and development of all children. Where required, our staff use adaptive teaching to ensure success is achieved by all children.

We recognise the importance of liaison with other outside agencies (e.g. Specialist Inclusion Team, Educational Psychology Service, Speech and Language Therapy Service, Rotherham Aspire etc) as they offer much help and advice in securing the best possible provision for our children with SEND.

This policy is designed to promote the successful inclusion of all pupils with special educational needs and disabilities at Treeton C of E Primary School.

Definition of SEND

The SEND Code of Practice provides the following definition of SEND:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person 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.
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Policy Aims

- To ensure that a child's special educational needs are identified, assessed and the correct provision is implemented.
- To identify the roles and responsibilities of staff in school/other adults in providing for children with Special Educational Needs, to ensure liaison is effective and the provision implemented is maximising the potential of each child.
- To ensure that the needs of all pupils are met effectively.
- To enable all children with SEND to have full and equal access to all elements of school life.
- To include parents/carers, in the planning, assessment and review process through effective communication.

Policy Objectives

- To identify children with SEND as early as possible, in order to remove/minimise barriers to learning and prevent the development of more significant needs.
- To ensure learning plans (IEP, SEN Support Plan, EHCP) are developed effectively and all targets are SMART, achievable and reviewed regularly.
- To ensure progress of each child is monitored and reviewed regularly through the graduated response (assess-plan-do-review).
- To ensure that progress is monitored, records are kept and that reviews take place, with recommendations for future provision.
- To identify the roles and responsibilities of the: Special Educational Needs and Disability Co-ordinator (SENDCO), Executive Headteacher, Head of School, class teacher, parents, Specialist Inclusion Team, other outside agencies, schools and the Governing Body in order to ensure effective liaison and give the best possible provision for the child.
- To ensure all children with SEND have a platform to voice their opinions and ideas within this process and to the wider aspect of school life.
- To fully include children with SEND in class, providing appropriate resources and support.

SEND Information Report

Treeton C of E Primary School sets out its SEND information in the SEND Information Report. The report is accessible on the school's website. Use the following link for more information about the Rotherham Local Offer: <https://www.rotherhamsendlocaloffer.org.uk/>

The report is intended to provide parents/carers with information to learn more about our schools' approach towards educating and including students with SEND. We aim for our report to be collaborative, accessible, comprehensive and transparent.

Identification, Assessment and Reporting of Children with Special Educational Needs

Treeton C of E Primary School is committed to early identification of special educational needs, in line with the SEND Code of Practice (2015). As a school, we understand that early identification is crucial to improving long term outcomes for children. The class teacher is responsible for gathering a range of evidence through the normal assessment and monitoring procedures for all learners. If the child is identified as making less progress than expected from their starting points, despite high quality teaching within the classroom, then action is taken.

The pupil is discussed with the school's SENDCo, parents are consulted and together a decision is made if additional/different provision is required. If the decision is a yes, the next steps are to decide what this provision will look like, often in the form of an Individual Education Plan (IEP) or and SEN Support Plan which will be implemented immediately to ensure better progress for the child.

The child will also be added onto the school's SEND register, recognising that the child requires additional support in order to make good progress and achieve the desired outcomes. The child's progress is reported verbally to parents at least three times per year (termly) as well as in a formal record of achievement at the end of the school year (annually).

Once the child has been added onto the school's SEND register, all information, documents and reports will be saved and stored in the class teachers Red SEND file as well as on the school's server to form historical evidence for that particular child. The class teacher is responsible for keeping their file and the school's server up to date and to ensure the yellow Diary of Intervention sheet is filled in when there is an update, e.g., a meeting held, report received, change to targets etc. This information will be shared with the new, receiving class teacher at the transition meetings (annually). If school feel they need additional advice and/or support, a referral may be made, with the parent/carer's permission, to a relevant agency.

The SEND Code of Practice identifies four areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory, Medical and/or Physical Disability

Pupils identified within school as having SEND will be registered under one of the above categories. If there is more than one need, this will be recorded after the main presenting need on the SEND register and a diagnosis of needs will also be recorded.

External agencies currently supporting our school are:

- Specialist Inclusion Team (SIT) – a traded service which allows a specialist teacher's involvement to assess, recommend targets and review a child's progress.
- Educational Psychology Service (EPS) – a traded service to support identification of need, offering observation, cognitive assessments and advice.
- Speech & Language Therapy Service (S<) – offering support via SPLT programmes, or blocks of speech therapy within school for identified learners with a Speech, Language and Communication Need.
- Hearing Impaired Team (HIT) – offering hearing tests and support for identified learners with a hearing impairment.
- Visually Impaired Team (VIT) – offering sight tests and support for identified learners with a visual impairment.
- Autism Communication Team (ACT) – a traded service to support identified learners with a diagnosis of Autism Spectrum Condition.
- Aspire Outreach services – a specialist service to support learners with Social, Emotional and Mental Health presenting needs.
- Early Help – a first step service for supporting children and families.

