



## **SEND INCLUSION POLICY**

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 September 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England: primary curriculum May 2015
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2013

**Name of SENDCo:** Mrs M Hughes

**Contact details:** [mhughes@lowerplace.rochdale.sch.uk](mailto:mhughes@lowerplace.rochdale.sch.uk)

01706 648174

Mrs Hughes holds a drop in session for any parents with concerns regarding the special educational needs or additional needs their child may be experiencing. This is held once per month on a Wednesday afternoon from 3:15pm. Alternatively, please contact the school office to make an appointment at a different time.

### **NASENCo Award:**

Mrs Hughes gained the National Award for Special Educational Needs Coordination (NASENCo award) from Manchester Metropolitan University in 2012.

Mrs Hughes is an Assistant Headteacher and a member of the Senior Leadership Team (SLT) at Lowerplace Primary School.

## Values and Beliefs at Lowerplace Primary School

Lowerplace Primary School is committed to the provision of a broad and engaging curriculum which offers equal access for all children; every teacher is a teacher of every child including those with SEND. Our focus is to work as a team; we strive to work closely alongside our families, community and agencies, to ensure every child's needs are met.

### Aims and Objectives

*This policy explains how Lowerplace Primary School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2014, Equality Act 2010).*

Lowerplace Primary School is a mainstream setting committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and engaging academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

This is in accordance with our mission statement:

#### OUR SCHOOL MISSION

At Lowerplace Primary School we provide high quality teaching and learning experiences in a caring and supportive environment, where all members of our school community reach their full potential. We respect and value each other, raise self-esteem and develop positive relationships



LOWERPLACE PRIMARY IS A PLACE  
TO SHINE



We encourage our children to be:

**\*S**ocially Responsible

**\*H**igh Achieving

**\*I**ndependent

**\*N**urturing

**\*E**mpowered to meet life's challenges

We aim to receive each child as an individual personality into our caring community and give him, or her, the best possible education fully enriched for the challenges of 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. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are cared for by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs 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.

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.

This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

- To identify pupils with special educational needs and additional needs as early as possible.
- To work within guidance provided in the SEN Code of Practice 2014.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To create an environment and culture which meets the needs of all pupils.
- To ensure all children have equal access to a broad, engaging and differentiated curriculum.
- To ensure parents are kept fully informed and are engaged in effective communication about their child's special educational needs or additional needs.
- To provide support, advice and training for all staff working with special educational needs pupils.

If you require further information about the provision for SEND in the school please talk to your child's class teacher or contact the Special Educational Needs Coordinator (SENDCo).

### **Definition of SEND**

*'A person has SEN if they have a learning difficulty which calls for special education provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or 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.'*

(SEN Code of Practice: 0 to 25 years – Introduction xiii and xiv2014)

Children must not be regarded as having a learning difficulty solely because of the language, or form of language in their home, if it is different from the language in which they will be taught at school.

## **Identification and Assessment of SEND**

- *How does the school know if children/young people need help*
- *What should I do if I think my child has special educational needs?*

Provision for children with special educational needs is a matter for the whole school. All teachers at Lowerplace Primary School are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

There are four broad categories of SEND as described in the Special Educational needs Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

These four areas of need give an overview of the range of needs that should be planned for. The purpose of identification is to pinpoint what action the school needs to take, not to fit a pupil in to a category. At Lowerplace Primary School we identify the needs of the whole child which will include not just the special educational needs of the child.

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Teachers set appropriate learning challenges and respond to children's diverse learning needs. Some children may experience barriers to learning and require particular action by the school.

These barriers are likely to arise as a consequence of a child having special educational needs and/or a disability (SEND). Teachers take account of these needs and make provision where necessary, to support individuals or groups of children and thus enable them to participate effectively in school activities. Such children may need additional or different help from that given to other children of the same age.

## **A Graduated Approach to SEN Support**

In the new SEND Code of Practice the categories of School Action and School plus have been replaced by a single category called SEN Support.

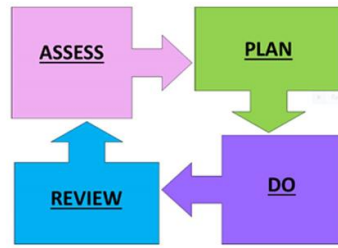
Where a pupil is identified as having Special Educational Needs, to enable the pupil to participate, learn and make progress schools should take action to:

- Remove barriers to learning
- Put effective special educational provision in place

SEN Support should arise from a four part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The four stages of the cycle are:

- Assess
- Plan
- Do
- Review



The graduated approach starts at whole school level.

Teachers are continually assessing, planning, implementing and reviewing their approach to teaching all children. However, where a potential special educational need has been identified, this cyclical process becomes increasingly personalised:

- Individual assessment leads to a growing understanding of the barriers to and gaps in the pupil's learning;
- Continual reflection on approaches to meeting the pupil's needs, leads to a growing understanding of the barriers to and the gaps in the pupil's learning. This may lead to a child receiving additional support through group or individual interventions;
- Continual reflection on approaches to meeting the pupil's needs leads to a growing understanding of strategies that enable the pupil to make good progress and achieve good outcomes.

In this supportive process, the graduated approach draws on more personalised approaches, more frequent review and more specialist expertise in successive cycles in order to tailor interventions to meet the particular needs of children and young people.

'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.'

(Code of Practice, 2014: 1.24)

This is at the heart of provision at Lowerplace. It is the expectation that all teachers will provide a broad, balanced and engaging curriculum that will be carefully differentiated to ensure equal opportunity of access to all learners. This process is supported by the four part Assess; Plan; Do; Review cycle.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Teachers are responsible and accountable for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff.

