

Sacred Heart RC Nursery and Primary School
Paignton



**Special Educational Needs and Disabilities
Inclusion Policy**

SENCo: Mrs Helen Brown

SENCo support: Mrs Christine Nott

Safeguarding officer: Mrs Nichola Day
Deputy head teacher

Review: September 2016



This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010.

Rationale:

Our Mission statement at Sacred Heart states 'Everyone is Sacred' Therefore, we believe that all children, including those identified as having special educational needs and disabilities have a right to a broad and balanced academic and social curriculum.

We will endeavour to eliminate prejudice and discrimination, and develop an environment where all children can achieve and feel safe, with a sense of belonging to the school community.

Individual child's progress should be addressed in the first instance to the class teacher. Further enquiries can be addressed to Mrs Helen Brown - SENCo or Mrs Christine Nott - SENCo support. Appointments can be made through the school office.

Defining SEN

The 2014 Code of Practice states that:

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age;
- or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Headlines from the 2014 Code of Practice. From September 2014

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.

There are four areas of SEN

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

We work closely with parents and pupils to make sure their views and aspirations are heard.

We have high expectations of all our children and 'Quality First Teaching' supports this ethos allowing pupils to progress in their learning. Additionally, where necessary, focused interventions take place to target particular skills. Children on our SEN register make progress which compares favourably with the progress made by other children in school.

Our objectives are:

- to identify pupils with special educational needs (SEN) and disabilities, working within the guidance provided in the SEND Code of Practice, 2014
- to ensure that every child experiences 'Quality First Teaching' in their learning and achieves to the highest possible standard.
- to enable all children to participate in all lessons and all activities fully and effectively.
- to ensure the physical environment of the school allows access to education for all children where possible.
- to communicate and work in partnership with parents, ensuring that all information is available and accessible in the most appropriate format for each individual.
- to work with the Governors to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils .
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Identifying children with SEN

Children with SEN are identified by one of the following assessment routes which are part of the overall approach to monitoring progress of all pupils:

Pupil progress meetings take place half termly where the progress of every child is monitored. If a child is identified as not making progress despite Quality First Teaching, discussions take place and a plan of action is agreed and where necessary outside agencies will be involved.

Class teachers are continually monitoring and assessing their pupils and have an awareness of every child's learning. If they observe that a child, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

This is measured by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Working with Parents and Children

We aim to inform parents quickly if a child is experiencing difficulties, and an informal meeting will be held to discuss a child's progress. It should not come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child has been identified as having a special educational need.
- discuss assessments that have been completed
- agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available to parents. Thereafter, parents and children are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term.

Paperwork for children at SEN

Once a child has been identified as needing SEN support the following paperwork is completed:

- A child and parent view form is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is completed with the child and parent and acts as a guide to their class teacher. The information may be updated during the year.
- An Individual Support Plan, (ISP) is produced and is reviewed half termly at progress meetings. The plan records specific and challenging targets for the child to achieve in a term, along with the personalised provision to enable the child to achieve these targets.

Moving to an EHCP (Education, Health and Care Plan)

If children fail to make progress, despite high quality, targeted support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- Despite Quality First Teaching and additional support from outside agencies progress continues to be very slow.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not necessarily mean that a child needs an EHC Plan.

If the 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. The meeting will record the child's strengths, their aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, with high expectations. Children with SEN and disabilities are entitled to be taught by their teacher as well as a teaching assistant.

When allocating additional teaching assistant support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed in the Local Offer. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children with SEN are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely, primarily by the class teacher, who monitors progress towards the targets during the intervention and also the SENCo who monitors overall progress after the intervention.

Adaptations to the curriculum teaching and Learning Environment

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school and CAST multi academy trust.

All of our classrooms are inclusion-friendly: we teach in a way that will support all children. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

SEN and Inclusion Professional Development

- The SENCo and SENCo support attend regular local authority meetings and relevant outside agency training to update and revise developments in Special Needs Education and Inclusion.
- At Sacred Heart we believe that Quality First Teaching is always the first step to support all pupils including those with SEN. Professional development of the highest quality is provided through an on going cycle of monitoring and review and is personalised to individual staff and groups of staff.
- SEN and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan as necessary.
- In-house additional needs and Inclusion training is provided through Professional Development Meetings and personal CPD opportunities.
- All staff has access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level through the Appraisal process.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

Children with social, emotional and mental health needs

Behaviour is not classified as a SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we complete an Early Help form with the family and support the child through that process.

If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS or this can be done through the school based CAMHS support. If the child is felt to have long-term social, emotional or mental health needs - for example with anger management - the school offers a range of social skills or therapeutic interventions by an accredited Play Therapist and qualified Thrive practitioners, all of whom establish trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Positive Behaviour Policy. The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities. We will actively investigate all allegations and, if there is a need, work with both the bully and the victim to improve their social skills.

Transition Arrangements

Transition into and within school

Some children and parents find it difficult when children move into a new class or a new school. At Sacred Heart we provide additional support according to the individual needs of the child, to make transitions between classes and nursery as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

In year 5, transition reviews are held in the autumn term to give parents time to consider secondary education thoroughly. The secondary school SENCO may be invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Governors

It is the statutory duty of the Governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Kate Lewis. She meets with the SENCO at least annually to discuss actions taken by the school.

Sacred Heart's Local Offer

The Torbay local offer informs parents and young people about the services that are available in their area and how to access them. This provision is from birth to 25 years, across education, health and social care. Sacred Heart's Local Offer is available from the website which can be found in the appendix.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or and capability in all aspects of school. We promote self and mutual respect and a caring and inclusive, family attitude in our settings.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

Signed:

Head teacher Date:

Signed:

Chair of Governors Date:

Review Date:

September 2017

Appendix

Sacred Heart's Local Offer

<http://www.sacred-heart-primary.torbay.sch.uk/wp-content/uploads/2016/09/SEN-Information-Form-2016.pdf>

SEND Code of Practice

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

Children and Families Act

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>

Equality Act 2010

<http://www.legislation.gov.uk/ukpga/2010/15/contents>