Individual Educational Plan (IEP)

IEPs record the provision which is additional to or different from the curriculum plan for all children. The IEP focuses on three to five targets to match the child's needs. These are shared with the child and the parents termly and agreed before being finalised. Copies of the IEP are sent home termly. The IEP should include:

- Areas of strength
- Areas of concern
- Targets set for the child (SMART targets)
- The desired outcome of each target
- The strategies and provisions for each target
- Key staff for each target
- A summary of the IEP
- Parent/guardian contribution
- Pupil contribution

IEPs will be reviewed three times per year and targets updated as necessary. Parent's views on the child's progress are sought as part of the review and setting new targets. The child (according to age and understanding) is involved in reviewing and setting targets as well.

SEN Support Plan

Similar to IEPs, an SEN Support Plan records the provision which is additional to or different from the curriculum plan for all children. The Support Plan focuses on three to five targets to match the child's needs. These are shared with the child and the parents termly and agreed before being finalised. Copies of the SEN Support Plan are sent home termly. The SEN Support Plan document has ten different parts.

The current Special Educational Needs (SEN) support plan provides a format which schools and settings can use to keep a comprehensive record of:

- A child or young person's strengths and areas of needs.
- The child, their family/carers and school setting.
- Professionals involved with that child.
- The child's views – All about me.
- Observations, assessment and progress information.
- Agreed priorities and an agreed plan.
- People/agencies involved within the plan.

The document can be used for any child or young person who staff feel would benefit from this approach. It can also be submitted as part of the evidence if a school or setting feels that a child or young person needs to be considered for an Education, Health and Care (EHC) needs assessment.

Educational Health Care Plan (EHCP)

The majority of children and young people with SEN or disabilities will have their needs met within school. Some children and young people may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- Establish and record the views, interests and aspirations of the parents/carers and child or young person.
- Provide a full description of the child or young person's special educational needs and any health and social care needs.
- Establish outcomes across education, health and social care based on the child or young person's needs and aspirations.
- Specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

It is a plan put together by the Local Authority (LA) when a range of information has been gathered and an assessment undertaken. The LA will work with the family and are given a personal budget to spend as they see fit.

Roles and Responsibilities

The Role of the SENDCo, key responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with special educational needs liaising with and advising fellow teachers.
- Overseeing the records of all children with special educational needs contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and psychology services, health and social services and voluntary bodies.
- Liaising with parents of children with special educational needs.
- Managing teaching assistants.
- To work closely with senior leadership to review and refresh the SEND policy and then with the classroom/subject teacher to review practice to ensure every child with SEND gets the personalised support that they need.
- The SENDCo will maintain adequate provision of resources and attend courses and Hub meetings to keep informed of the current and future developments.

These key areas are the responsibility of the SENDCo.

The role of the class teacher, key responsibilities include:

- To work closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child, at least three times per year.
- Involve parents and children in planning and reviewing progress: Seek their views and provide regular updates on progress.
- Focus on outcomes for the child: Be clear about the outcome wanted from classroom and SEND support.
- Have high aspirations for every pupil: Set clear progress targets for pupils and be clear about how resources are going to help reach them.
- Responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist staff.

Classroom organisation and Management

All our teaching staff aim to create a stimulating and happy working environment. Our staff regularly update working walls and classroom displays to show up to date work. Each teacher

regularly refreshes their class library with new and exciting books for the children to read. Each classroom has various learning resources which all children have access to support their learning. Our teachers use a variety of teaching strategies and adaptive teaching to enhance the learning of all children within their classes.

Zones of Regulation

Children will encounter tricky circumstances that can make them feel a range of emotions. If a child can recognise when they are becoming less regulated, they are able to do something about it to manage their feelings and get themselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice.

In our school, we use The Zones of Regulation to support children in being able to recognise, understand and regulate their emotions. The Zones of Regulation organises feelings, states of alertness, and energy levels into four coloured zones – Blue, Green, Yellow, and Red. The common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for children and those who support them. Each classroom has a Zones of Regulation display with the four coloured baskets containing activities to support feelings for each zone.

Working in Partnership with Parents/carers

We value parent/carer partnership and involvement. We work closely to ensure all our parents feel welcome in school and particularly we endeavour to build good relationships with the parents of children identified as having SEND. The school ensures parents/carers are:

- Encouraged to take an active and valued part of their children's education.
- Enabled to make their views known about how their children are educated, e.g., through parent voice questionnaires.
- Informed about how they can access information and support regarding SEND provision, and also information about the local Parent Partnership Service.
- Involved in IEP/Support Plan target setting and reviewing at least three times per year.
- Invited and involved with coffee mornings/meetings where we invite outside agencies to deliver presentations and have Q&A sessions on relevant topics, e.g., dyslexia, Early Help, attendance etc.

