



Coten End Primary School

SEND and Inclusion Policy

Last Review: February 2022

Next Review: February 2023

Signed: 
Head teacher

Signed: 
Chair of Governors

Coten End Primary School Policy for Inclusion and SEND

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

Rationale

At Coten End Primary School, we are proud of our acknowledged commitment to each individual child. We recognise that children learn and develop in different ways so we aim to provide a curriculum that supports, challenges and enriches every step of the learning journey for every child.

Some children will need specific support at some point in their school career with something they find challenging and we aim to provide that support within a caring environment, drawing on a wide range of external expertise as appropriate.

Similarly, many children are ready to embrace a high level of challenge to reach their full potential and we provide a personalised approach to their learning.

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

The SEND and Inclusion Policy is:

- A working document for all members of staff and governors
- A document of information and reference for persons with parental responsibility

The policy will be reviewed and adjusted in the light of legislative change and school relevance.

Responsibilities

At Coten End Primary School:

The SENDCo is Mrs Liz Munday.

The Inclusion Manager is Mrs Kerry Pope.

The SEND Governor is Mr Kevin Griffiths.

1. PRINCIPLES

At Coten End we believe that all teachers are teachers of pupils with special educational needs.

Coten End Primary School (CEPS) is committed to providing an appropriate and high quality education to all the children who attend our school. We believe that all children, including those identified as having additional educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

All pupils at Coten End Primary School have access to all educational, social and spiritual aspects of school life. **Inclusion** in this policy refers to the “inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education” (SEND Code of Practice 2014; p. 25 1.26). Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. CEPS sees the inclusion of children identified as having additional educational needs as an equal opportunities issue, and we will also aim to embed inclusive practices in our staffing policies, governance, and relationships with parents/carers and the community.

Special Educational Needs and Disabilities (**SEND**) is defined as, “a significantly greater difficulty in learning than the majority of children of the same age and/or; a disability which either prevents or hinders a child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LEA”. (SEND Code of Practice 2014; p.15: xiv)

Aims

Our aim is to promote a whole school approach to SEND, supporting the core values of the school within a fully inclusive ethos and developing high quality provision that meets the special educational needs of all children, enabling them to reach their potential through:

Equality

- Valuing all children equally in their right to learn, achieve and participate fully in education and in the wider community, regardless of their abilities and behaviours

Diversity

- Recognising and meeting the diverse needs of children through a range of flexible, responsive and varied provision, where reasonable adjustments are made that take into consideration the needs of all learners.

Access

- Ensuring that all children have access to a broad, balanced and relevant curriculum with high expectations which is differentiated to meet individual learning styles, recognising personal strengths and needs in a positive and caring environment.

Partnership

- Working in partnership with parents and carers in meeting the needs of their children and developing responsive and timely support for their child
- Empowering children so that their voice is heard and listened to in decisions made

- about themselves and about wider developments in their support.
 - Maintaining links with outside agencies and other relevant support services
- Celebration

- Celebrating children's achievements and enhancing their self-esteem.

Objectives

We will achieve this by:

- Identifying and providing for pupils who have special educational needs and additional needs.
- Implementing the guidance provided in SEND Code of Practice, 2014.
- Continually monitoring the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENDCo and internal and external support staff as appropriate.
- Providing specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN Support.
- Ensuring that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- Involving parents/carers at every stage in plans to meet their child's additional needs.
- Involving the children themselves in planning and in any decision making that affects them.

2. STRATEGIC MANAGEMENT AND ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION FOR PUPILS WITH SEND

The Special Educational Needs Co-ordinator (SENDCO)

At Coten End Primary School the role of the SENDCO includes:

- Responsibility with the Headteacher for the strategic direction and development of SEND provision in the school.
- Monitoring the achievements of pupils with SEND e.g. through the analysis of data and attending termly pupil progress meetings.
- Securing the attainment and progress of pupils with SEND
- Ensuring full National Curriculum entitlement of pupils with SEND where appropriate.
- Reviewing, amending and monitoring the SEND policy in light of the SEND Code of Practice 2014 and be responsible, jointly with the Headteacher, for the day to day operation of the policy.
- Liaising with parents and carers.
- Supporting class teachers and teaching assistants with integrating children with special needs in the classroom and suggesting a variety of support strategies for pupils.
- Liaising with external agencies including Educational Psychology, Speech and Language Therapy (SALT), school health practitioners, Children's Services, Specialist Teaching Service (STS), Occupational Therapy, CW RISE, Snowford Grange (Counselling).
- Maintaining an up-to-date SEND register and overseeing the records of all pupils with SEND
- Maintaining an up to date provision map to monitor and evaluate effectiveness of provision.

