



**Aiming High
Together**

SEND and Inclusion Policy

Loxley Primary School

Reviewed July 2023

INTRODUCTION

This document provides a framework for the identification of and provision for children with Special Educational Needs and Disabilities (SEND). It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants, who work in partnership with parents and carers to support children's learning within school.

The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

INCLUSION STATEMENT

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs and providing a balanced, broadly based curriculum. Our SEND policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

AIMS AND OBJECTIVES OF THIS POLICY

- ❖ To reach high levels of achievement for all
- ❖ To be an inclusive school
- ❖ To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND
- ❖ To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- ❖ To meet individual needs through a wide range of provision
- ❖ To attain high levels of satisfaction and participation from pupils, parent and carers
- ❖ To share a common vision and understanding with all stakeholders
- ❖ To provide curriculum access for all
- ❖ To work towards inclusion in partnership with parents, other agencies and schools
- ❖ To achieve a level of staff expertise to meet pupil needs
- ❖ To regularly review the policy and practical arrangements to achieve best value
- ❖ We recognise that many pupils will have special needs at some time during their school lives. In implementing this policy, we believe pupils will be helped to overcome their barriers to learning.

ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we do not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENCO. Loxley's Special Needs Coordinator is Miss Vikki Village who has Qualified Teacher Status and has also achieved The National Award for SEN Coordination.

If you have an SEN issue you are invited to email Miss Vikki Village SEN coordinator vvillage@loxley.sheffield.sch.uk

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred. School staff also work collaboratively with parents and carers of children with SEND, to identify strategies and support to be used both at school and home.

The SENCO is responsible for:

- Overseeing the day-day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing Teaching Assistants (TAs)
- Overseeing the records on all children with SEN
- Liaising with parents of children with SEN (in conjunction with class teachers)
- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Authority support and educational psychology services, health and social services, and voluntary bodies
- The SENCO is responsible for reporting to the governor with responsibility for SEN on the day-day management of SEN policy. Termly meetings will take place.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the SEND support list

IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

The four areas are:

- **Communication and Interaction**
- **Cognition and learning**
- **Social Emotional and Mental Health difficulties**
- **Sensory and/or Physical.**

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress. These can include areas such as:

- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)

The SENCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs

- The analysis of data, including entry profiles in Reception
- Data, SATs, reading levels, annual and termly pupil assessments
- Following up teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Support list. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. The range of provision may include:

- In class support for small groups with an additional teacher or TA
- Small group withdrawal with TA or class teacher
- Further differentiation of resources
- Reading buddies
- Interventions
- Provision of alternative learning materials/ special equipment

- Nurture group
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training

MONITORING PUPIL PROGRESS

This follows a graduated approach as required by the 2014 SEND Code of Practice

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored and may be added to the monitoring list.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The pupil's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Parents will be informed fully of every stage of their pupil's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

SEN Support

If progress is still slower than expected, despite *targeted* intervention through quality first teaching, evidence will be gathered by the class teacher, SENDCO and parents. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. All children with a formal diagnosis, from approved medical professionals, will be added to the SEN register. This does not necessarily mean they will need a support plan but they will have a one page pupil profile to advise adults working with the child. If their needs are not being met through quality first teaching and targeted classroom intervention, a support plan will then be put in place.

The support provided consists of a four – part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions/strategies which are the most effective in supporting the pupil to achieve good progress and outcomes. Depending on the level of need of the child based on the Sheffield

Support Grid (SSG), the Assess, Plan, Do, Review process will either be done Via SEN Support Plans, My Plans or an EHC Plan.

RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's SEN support book will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Outcomes and SEN Support Plans

All pupils on our SEND Support list will have individual SEN Support Plan setting out outcomes and any provision made that is additional to and different from usual classroom provision. Children will only be put onto SEN support plans if their needs show them to be at least a level 2 and more usually a level 3 on some areas of the SSG grid. Children will be considered for a MyPlan if they are level 4 on the SSG grid or have complex needs showing a level 3 in several different categories. Strategies for pupils' progress will be recorded in individual SEN Support Plan containing information on:

- Expected outcomes
- Teaching strategies
- Targeted provision
- Evidence of progress and attainment

The SEN Support Plan will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual outcomes for the year that closely match the pupil's needs. The SEN Support Plan will be created through discussion with the class teacher and SENDCO with the inclusion of parents, carers and pupils' views. Some children, who are Level 3 or above on the 'SSG' Grid will have a My Plan. An example of a My Plan can be found on the Learn Sheffield website <http://learnsheffield.co.uk/Document-Store/Inclusion-Taskforce>.

REFERRAL FOR AN EDUCATION, HEALTH AND CARE PLAN (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. A child going forward for assessment for an EHCP will usually be a level 5 on some area of the SSG grid or they may have high level of need in more than one area on the SSG grid. We will take the opportunity of moderation and consultation within the Peak Edge SEN group when making decisions on introducing EHCPs for specific pupils. The decision to make a referral for an EHCP will be taken at a SEN Support Review.

The application for an EHCP will combine information from a variety of sources including:

- **Parents**
- **Teachers**
- **SENCO**
- **Social Care**
- **Health professionals**

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENDCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the pupil and add the pupil to the SEND Support list. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Support list will be made by the SENDCO after full consultation with parents. External support services may advise on targets for a new SEN Support Plan and provide specialist inputs to the support process. SEN Support intervention will usually be triggered when, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting SEN Support Plan may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers.

We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- Working effectively with all other agencies supporting children and their parents
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services.

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choices (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to involve all pupils by encouraging them to:

- State their views about their education and learning
- Work with a member of staff to complete their one page pupil profile.
- Self-review their progress and set new targets
- In addition pupils who are identified as having SEND are invited to fill in a pupil advice form, before an SEN Support Plan Review, so their views are taken into account at the meeting.
- Where appropriate, working with TAs

SPECIAL PROVISION

The school has the following special facilities:

- Wheelchair access;
- Disabled toilet with hand rails;
- Blinds in classrooms to reduce glare. (Important for vision impaired pupils)
- Ramps to outside doors to allow for wheelchair access.
- Individual adaptations will be made for specific pupils e.g. chair supports and individual
- Work stations.

LINKS WITH OTHER SERVICES

Effective working links are maintained with:

- School Nursing Service
- Learning Support Service
- Specialist Support Services: Autism Team, Vision Impaired Teachers and Hearing Impaired Teachers
- Early Years Inclusion Team
- ADHD Specialist Nurses
- Fusion Teaching School Alliance
- NHS Speech and Language Service
- Sheffield Education Psychology Service
- Healthy Minds CAMHs project
- MAST – multi agency support team
- Ryegate
- CAMHs

INSET

In order to maintain and develop the quality of our provision, staff undertakes appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Headteacher's report to governors each term. .

RESOURCES

The provision for SEN/AEN is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy. The SENDCO in consultation with the Headteacher is responsible for the use of these resources and the deployment of the designated support staff.

COMPLAINTS

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher/SENCO. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

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

This policy was developed through consultation with staff, parents and governors and it will be reviewed annually.

Signed _____ [*James Connolly*] (**Headteacher**)

Date _____

Signed _____ [*Vikki Village*] (**SENCO**)

Date _____

Signed _____ [] (**SEN Governor**)

Date _____