Pupil Participation

Children will always be involved at an appropriate level, according to age and understanding. They will be involved in talking about their progress, celebrating success and setting new targets. Children will be involved from an early stage in making decisions, choices and expressing their opinions and views. They will be encouraged to explain reasons for their preferences. Pupil voice will be carried out with the children, at an age appropriate level, to obtain their views and thoughts which will influence our delivery and next steps throughout school.

Assessment, Recording and Reporting

The class teacher is responsible for gathering information about the child (e.g., National Curriculum attainments, formative and summative assessments, records of achievement, observations, parental information or information from other agencies such as Health or Social Services etc).

Our school uses the Birmingham Toolkit and the Boxall Profile to assess the child's learning levels and set appropriate targets for that child.

The Birmingham Toolkit focuses on attainment in speaking and listening, reading, writing and maths. It is a tool that supports in identifying specific levels of need and ability for pupils with their literacy and maths skills (including speaking and listening). The resource breaks down areas of reading, writing, speaking and listening, core and supplementary maths into discrete skills on a continuum that enables our teachers to set appropriate and aspirational targets and to track progress of each child

The Boxall Profile is a tool which assesses the social, emotional and mental development of pupils. It provides staff with a precise picture of a pupil's strengths, as well as any difficulties which could affect their learning. Based on these results, the Boxall Profile also tells teachers what type of support each pupil needs, providing them with practical strategies and techniques to help them achieve their full potential. Our school uses both the Birmingham Toolkit and Boxall Profile assessment trackers to assess and track each child's progress.

Hard copy records about the child and paperwork are kept in each class teacher's red lever arch SEND file and logged on the child's diary of intervention. Reports, reviews, referrals and meetings are all uploaded onto the child's portfolio online on Provision map (Edukey).

The class teacher monitors the child's progress and uses observations and assessments as an aid to planning the next steps in learning. Reviews are carried out, usually termly, to decide on future action in consultation with parents, the SENDCO and the SIT (if relevant) etc. The child's progress is reported verbally to parents at regular intervals and in writing in the annual Record of Achievement Report. Appropriate records and information are passed on to the next teacher, school and Key Stage to ensure progression and continuity in the provision for the child.

Staff

This school operates a whole school approach to inclusion and practice is consistent throughout the school. All staff, including teaching assistants are given opportunities for INSET. Advice is readily available from Rhian Esposito, the school's SIT teacher, and the school's Educational Psychologist, Dr Carys Todd.

Transition

SEND learners are supported through all aspects of transition with individual need being the driver for planning, preparation and provision. Steps are taken to ensure that any transition is as smooth as possible. Information is shared with receiving class teachers during thoughtfully planned meetings between new and current teachers. Transitional IEP's are written by current class teachers, who know the children well. Learners will spend time in their new classrooms, familiarising themselves with new teaching assistants, new surroundings, before moving classes. Additional provision will be provided where identified as necessary.

In the last term of the year, the current class teacher will provide a phone call to the parent/carer of any child on the SEND register. This is prior to the three transition days (below). During this meeting, the teacher will discuss transition, IEP targets and any concern the parent/carer might have. The class teacher will also ask the parent/carer if they would like a phone call from their child's new class teacher. If so, this will be arranged at a convenient time for the parent/carer. During this conversation, information can be shared and questions asked so clarity and consistency are ensured as the child transitions to their next class.

During the last week of term, all children spend three full days in their new classrooms meeting their new class teacher and teaching assistant. Prior to these transition days, teachers will meet in school to pass on transition notes for all children. This may involve things such as: assessment scores, learning styles, strengths, areas for development, interests, friendship groups and medical information etc.

Those children who may find change more challenging have more visits to their new class with their current teaching assistant or other pupils in order to familiarise themselves with their new classroom environment. Our school also creates social stories for the child which to help the child familiarise themselves with their new teacher and learning environment.

If a learner with identified needs moves school, their needs will be discussed with the receiving SENDCo, and our SENDCo will ensure that all documents are passed on as quickly as possible. For transition to Key Stage 3, SEND information is shared with the receiving school, including arrangements for additional support within class, or for formal assessments. The SENDCo of the receiving school is also invited in for a SEND review meeting with our school's SENCO and the child's parent/carers. They may also be invited to be part of the review cycle within Year 6, attending multi-agency meetings, or Annual Reviews for learners with an Education Health Care Plan.

Visits are also made to feeder settings for our new to school, Early Years Learners. The SENDCo, along with the receiving class teacher, will visit settings and liaise with both the settings and parents, to ensure information is shared and that the child's needs are known and planned for prior to entry.