- Keeping up to date with current county and national practices for pupils with SEND and liaising with other SENDCOs/Inclusion Managers. Sharing this information with staff and contributing to in-service training.
- Reporting to the Governing Body through the Governor for SEND on the effectiveness of the SEND policy, resources and provision required.
- Assisting in the reviews of Personal Learning Plans and Education and Health Care Plans to identify progress made and to develop new targets.
- Encouraging strong relationships between SEND pupils and all staff, developing the involvement of pupils in decisions about their learning in order to make them feel they are listened to and their views are valued.

The Headteacher and Governing Body

The Governing body has a statutory duty to ensure that the needs of children with SEND are met. The Headteacher has overall responsibility for managing the provision of the education for pupils with SEND and has the responsibility to keep the governing body fully informed.

The SENCO and SEND Governor meet regularly. The SEND Governor informs and updates the Governing body.

The Class Teacher

The class teacher has responsibility for pupils with SEND within their individual classes. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. (SEND code of Practice, 2014)

Their role includes the following:

- Identifying pupils with SEND
- Seeking advice and support from the SENDCO
- Informing persons with responsibility when a child has been identified as having SEND
- Ongoing observations and assessments to measure progress
- Collation and analysis of data
- Writing, recording, implementing and reviewing targets of Personal Learning Plans (PLPs) at SEN Support level and on Education Health Care Plans
- Planning in class interventions and liaising with teaching assistants who are working with a child with SEND
- Attending and contributing to termly PLP reviews and to Annual Review meetings for those children who have an EHCP.
- Liaising with parents regarding PLP targets and discussing ways in which they can be reinforced at home.
- Consider classroom organisation, teaching materials, learning styles and differentiation. These should be developed so that the pupil is enabled to learn effectively.
- Attending other outside agency meetings to inform future planning.

Teaching Assistants and SEN Support Assistants

SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs)

throughout the school and from Warwickshire Education Service's Specialist Teaching Service. This is funded from the school's annual budget. The support and intervention timetable is reviewed half termly, by the SENDCo in line with current pupil needs, educational initiatives specific intervention programmes, and the budget. Additional support is funded through individual allocations of Higher Level funding from the LA through an EHCP.

Teaching assistants liaise with the class teachers and the SENDCo regarding involvement with SEND. Their role may include the following:

- Working with individual/groups of children within or outside the classroom depending on individual needs
- Recording pupil's progress
- Implementing specialist interventions or learning programmes
- Attending review and other outside agency meetings
- Evaluating interventions and reporting back to class teachers
- Attending training to support pupils with SEND
- Involvement in review meetings for pupils with and EHCP

3. ADMISSION ARRANGEMENTS

Admission procedures for pupils with SEND correspond to Warwickshire's policy for all pupils. Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Where a child's statement of special educational needs or education and health care plan names a particular school there is a duty to admit the child to that school.

www.warwickshire.gov.uk/schooladmissionscriteria

There are three Reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

Prior to starting school, parents/carers of children with a Statement of SEN or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

4. SPECIALIST SEND PROVISION

There is no specialist provision (i.e. there is no additional designated provision for a specific area of need).

5. SPECIALIST FACILITIES TO INCREASE ACCESS

Coten End Primary School is a single site school, built on one level. The main entrance to the building is through the front doors, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. The two main halls have wheelchair access.

There are shower facilities as well as an accessible disabled toilet for children or adults.

Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

6. ALLOCATION OF RESOURCES

The school is allocated a notional budget for SEND. The Headteacher, SENDCo and Governing Body will discuss and deploy resources to ensure that the needs of all pupils are met.

7. IDENTIFICATION, ASSESSMENT & REVIEW PROCEDURES

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Coten End Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Assessment and monitoring of all children is an integral part of teaching and learning and is identified in a number of ways. The school has a system for regularly observing, assessing and recording the progress of all children who are not progressing satisfactorily and who have additional needs.

