



Inclusion of pupils with Special Educational Needs and Disabilities Policy **September 2017 - September 2018**

OUR VISION

At Coppetts Wood School we welcome **all** children including those who have different learning styles and may be identified as having Special Educational Needs and Disabilities (SEND.) We have high expectations for our pupils and will ensure that **all** children make progress in their academic as well as social and emotional development.

Inclusion is at the centre of our schools aims and values. We are committed to a whole school approach - **SEND (including our Additional Resource Provision) is a shared responsibility by the whole school and all members of the school community.**

We believe that inclusion is successful when attitudes are welcoming, positive and empathetic. When there is sufficient and appropriate support for the child, the parents and the school, ensuring the establishment of good links. Our priority is to ensure that a child with special educational needs and disabilities has access to the right support and, to this end, we work hard to maintain links with parents, health, social care and education professionals. We ensure a high standard of professional development of all staff and that every teacher is a teacher of every child including those with SEND.

The school follows the SEND Code of Practice: 0-25 guidance (2014), as well as the Equalities Act and the Disability and Discrimination Act.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

At Coppetts Wood School a child is defined as having special educational needs when he/she has a learning difficulty or disability which requires support above and beyond that normally provided in classrooms in terms of Highest Quality Teaching. A child of compulsory school age has a learning difficulty if she or he has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of the kind of support generally provided for others of the same age in the school (SEND Code of Practice 0-25 2014.) Disability is defined as a "physical or mental impairment which has long term and substantial adverse effect on a child's ability to carry out normal day to day activities (Equality Act 2010.)

The SEND 0-25 Code of Practice describes four areas of need. It is recognised that some children will experience difficulties in more than one area.

1. Communication and interaction
 - Speech and language difficulties
 - Autistic Spectrum Disorder

2. Cognition and learning
 - Specific learning difficulties
 - Moderate, severe or profound learning difficulties
3. Social, emotional and mental health
4. Sensory and/or physical/medical needs

A shared vision of inclusion permeates all policies e.g. our School Educational Visits Policy - we always plan school journeys and educational visits making reasonable adjustments to include all pupils. This policy should be read in conjunction with other policies that describe how we provide support, guidance and encouragement to learners in our schools. We have an Equalities Scheme and a Disability Equalities Scheme Action Plan, which describe how we are improving the school for children and adults with disabilities and sit within the whole School Improvement Plan. We also have policies outlining our support for vulnerable children, children in the Additional Resource Provision and children in care. These are all available from the school office.

THE OVERALL AIM OF OUR POLICY

The aim of this policy is to communicate with parents/carers, staff, the local community and the Local Authority how we will make high quality provision for children with SEND and remove barriers to their progress.

This policy reflects how we ensure access for all children to the full spectrum of life at Coppetts Wood School, for example:

- Academically - access to and progress in a broad and balanced curriculum including the National Curriculum
- Socially and emotionally - encouraging friendships and cooperation
- Through extended services - e.g. before and after school clubs, lunch clubs
- Through promoting community cohesion - e.g. a sense of belonging for all, developing a curriculum which challenges prejudice, bias and stereotypes

THE OBJECTIVES OF OUR SEND POLICY

The objectives of the governing body are to:

- Ensure the best outcomes for all pupils in both progress and attainment
- Continue to involve parents in the school's SEND provision
- Ensuring a whole school approach - for example, further developing differentiation and use of interventions across the school
- Continue to develop the monitoring and assessment of needs and the tracking progress of pupils with SEND
- Continue to assess needs and provide appropriate intervention and support
- Support transition for children with SEND between years and into the next stage of education or alternative type of education if required
- To work within guidance provided in the SEND Code of Practise, 2014

We will review the policy annually and report on our successes and plans for improvement in our School Profile and Governors newsletter to parents/carers.

ADMISSION AND INDUCTION ARRANGEMENTS FOR CHILDREN WITH SEND (INCLUDING THOSE WITH EDUCATIONAL HEALTH and CARE PLANS, E.H.C.P.)

We welcome children with SEND into our school. The Local Authority's SEND department informs us when parents/carers of a child with an EHC Plan of SEND want a place at our school. All other requests for places for children with SEND, who do not have an EHC plan, are dealt with using the Local Authority admission criteria for allocating places for all children.

Our school induction arrangements for children with SEND include:

- The Inclusion Leader gathering information from the parents and outside agencies (including early years providers) involved with the child
- The Inclusion Leader making appropriate admission arrangements for the child. These may include visiting the child in their previous school, providing the child with visual information about our school, and arranging for the child to visit the school prior to starting.
- Home visits to all children starting in the Foundation Stage (Nursery and Reception)
- Buddy systems

We are committed to working in partnership with parents to ensure a smooth start to their child's time with us.

