



SEND and Inclusion Policy – September 2020

St Nicholas First School has a named SENCO Miss Pugh and named governor Mrs Wright responsible for Special Educational Needs and Disability (SEND.) They ensure that St Nicholas' Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014) and other policies within the school. St Nicholas First Schools goal is for every child to leave our school happy and successful with memories they will cherish and skills that are the foundation for their future learning. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **(Code of Practice 2014)**

This SEND policy details how, at St Nicholas First School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- to ensure a high level of staff expertise to meet pupil need, through well targeted training.

- for pupils with medical conditions that impact on learning, we ensure full inclusion in all school activities through consultation with health and social care professionals.
- to identify the roles and responsibilities of all staff in providing for children's special educational needs.
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society.

Access to the Curriculum:

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on different teaching and learning styles and incorporate this into their lessons. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

The Role of the SENCO

The Special Educational Needs Co-ordinator's (SENCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND along with the class teacher.
- Contributing to the in-service training of staff.
- Liaising with local Middle schools so that support is provided for Y4 pupils as they prepare to transfer.
- Liaising with external agencies support and educational psychology services, health and social services and voluntary bodies.

- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Overseeing the school's maintenance of its Dyslexia Friendly Status, ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date.

Identification, Assessment, Provision and Monitoring

All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information will be transferred from other partners in their Early Years setting to the class teacher and SENCO. St Nicholas First School has robust systems for observing and assessing the progress of individual children which will identify children not making adequate progress. Information from Early Years settings and pupil progress meetings will be used by class teachers to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents will be consulted and if appropriate specific intervention put in place and monitored. If no progress is noted after a cycle of intervention, the class teacher will consult with the SENCO. The SENCO will then support the provision of additional interventions, and with parents decide if the child needs to be placed on the Special Educational Needs Support list. At St Nicholas First School provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

In order to help children with special educational needs, St Nicholas CE First School will adopt a graduated response:

- Class teacher and SENCO to complete assessments to clearly identify areas of need.
- Setting of SMART (specific, measurable, achievable, realistic, and timely) targets to be implemented and monitored by class teacher or teaching assistants.
- Two cycles of focused interventions, in a small group or 1:1, to address the main area of need.
- For a child on the SEN Support list who has made little or no progress despite these focused interventions, with parental consent, we may seek the support of specialist expertise from outside agencies.
- School will record the steps taken to meet the needs of individual children through the use of provision mapping and for children on the SEN support list an Individual Education Plan (IEP.)

- The SENCO will have responsibility for ensuring that records are kept upto-date for SEN support children and available when needed.

Parents & Partnerships

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and be given support to play an active and valued role in their child's education. Furthermore, children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The use of outside agencies

A range of services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialists usually act in an advisory capacity to provide additional specialist assessment and recommendations for targets and interventions. A list of outside agencies that may become involved is included in the SEND information report, which can be found on the school website. IEPs (Individual Education Plans) If a child has been identified as having a special need and is on the school's SEN Support list, they will be given an Individual Education Plan (IEP). The IEP will have SMART targets with details of provision that will take place in school and ideas for supporting targets at home. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher. IEPs will regularly be monitored by the class teacher and reviewed three times per year during a dedicated meeting. Parents will be given a copy of each IEP.

School Request for Education Health and Care Plans (EHC Plan)

If a child has demonstrated significant levels of need requiring high levels of support and adjustment to the curriculum, with parental consent, the school can make a request to the LA for an EHC assessment of needs. The LA will be given detailed information about the child's progress over time, their special educational needs and provisions in place. If an application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child (if appropriate) and the school together with any health or social care professionals who are involved with the family. If an EHC Plan is declined parents have the right to mediation with the LA and an appeals process.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children

with EHC Plans. The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

Dyslexia Friendly Status

In line with the inclusion strategy published by Staffs County Council Education Service St Nicholas CE First School provides equality for all its pupils. The Dyslexia friendly Initiative was begun in Staffordshire in 2001. St Nicholas CE First School is one of a just a few schools to have achieved Dyslexia Friendly Enhanced Status. The school actively promotes a Dyslexia Friendly learning environment and uses teaching techniques suitable for all children to learn.

The role of the governing body

The governing body supports and challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body ensures that children with special educational needs are admitted to school in line with the academy admissions policy. The Governing Body reviews the SEND policy annually and considers any necessary amendments.

Monitoring and evaluation of SEND policy

The SENCO monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the SEND policy on the practice of the school. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governors with responsibility for special needs also hold regular meetings.

Next review: September 2022