The school's system includes reference to information provided by:

- Half termly tracking sheets (progress measured against age related expectations)
- Progress measured against the P level descriptors and SEN progress indicators
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development with progress measured against progress indicators
- An existing Education Health Care Plan
- Assessments by a specialist services, such as STS or Educational Psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs
- Termly Pupil Progress Meetings
- Transfer documents
- Reports from outside agencies e.g. (SALT, EP, CW RISE)
- Discussion with pupils
- Concerns raised by parents/staff carers with responsibility for the pupil

Early Identification

The class teacher has overall responsibility for all pupils. Progress is observed and assessed by the class teacher to provide information where a child is not making satisfactory progress, even though the teaching and learning has been differentiated. Concern raised by

a member of staff, parents/carers, health or social care professionals may also trigger intervention. An internal SEND referral form is initiated.

Should the concern persist despite in class intervention and differentiation, following the graduated approach of assess, plan do, review, the pupil may be moved onto the SEND register if he/she:

- makes little or no progress even though the teaching and learning approaches are targeted particularly in a child's identified area of weakness.
- continues to make little or no progress in the areas of concern.
- continues working at National Curriculum levels substantially below that expected of children of the same age.
- continues to have difficulty in developing literacy and numeracy skills.
- has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning.
- has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service.
- continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.
- presents persistent emotional/behaviour difficulties which are not improved by the behaviour management techniques and strategies usually employed within the school.
- has communication/interaction difficulties and continues to make little or no progress despite provision of a differentiated curriculum.

The SENDCo, along with the class teacher, will inform the parents that SEND provision is being made for the child and consult them for their views. A Personal Learning Plan may be drawn up.

SEN Support

The SENCO and class teacher decide on the initial action needed to help the child to progress in light of the assessments made. They may also call upon outside agencies to assess and provide advice on strategies and intervention programmes. SEN Support interventions are provided that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum.

The SENDCo and class teacher will:

- collate relevant information.
- draw up a series of Personal Learning Plans, setting specific targets to ensure that progress is tracked and achievement identified and celebrated.
- monitor and review the pupil's attainment and progress on a termly basis.
- consult the pupil and parent/carer at termly review meetings.
- collate records of the pupil's progress, including behaviour logs and PLPs .
- seek advice from outside agencies to develop strategies and learning programmes to support a child's specific difficulty.

SEND Support may include the following:

- Provision of different learning materials
- Specialist equipment and resources

- Individual/ group support with the class teacher or teaching assistant
- Staff development or training in alternative strategies
- Planning time to plan interventions and /or monitor progress
- Support from teaching assistants within our school's SEN Support Team or from the Early Intervention Service
- Following a flexible curriculum and timetable to meet the needs of the child
- Participation in our 'Shining Stars' nurture group (see separate policy)

Personal Learning Plans

A child receiving SEN Support will have a Personal Learning Plan. This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Personalised Learning Plans will be reviewed three times a year at the half term point, although some pupils may need more frequent reviews. The SENDCo will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

Through the whole process the school applies the ASSESS-PLAN-DO-REVIEW cycle described above to ensure the needs of the children are met.

Education, Health and Care Plans

For a child who is not making adequate progress despite a period of SEN Support, or who has complex needs, the school may request the Local Authority (LA) to make a statutory assessment in order to determine whether it is necessary to make an Education Health Care Plan. This will be done in agreement with the parents/carers.

The purpose of an EHCP 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. (SEND Code of Practice, 2014)

The school is required to submit evidence to the LEA (SENDAR) who makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Further information about formal assessment can be found in the SEND Code of Practice 2014 or through Warwickshire SENDIAS.

8. ACCESS TO THE CURRICULUM

The school will ensure that all children have access to a broad and balanced curriculum, and that the National Curriculum 2014 is flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Some pupils will be provided with additional literacy and/ or numeracy support, emotional support or physical/speech therapy, according to their identified SEND need in order for them to fully access the curriculum. A flexible approach to timetabling such provision is needed.

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse. The pupil is involved; through their PLP review with their teacher, in identifying his/her difficulties and strengths, in setting goals, agreeing a development strategy and in monitoring and reviewing his/her progress.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer working and collaborative learning.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that extra-curricular activities do not exclude any pupils and are adapted to meet the needs of children with SEND. The PHSE curriculum teaches pupils about disability, difference and valuing diversity. Advice will be sought from appropriate organisations on appropriate resources. At Coten End Primary School staff also recognise the importance of other forms of communication such as visual timetables.

9. EVALUATING THE SUCCESS OF THE PROVISION

The Headteacher, Governor for SEN and SENDCo will monitor the special needs provision and ensure that the policy is applied in practice. Evaluation and monitoring promotes an active process of continual review and improvement of provision for all pupils.