OUR SPEECH AND LANGUAGE RESOURCE PROVISION

We are an additionally resourced school for pupils with speech and language difficulties at Key Stage 2. All children placed in the resource provision have an EHCP and are placed here by the local authority. Please see our separate Language Resource Provision policy for further details. We are currently in consultation with the Local Authority in changing the focus of the resource provision to Autism. We aim to have children start with us in January 2018, initially starting with reception intake and phasing in every year.(please see action plan and proposal.)

A GRADUATED APPROACH TO SEND SUPPORT; (Assess-Plan-Do-Review cycle)

At Coppetts Wood School we cater for different needs through careful planning. We record all pupils' progress as part of our monitoring and assessment practices. In the Foundation Stage these include child observations and record of achievement books. In Key Stage One and Two, we carry out termly tracking of progress in English, Maths and Science. Class teachers communicate any concerns early on to parents/carers. We hold termly Pupil Progress meetings where progress and attainment are discussed with Class Teacher and TA, Inclusion Leader, Head teacher and another member of Senior Leadership Team. Together we consider all of the information gathered alongside national expectations and expectations of progress.

The school takes great care over the identification and assessment of children whose first language is not English. We do not assume that lack of progress in English means that a child

has a special educational need. However, we are aware that for some children, slow progress may be a result of a special educational need.

Special Educational Need Support (SENS)

A child will be considered for **Special Educational Need Support (SENS)** if the concerns continue for a period of longer than one term and the intervention provided by the class teacher or the school is not having a sufficient impact (school offer.) Generally a child's attainment will be below national expectations in one core subject and/or they may exhibit difficulties in one of the following areas:

Speech and Language difficulties as assessed by a Speech and Language Therapist

Inability to focus and attend in class

Significant gross and fine motor difficulty

Significant other physical or medical difficulties

Significant social, emotional mental health difficulties

Targeted action is taken. This is additional to or different from those normally provided as part of the school's differentiated curriculum. The Inclusion Leader and the class teacher inform parents/carers of concerns. The class teacher and Inclusion Leader will decide on appropriate support. This may include:

- Wave Two interventions (page 5)
- Increased liaison with parents
- Special equipment or materials
- Support Plans (Goals)
- Support from the Learning Mentor
- Deployment of staff to provide additional support to individuals or groups.

The provision we make will be recorded and shared with the parent/carer and the child.

Special Educational Need Support (SENS) Higher level of need

When a child continues to make little or no progress despite interventions our school will draw on one or more specialised assessments from external professionals and agencies.

These include the High Incidence Support Team, the Educational Psychology Team and the Specialist Teams for visual, hearing and physical impairment and autistic spectrum condition. New targets are written for the child in consultation with the parents to incorporate the advice from the external agencies.

Pupils described as having SENS are actively involved in making decisions about their own learning and support. They know their personal targets and are able to express their views on their progress in school and the support they receive prior to their Support Plans being written and their Annual Review taking.

Statutory Assessment/Education Health and Care Plans

If following further intervention and review in consultation with parents/carers and external agencies, the child does not make adequate progress and is thought to have significant, lifelong and complex needs, the school will consider requesting a Statutory Assessment or Educational,

Health and Care Plan. A child will only obtain a Statutory Assessment or ECH Plan if the school is able to prove that the child has significant, lifelong and complex needs.

Support Plans

Individual Support Plans are currently written for all children with a high level of need and for those with an Education, Health and Care Plan. They are written three times a year by the Inclusion Leader and class teacher/class TA in consultation with parents/carers and the young person. Targets are specific, measurable, attainable, relevant and time limited. There is generally a maximum of four targets on a Support Plan. Pupils in one class with similar needs may have a Group Support Plan. We record a child's targets with them on a 'One Page Profile' pro forma. Individual Support Plans are kept in the class Inclusion file. These are monitored fortnightly by the class teacher and the Teaching Assistant.

If we feel that the child is making adequate progress, he or she may no longer need to receive SEN provision. We consider a child to have made adequate progress when s/he no longer meets our criteria for SEND. We will record this discussion in the Inclusion Records and we will keep these SEND Records for reference in the pupil's office file and pass them on when he or she transfers to another school.

HOW WE HELP CHILDREN WITH SEND

We have a graduated response to need using three 'waves' of support for children, as described below:

Wave One: Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants and the Additional Resource Provision. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN.

Wave Two: Small group intervention for pupils who can be expected to catch up with their peers as a result of the intervention. These are not primarily SEN interventions.

Wave Three: These are specifically targeted interventions for children identified as requiring SEND support. Additional intervention and support cannot compensate for lack of quality first teaching.

The variety of provision we make for children includes:

Assess

- A curriculum differentiated by the class teacher, where progress is monitored termly in Pupil Progress Meetings with Senior Leadership Team and Teaching Assistants.

- Clear baseline assessments are gathered and all recognise the child's SEND.