Where concerns are raised about a child and their needs are not being met through high quality first teaching or additional provision through group interventions, the class teacher would discuss possible strategies to address this with the SENDCO and parents/carers. Additional intervention and support cannot compensate for a lack of good quality teaching for all pupils. Lowerplace is committed to carefully reviewing and monitoring the quality of teaching for all pupils, including those at risk of underachievement. This includes improving teacher's understanding of strategies to identify and support vulnerable pupils as well as improve their knowledge of most frequently encountered SEND.

If there is a continuing difficulty, a child may be placed on the school's SEND register as needing SEN Support. This takes place through consultation with class teachers, parents, teaching assistants and the SENDCo. An individual programme of support (Personalised Learning Plan - PLP) will be put in place in collaboration with the child and parents/carers. This

will be reviewed and targets set when necessary. The PLP will be used by teachers and teaching assistants to track and meet targets, review progress and identify new actions to match the Assess, Plan, Do, Review cycle. This should be over a period of no longer than 6 weeks. Further assessment and advice may be sought from specialist professionals eg. Educational Psychology, Rochdale Additional Needs Service (RANS), Occupational Therapy and CAMHs.

Where a child's needs cannot be met from the provision within the school additional top-up funding through a statutory assessment can be applied for through an Educational, Health and Care Plan (EHCP). Parents and carers will be involved throughout this process.

### **Identifying children at SEN Support**

Children with special educational needs are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every pupil is monitored through Child Centred Discussions. If children are not making progress in spite of Quality First Teaching they are discussed with SLT and the SENDCo and a plan of action is agreed;
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause;
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching, a rigorous intervention programme and parental support.

Although, at Lowerplace, we can identify special educational needs and make provision to meet those needs, we do not offer a diagnosis. The Special Educational Needs & Disability Co-ordinator (SENDCo) in consultation with the class teacher and parents may make a referral to a relevant educational specialist or medical professional.

Early identification is vital. Screening for special needs, which have not been identified prior to admission to the school will depend on the following:

- Observation by the class teacher
- Baseline assessment
- Internal assessment procedures including observations and monitoring
- Parental input/information from home visits

If a child has made very little progress or is struggling with a particular aspect of school life, the class teacher alongside the SENDCo informs parents to alert them to concerns about their child and enlist their help and participation.

A SEND register is kept by the SENDCo which is reviewed regularly. Children can be removed from or added to the SEND register at any time through consultation which will be discussed with parents and teachers.

### **Training and Expertise**

All of our teachers receive training to support their work with children with SEND. Our staff have access to advice, information, resources and training to enable them to teach all children effectively:

- The SENDCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged/ matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENDCO.
- All staff have 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.

### **Supporting Pupils and Families**

When children with SEND are approaching important stages during their education, we strive to ensure that we meet with families to fully support them and their children during a potentially stressful period. There are processes in place to support pupils with an EHCP during important assessment times; parents will be informed of our intentions and progress.

Alongside this, we also offer support to parents and carers of all pupils within our school during transition periods. We meet with parents of children with SEND to discuss options for their child's secondary schooling taking in to account the type of support and provision the child will benefit most from, as well as identifying what support the family may also need.

Our SEND Information Report outlines the services we expect to be available for children with SEND, this identifies all information related to special educational needs and disabilities within our school. Parents and carers are able to view the School Information Report here:

<http://office.lowerplace.net/send-at-lowerplace/>

Further information and links for parental support can be found at the end of the policy.

### **Supporting Pupils at School with Medical Conditions**

Lowerplace is committed to reducing the barriers to learning for all children including those with medical conditions. We work closely with our parents, children and outside agencies to ensure teachers and staff are aware of all medical needs to enable effective and appropriate support to occur. It may be necessary for the child to have a Health Care Plan (HCP), these are created and reviewed regularly within school with parents, a Doctor or School Nurse, if appropriate, due to possible medication children may require or due to reoccurring illnesses. HCP are shared with all staff involved with the child. If a child has a HCP, they may not necessarily be on the SEND register. If you are unsure whether your child requires a HCP please contact the school or make an appointment through the school office.

More information can be found in the Administering Medication in School Policy.

### **The Role of the Governing Body**

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with Special Educational Needs. They are committed to securing the best possible provision for any pupil identified as having special educational needs.

The governing body has a link governor for SEND who has a specific overview of the school's provision for pupils with special educational needs. The link governor with particular responsibility for SEND meets with the SENDCo at allocated times over the academic year.

## **Complaints Procedure**

In the event of a complaint in respect of provision for a child with SEND, parents should first approach the class teacher or the SENDCo. If this does not resolve the issue, it can be referred to the Headteacher who will investigate and meet with parents within an agreed time frame. If an agreement cannot be reached the matter will be referred to the Governing Body who will respond to the issue within an agreed time scale. See School Complaints Policy for further details.

## **Reviewing the Policy**

This policy will be reviewed annually by the SENDCo, Headteacher and Governing Body.

Next review due: March 2017

Signed: \_\_\_\_\_ Mrs Hughes SENDCo March 2016

Signed: \_\_\_\_\_ Headteacher

Signed: \_\_\_\_\_ SEND Governor

## **Sources of Information**

Further information can be found on the Rochdale Council website or directly by clicking on the links below:

<http://www.rochdale.gov.uk/schools-and-education/special-educational-needs/Pages/send---the-local-offer.aspx>

Rochdale Council family Service Directory:

<http://rochdale.fsd.org.uk/kb5/rochdale/fsd/service.page?id=0E-BdUIRBss>

Rochdale Parent Carers Voice

<http://www.rochdaleparentcarersvoice.co.uk/about-us/>

SENDiass

<http://www.kingswaypark.org/site/files/SENDiass%206pp%20V1.pdf>

Independent Parental Special Education Advice

<https://www.ipsea.org.uk/>



