



Loving God and each other

We work together to be the best that we can be

SPECIAL EDUCATIONAL NEEDS AND DISABILITY & INCLUSION POLICY

Review date: September 2020

Inclusion Manager: Laura Smith Date:10.10.19

Head Teacher: Michele Battersby Date:10.10.19

Nominated Governor: Patricia Knight Date:10.10.19

Adopted by: (signatures)

OVERVIEW

We are committed to ensuring an inclusive curriculum for all of our learners including those with disabilities, special educational needs and different cultural and ethnic backgrounds. This includes those with English as an additional language and those who are on our 'gifted and talented' register. We recognise a child's right to a broad, balanced, relevant and challenging curriculum with opportunity for self initiated learning. Parents will be fully involved and informed when special educational provision is being provided for their child.

OBJECTIVES

At St Silas CE Primary we strongly believe that all children should make good progress and achieve their full potential. We strive to achieve this in the following ways:

1. To identify pupils with a range of special educational needs or disabilities (SEND) as detailed in the SEND Code of Practice.

These consist of the following areas:

Communication and Interaction which includes children with ASD, including Asperger's Syndrome and Autism Cognition and Learning which is when children learn at a slower rate than their peers when appropriate differentiation is put into place. This also includes Specific Learning Difficulties such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties- This includes children who may be withdrawn or isolated as well as those who display challenging or disruptive behaviour.

Sensory and Physical Needs- This relates to children with a visual or hearing impairment or a physical disability which may require additional equipment or support.

2. To ensure that all learners' individual and SEND are met effectively so that they receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum.

3. To ensure that provision for learners with individual and SEND is central to curriculum planning and that all children are set appropriate challenges within enhanced provision activities. These challenges are carefully differentiated to ensure children with SEND make good progress with their learning and feel motivated to succeed.

4. To recognise and record children's strengths and successes to encourage a positive self image. This is done in a wide variety of ways through celebration assemblies and a wide and

varied curriculum in class which ensures children try out varied activities in which they are able to achieve.

5. To ensure pupils are involved in their own learning through completion of 'All About Me' profiles where thoughts, feelings and aspirations are discussed and recorded. All pupils are helped to become independent learners, with appropriate scaffolding, through having more choice about what and how they want to learn in class. We actively encourage children to be resilient and to share what they feel they need more help with. We strongly believe in the importance of the child's voice and we listen to and respect how they feel about the way they learn in school and what makes them happy.

6. As part of our positive partnership with parents we notify parents if their child is added on to the SEND register following tracking meetings which take place with senior staff and class teachers. We strive to ensure good communication by sending home individual education plans for all children who are on the SEND register as well as inviting parents in to discuss these. Parents are kept informed and are central to the decisions made about how best to support their children. Parents are welcome at all times and are invited to parents' days and review meetings. We value our relationship with parents and ensure it is a two-way process. We are welcoming and make time to listen.

STRATEGIES

1. Regular monitoring, evaluation and reviews carried out by the leadership team will ensure that our aims for learners' individual and special needs are met to the highest standard.

2. Identification and referral of learners through: Monitoring and observation Assessments and specific tests. These include use of PIVATs, Vocabulary assessments such as the British Picture Vocabulary Scale and Derbyshire Language Screener. profile, Ravens cognitive abilities test, Sandwell Numeracy Test, GL Dyslexia screening test and the Comprehensive Test of Phonological Processing. In addition, we use assessments to measure gross and fine motor skills and the Visual Perception test. We also have tests to measure behavioural interventions including the Boxhall Profile.

3. The Graduated Response: Through termly tracking meetings children are highlighted if they are not making sufficient progress based on the following factors: If they are significantly slower than their peers starting from the same baseline The child fails to match or better their previous rate of progress If they fail to close the gap between their attainment and that of their peers (SEND Code of Practice 0 – 25, 2014, p95) The use of the Graduated Response will be based upon teacher assessments and also the behaviours displayed by the child. The following structure is then put into place dependant on individual needs: Wave

one- This is quality first teaching received daily by all pupils which is carefully differentiated to cater for all needs. Wave two- This comprises of small group interventions in an area where a child is displaying difficulty for example extra phonics sessions to enable them to catch up with their peers. Wave three-This is a specific and targeted intervention focused directly on a child's needs in order to remove barriers to their learning.

4. The Assess, Plan, Do, Review cycle is followed to ensure effective provision is put into place for children requiring additional support. This process may involve external agencies and detailed discussion with parents will take place.

5. Involvement of external agencies. These comprise, amongst others, of: Educational Psychology service, SEND Support Service, Speech and Language Therapy Service, Occupational Therapists, School Nurse, Paediatricians and Children's Services and Education

6. Provision Maps will be discussed with parents during parents meetings detailing interventions which the children are receiving and the targets they are working on.

7. The Inclusion Manager is responsible for managing the process of the identification and assessment of the specific educational needs of a child and will involve outside agencies when necessary after detailed discussion with parents.

8. INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials.

9. A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring, teaching and specific advice to teaching and support staff.

10. All teachers are teachers of children with SEND.

STATUTORY ASSESSMENT

For some children at our school who have significant difficulties or those with severe medical conditions or disabilities it is necessary to make a referral for an Education and Health Care Plan. This involves a referral for statutory assessment following a multi agency review with all relevant outside agencies. This process involves parents at each stage and if a successful application is made then the child receives top up funding from the local education authority to support their learning in school. An All About Me meeting is then held so parents and other professionals can plan how this top up can positively impact upon their child's education.

OUTCOMES

Our inclusive school has a commitment to ensuring we have a child-centred approach to all we do to ensure that the needs of all individuals are met. This policy will ensure that pupils with SEND are included, treated as favourably as others, and given appropriate access to the curriculum. This policy will ensure school abides by: SEND Code of Practice 0 – 25 (2014) Equality Act 2010: advice for schools DfE (February 2013) Schools SEN Information Report Regulations (2014) Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014) The National Curriculum in England, Key Stages 1 & 2 (September 2013) School's Safeguarding Policy School's Accessibility Plan Teachers Standards 2012

Our Local Offer can be viewed on our school website and on

<http://search3.openobjects.com/kb5/blackburn/directory/localoffer.page>