10. PROFESSIONAL DEVELOPMENT

Areas highlighted in the school's own self-evaluation and SEND Strategic Action Plan guide the relevant training required.

The SENDCo disseminates to staff knowledge, strategies, materials, techniques, methods and information about training and availability of resources to meet individual need though in service training. The SENDCo regularly attends Local Authority SENDCo network meetings in order to keep up to date with local and national updates in SEND provision and practice.

All staff have access to professional development opportunities and are able to access additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development through a process of inquiry and the Senior Leadership Team will ensure 'tailor-made' training where this is appropriate.

11. EXTERNAL SPECIALIST SUPPORT

The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENDCo as to the purpose of each visit.

Specialists and direct teaching from the Specialist Teaching Service (STS) are used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties, or those children who have vision or hearing impairment.

The SENDCo liaises frequently with a number of other outside agencies, for example:

- Children's Services (formerly called Social Services)
- School Health Service
- Community Paediatrician
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy
- CW Rise (formerly known as CAMHS)

Parents/carers are informed if any outside agency is involved.

A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

12. WORKING IN PARTNERSHIP WITH PARENTS

At Coten End Primary School we value the role of parents/carers as important partners in their child's learning. We believe that working together is crucial to meet the needs of any pupil. Any parent may contact their child's class teacher immediately if they have a concern. The SENCO can be contacted through the administrative staff and holds regular meetings with parents as appropriate.

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- We make sure that all parents/carers are given information about Warwickshire's 'SENDIAS', which is our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs.
<http://www.kids.org.uk/warwickshiresendias>
- At review meetings with parents/carers we always ensure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Personal Learning Plans or Individual Communication Plans will include targets to work towards at home, and parents/carers are always invited to contribute their

views to the review process. All documents will be copied and sent to parents/carers after meetings.

- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Regular curriculum workshops are offered for parents/carers to attend.
- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. The SENCO also has times available at parents' evenings. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint.

13. COMPLAINTS PROCEDURES

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Guidelines for Parents. This is available, on request, from the school office.

14. LINKS WITH OTHER SCHOOLS/TRANSFER ARRANGEMENTS

- Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary she will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. Children transferring from our school to new schools will have all the relevant information passed on. The SENCO or Class Teacher will discuss these children with other schools on request.
- The SENDCO liaises with professionals of receiving secondary schools and meetings are held, if appropriate, to ensure a smooth transition.

15. LINKS WITH HEALTH AND CHILDREN'S SERVICES, EDUCATION WELFARE SERVICES AND OTHER VOLUNTARY ORGANISATIONS

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Headteacher or SENDCO, and referrals will be made as appropriate.
- Children's Services and the Education Welfare Service will be accessed through the Children's Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the Headteacher if there is a concern they would like discussed.

- There are many voluntary organisations supporting SEN. The SENDCo maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate.

16. INCORPORATING DISABILITY INTO THE CURRICULUM

The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from disabled people's organisations on appropriate resources.

Opportunities to teach the children Makaton signs e.g. for signed singing, and using symbols on displays and around the class are optimised.

Terminology, imagery and disability equality

The school is aware of the impact of language on children within the school. We work with Governors, parents and children to understand the impact of the words they use, and deal seriously with derogatory name calling related to 'special educational needs' or disability under our Anti-Bullying Policy.

We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

CEPS encourages the inclusion of all children in the School Council and other consultation groups. We also have class councils in each class.

We aim to include children in their target setting and encourage and support them to take an active part in their reviews, through preparation, and making the information and meeting itself accessible.

Working with disabled parents/carers

CEPS recognises that there may be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in the Hall and other accessible places.

Disability equality and trips or out of school activities

CEPS tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all Year Six children to Marle Hall, Warwickshire's outdoor and adventurous activities centre, in North Wales, and provide additional TA support for individual children as required.

All children are welcome at our after school clubs and activities.

16. EVALUATING THE SUCCESS OF THE SCHOOL'S INCLUSION POLICY

Every term, we analyse the data we have on all children within school. The Inclusion Manager and SENDCo together analyse data on behaviour including any major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. Progress is reported to the governing body.

On a termly basis, the Headteacher will provide information to the governing body as to the numbers of pupils receiving special educational provision through SEN Support and EHC plans as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Headteacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The SENDCo will meet with the SEN Governor to discuss Inclusion and current SEND concerns. The SEN Governor will lead governor monitoring of the SEND and Inclusion policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

This policy will be reviewed on an annual basis by the SENDCo.