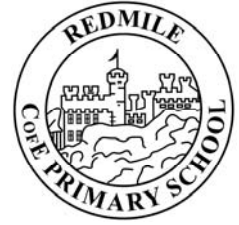




Redmile CE Primary School



Special Educational Needs and Disability Inclusion Policy

Responsible Persons for SEND: Mrs J V Hopkins (Head Teacher)

Mrs C Lobo (SEND Governor)

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Overview

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.66 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

SEND Code of Practice 0 – 25 (July 2014)

School SEN Information Report regulations (2014)

Statutory guidance on supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Child Protection Policy

Inclusion Policy

Accessibility Plan

Teachers Standards 2012

Every Child Matters (DfES 2004)

Aims and Objectives of the this Policy

We are committed to using our best endeavours to provide an appropriate and high quality education for **all** children at our school which enables them to:

- Achieve their best (SEND Code of Practice 2014)
- Become confident individuals living fulfilling lives (SEND Code of Practice 2014)
- Make successful transition to their next phase of education (SEND Code of Practice 2014)
- To be an inclusive school
- To provide curriculum and extracurricular access for all
- To meet individual needs through a wide range of provision and resources
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

We promote a Christian ethos. We teach our children to behave in God's image and to seek inspiration from Him so that school is a highly positive experience for everyone. We respect that not all children will believe in God, however, we teach all children that Christian and British Values are the foundations of an inclusive school.

Definition

A child is defined as having special educational needs or disabilities if he or she has learning needs which call for special educational provision to be made for them.

Links with the Leicestershire Local Offer

Our local offer is placed within that of the local authority and as such, will work with existing partnerships but are willing to forge new ones in order to enable us to continue to provide for every pupil who wishes to attend our school. For more information about Leicestershire's local offer, please visit: http://www.leics.gov.uk/special_education_needs

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- instilling confidence that the school will listen and act appropriately.
- providing an 'open-door' approach where parents are encouraged to inform the school of any difficulties they perceive their child may be having

- focusing on the child's strengths as well as areas of additional need
- agreeing targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision and personal budgets (relating to EHCPs)
- providing all information in an accessible way
- working effectively with all other agencies supporting children and their parents

Three key questions we ask parents of children with SEND are:

- What do you want your child to be able to do in 12 months' time that they can't do now?
- What support do you believe s/he needs to achieve these outcomes?
- What services/people are best placed to provide this support?

With this as our starting point, we are able to build a provision plan which is ideally suited to their child.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice 2014). All pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and explore their learning style
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Personal reviews and setting targets (where appropriate)
- Regular meetings with named adults
- Working with learning and behaviour mentors if necessary
- Nurture groups and dialogue with behaviour support mentors if necessary
- Annual reviews

Management of SEND within School

The governing body have delegated the responsibility for the day to day implementation of the policy to the SENDCo. The SENDCo's name is Mrs Hopkins, Head teacher.

In line with the recommendations in the SEND Code of Practice 2014, the SENDCo 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 learning support assistants
- overseeing the records on all children with SEND
- liaising with parents of children with SEND (*in conjunction with appropriate staff*)
- contributing to the in-service training of staff
- liaising with external agencies including the LA's/DLAT support and educational psychology services, health and social services, and voluntary bodies
- allocating resources according to delegated budget to the benefit of pupils with additional needs (including staffing provision).

The SENDCO is responsible for reporting to the governor with responsibility for SEND on the day-day management of SEND policy. The name of the governor with responsibility for SEND is Mrs C Lobo. Regular meetings take place as and when it is deemed necessary.

All staff in school have responsibility for pupils with SEND. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEND and whether or not pupils have a statement of special educational needs. A positive and sensitive attitude is shown towards these pupils. Staff responsibilities are identified in individual job descriptions.

Teaching assistants and Nursery Nurses play a major role in the support of pupils with SEND. The rationale for the deployment of support staff is both pupil centred and class based depending on the nature of those with specific learning needs.

Admission Arrangements

Admission arrangements for Redmile CE Primary School are determined by the school Admissions Policy. We are committed to being an inclusive school and all pupils are welcome, including those with special educational needs.

Special Provision

This school has experience in the education of pupils with;

- learning difficulties.
- emotional and behavioural difficulties
- specific learning difficulties/dyslexia/visual impairment/autism/hearing impairment

Identification and Assessment

We agree with the principle that pupils' needs should be identified and met as early as possible, this includes all vulnerable groups. The SENDCo works closely with the teaching staff using whole school data as an early identification indicator. Whole school data is also used to monitor and evaluate the progress of pupils identified as having SEND.

Class teachers will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and classes. Class teachers then make regular assessments of progress for all pupils identifying in particular where pupils are making less than expected progress given their age and individual circumstances. Key stage coordinators monitor progress through regular pupil progress meetings with teachers. Where a pupil's progress is causing concern, this may be characterised 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
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs.

We use Essex Target Tracker for Year 1 to Year 6 which monitors attainment and progress in reading, writing, maths and science. We have developed our own assessment and monitoring grids for EYFS. P scales are integrated into our whole school assessment systems. P scales are used to monitor the progress of pupils achieving significantly below age related expectations.

We use a number of additional indicators of special educational needs:

- the analysis of data including entry profiles, Foundation Stage Profile, annual pupil assessments, Read Write Inc and Get Spelling! spelling assessments, CGP assessments in reading and maths
- Boxall profiling (for social and emotional assessment), SDQ (for behavioural and mental health assessment)
- the completion of teacher concern forms
- following up parental concerns
- tracking individual pupil progress over time (academic and social/behavioural)
- liaison with feeder schools on transfer
- information from previous schools
- information from other services

Process for Identification of SEND

1. Class teacher monitors achievement, progress and attainment.
2. Class teacher completes **initial concern form** and presents it to the SENDCo.
3. Class teacher speaks with parents about initial concerns.
4. Class teacher and teaching Assistant/Nursery Nurse supports child within the class setting.
5. The **initial concern form** is reviewed within a two-term time frame and a decision is made whether the concern no longer exists or if further action is needed. If it is, we move on to number 6.
6. Permission is sought for child to go on the SEND record.
7. Class teacher and support staff agree targets with the child: MOT (My Own Targets). These are tracked on an on-going basis so that child can have new targets as soon as they are ready. See Appendix 1.
8. Parents invited to attend meeting with class teacher, child and SENDCo regarding the MOT.
9. Review meetings held to coincide with parents evening.
10. If concerns magnify, permission is asked of parents for involvement of outside agencies.

The SENDCo maintains a record of pupils identified as SEND or vulnerable through the procedures listed.

For some pupils a more in depth individual assessment may be undertaken by the school. An external agency will be involved in assessment and identification of need where we feel this is necessary. Any advice given by the external agency is communicated to all adults working with the pupil including the parents.

Whole school protocols and procedures are used for maintaining paperwork and conducting reviews at all levels of intervention including pupils with statements of special educational needs and EHCPs. This may include individual targets (MOTs: My Own Targets), IBPs (Individual Behaviour Plan), positive handling plans, reintegration plans, individualised risk assessments, progress charts and tailored timetables as necessary.

We aim for a smooth transition between classes, phases and schools for all pupils and ensure that records are maintained and transferred efficiently.

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 to enable them to engage in all activities.

The range of provision may include:

- in class support for small groups with an additional support staff
- small group withdrawal with support staff/teacher
- individual class support / individual withdrawal
- further differentiation of resources
- Fresh Start (catch up intervention for reading and writing)
- Cognitive Behaviour Therapy

All pupils on the SEND Register will have MOTs if needed.

For pupils with statements or EHCPs, provision will meet the recommendations on the statement. In subjects where all children have in class curriculum targets for English and/ or Maths, these will reflect MOTs as appropriate.

Such curriculum targets are recorded within class. Some children may also have an Individual Behaviour Plan (IBP) with targets.

We recognise that bullying can sometimes be an issue for SEND pupils, as well as Academically More Able/Gifted and Talented pupils and this is not something we will tolerate; please refer to our school Attitudes, Behaviour and Discipline Policy and Anti-Bullying Policy.

Links with Education Support Services

We aim to maintain useful contact with support services in Children and Young People's Services.

For some pupils any one or more of the following agencies may be involved:

- Educational Psychology Service (EPS)
- Specialist Teaching Service (STS)
- Speech and Language Therapy (SALT)

The SENDCO maintains links with other SENDCO's through the SENCO network.

Links with Other Services

Effective working links are maintained with:

- Other Children and Young People's Services (e.g. CAMHS)
- Community Health Service (school nurse)
- Family support and safeguarding (including social care)
- Parent Partnership Service

Links with Other Schools/Integration Links

Links are also maintained with the following schools:

- Birchwood Special School outreach advisors
- Belvoir High School (and other transition schools)
- Vale and DLAT Schools

Transition

The school has well established links with feeder-pre-schools and the catchment secondary school. When necessary the SENDCo will make contact with transition placements in order to ensure smooth transition to one setting to another. When necessary, additional meetings with external agencies, parents and transition partners will be arranged. For pupils with EHCPs or Statements, an additional review meeting may be set.

INSET

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. Performance management review and staff appraisals support the identification of areas for development.

Training to be undertaken is specified in the school professional development plan, this is updated annually. Input from external agencies is actively encouraged.

Staff are made aware of SEND procedures and practice in school upon induction and this is maintained through regular dialogue and staff meetings.

Training is offered through a range of in-house and external CPD where appropriate.

Academically More Able pupils/Gifted and Talented

Academically More Able Pupils are defined as those who are exceeding expectations (in whichever subject they are being assessed in). Gifted and Talented pupils are those who are significantly exceeding expectations or have a specific talent in an area such as music or sport (for example a child who has attained a black belt in karate would be considered gifted/talented in that field). Teachers will differentiate work appropriately and opportunities will be sought to extend provision for these identified pupils where necessary.

Resources

A minimum of 4% of the school budget is used to support pupils with SEND. This is allocated as follows:

- Non-contact time for staff if appropriate
- Teaching assistants (including 1:1 support)
- Supply costs
- Specialist teaching service
- Resources, for example:
 - A wide range of books, materials and tasks to suit pupils of differing abilities.
 - A range of information technology facilities.
 - Additional training to enable staff to fully implement intervention and support work.

Complaints

Please see the Concerns and Complaints Procedure.

Monitoring and Evaluation

We set targets for monitoring and evaluating the effectiveness of the SEND policy. The actions to meet these targets are identified in the School Development Plan.

The Governing Body appoint a governor responsible for SEND who monitors provision and outcomes for those identified as requiring additional support on a termly basis. A record of this is logged in the minutes of Full Governing Body meetings. A sample of monitoring and evaluation can be found at Appendix 2.

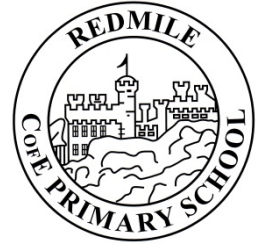
Written by Mrs J V Hopkins (SENDCo and Head teacher)

Reviewed May 2017

To be reviewed May 2018

Appendix 1

Redmile Church of England Primary School



Developing My Own Targets (MOTs)

We want a system that is child-led.

The process will include:

- Discussion with the child in the first instance
- Child and teacher agrees targets together
- Child and teacher presents these to parents
- Parents agree how they will help at home
- Child, teacher and parent collect evidence to show progress
- Back to beginning

Principles underpinning the process will be:

1. Use a new format with child-friendly language.
2. The term IEP will no longer apply. Instead, we will use the term MOT (My Own Targets) as all children in the class have targets and this will feel inclusive.
3. Picture clues on MOT proforma will be relevant to child's interest.
4. We will talk to the child about things they find difficult and plan targets together: use of their own work and referring to the teacher's comments/marking will be used.
5. Short, achievable SMART targets that could be achieved quickly are set.
6. The MOT be a daily working document that will grow as the term progresses.
7. The MOT will be sent to home to parents straight away.
8. Parents can join in with the ownership and growth of the MOT e.g. target achieved at home, they send in evidence for file; they suggest a new target.
9. Evidence should be collated for each target met and filed (TA to manage this).
10. Before a child is started with a MOT, a shared understanding of need will be established, so that the staff, child and parents all understand at the outset what the reasons for the MOT are and how each will be required to contribute.
11. When the teacher and SENCo believe the child is working at a level appropriate to their age group and therefore is no longer in need of a MOT, they will have a discussion with the parents and the child will progress forward with individual targets set as other children in the class.
12. If a child requires support beyond that of basic skills, a Support Plan will be drawn up to show what additional needs need to be met.
13. For a child requiring a Medical Care Plan, this must be devised by the medical agencies/hospital supporting the child.
14. For a child requiring an Educational Health Care Plan (EHCP) this documentation will still apply.

Sample discussion with child

Key questions for child: Show me some work that you're proud of? Tell me why you're proud. Was there anything you found difficult? Show me something you found more difficult? Why was it more difficult? Let's look at how we can make it easier for you.

If the child doesn't know or can't tell you the above, use their work and the teachers suggestions/marking to guide you towards a specific target.

Alternatively ask the child to write a simple sentence to see if the child can identify where s/he is struggling, e.g. Today I played with Kay; or give the a maths problem to solve based on teacher's prior knowledge of the child to steer the target setting progress

Appendix 2

Monitoring	Evaluation
Curriculum provision	
Scrutiny of planning Classroom observation Work sampling	Planning shows differentiation and specified and varied roles for support adults There is differentiation, and further differentiation, of learning opportunities in the classroom Work sampling shows curriculum continuity and progression in learning Pupils with SEND are given suitable learning tasks to meet their needs
Individual pupil progress	
Scrutiny of whole school data –progress of pupils identified as having SEND Scrutiny of MOTs Pupil review meetings and records of review meetings	Samples of pupil work show progression over time Data recording individual pupil progress is analysed and shows progression Targets are SMART, relevant and reviewed regularly Targets are shared with pupils and parents
Monitoring the implementation of SEND procedures	
Analysis of assessment data and pupil tracking Register analysis Classroom observation relating to effectiveness of support staff and SEND staff	Pupil tracking systems are in place and include procedures for tracking pupils whose progress may be ‘out of step’ with peers Assessment data is analysed and used to inform provision The SEND register is audited, analysed and any appropriate action taken (with appropriate staff) All parents are informed of their child’s special educational needs and targets and invited to take part in review and target setting meetings Staff feel they have sufficient information and support Resources are used effectively Support staff are effective in supporting pupil learning Analysis of provision menu shows a range of provision to meet individual needs Analysis of provision mapping shows appropriate actions to meet individual needs