Plan/Do

- Intervention groups run by Teaching Assistants and scaling system used
- Teaching Assistants supporting individual work
- Small group teaching of individuals and groups by TAs this is supported by Inclusion Leader/Class teachers or Subject leaders
- Social skills groups
- Support from Learning Mentors for individuals, groups and whole classes
- Splitting classes for English and Maths between two teachers
- Inclusion Leader planning alongside Teacher to help develop teacher's understanding of strategies to support vulnerable children

Review

- Support Plans assist class teachers and Teaching Assistants in differentiating the curriculum. Through this varied provision and with high expectations, we aim to maximise progress whatever a child's starting point.
- Termly pupil progress meetings and Support Plan meetings
- Outcome assessments are used and tracking of the impact of interventions are carried out using scaling assessment

HOW WE TRAIN OUR TEACHING AND SUPPORT STAFF ON SEND MATTERS

We understand the importance of training in special needs, inclusion and disability equality. We recognise that teaching and non-teaching staff will need regular training on aspects of special needs and inclusion in order to update policy and inform practice.

- We keep training needs under review. All staff discuss their individual training needs at Performance Management review meetings annually.
- The Inclusion Leader meets regularly with Teaching Assistants. We hold regular SEND training sessions for all staff. The Inclusion Leader is available for informal discussions during the school day.
- The school regularly sends staff on Local Authority and SENJIT training, balancing the current needs as well as more long-term requirements and the need to build capacity. At times, we also have whole school training on particular issues and we invite members of the Local Authority into school to provide training and support to staff. Staff can request to attend training at any time.

We also work closely with other professionals such as advisory teachers and therapists which helps to skill staff.

HOW WE WORK IN PARTNERSHIP WITH PARENTS/CARERS

We understand the importance of working in close partnership with parents and carers of children with SEND and work hard to ensure good communication with parents. Parents/carers are valued as the people who know their children best and their views and needs are taken into consideration

Parents/carers are also involved in making a positive contribution to the education of their children through:

- A systematic effort to support parents/carers through periods of transition, by clearly explaining all the procedures, paying visits to new settings (internal or external), having interviews with newcomers and making sure that all needs are communicated effectively so that they can be followed up successfully. The Pastoral Manager plays an important role in supporting both children and parents/carers in transition to secondary school
- Good communication including telephone, email and face to face conversations, Annual Review meetings and through home school books where these are appropriate. We will meet parents/carers to discuss any questions and and/or concerns that they may have about their children's education in our schools.
- Parents/carers of pupils with SEND and disabilities can approach school staff to discuss the progress of their children and to seek information and advice and are also given the space to express concerns and complaints about any issue around their children's provision formally and informally. The school responds to these concerns by arranging meetings with the stakeholders and possibly external professionals to clarify matters.
- Providing parents with interventions their child/children are involved in.
- Offering termly coffee mornings to parents of children with SEND.
- The local offer is available on our website for parent and carers and explains what is ordinarily available at Coppetts Wood.

HOW WE WORK WITH EXTERNAL SERVICES TO SUPPORT CHILDREN WITH SEND

The school works successfully with many outside agencies:

- The EP meets regularly with the Inclusion Leader (and sometimes the Head) to agree a programme of support for the school. Sometimes this will involve statutory assessment work and participation in assessments and reviews for children with statements. However, it is the intention of the school that the EP should be provided with an overview of the school's special educational needs and may be engaged in other forms of intervention such as support for parents and training for staff.
- As we are a resourced school for speech and language, we have a Speech and Language Therapists on site for part of the week. She works with children placed in the provision.
- We also have a mainstream speech and language therapist who visits us. They work with our mainstream children with speech, language and communication issues. They assess children who have been referred, consult with parents, train Teaching Assistants, advise the Inclusion Leader and work with children.

There are also links and collaboration with the following agencies that make a contribution to the efforts of the school to create a happy and meaningful environment for all:

- Family Focus Team
- Education Welfare Officer providing attendance support
- Health Service, particularly through the school nurse, Occupational and Physiotherapists
- Social Services, if necessary
- Children's Centre including Family Outreach work
- Specialist Teams for visual and hearing impairment, physical disability and autistic spectrum condition

HOW WE LINK WITH LOCAL SCHOOLS AND SUPPORT CHILDREN WITH SEND THROUGH TRANSITION INTO SECONDARY EDUCATION

Children from Coppetts Wood School move on to a variety of secondary schools. We carry out a transition project for all children in Year 6, led by our Learning Mentors. Additional support for individual children will be provided as necessary. As part of the transition project the Learning Mentor will try to arrange an additional visit to their new school for any vulnerable children.

When children with EHCPs transfer to secondary school or to a special school, the Inclusion Leader and Year 6 teacher invite the Inclusion Leader of that school to attend either an Annual Review or Support Plan review. We pass on all the SEND records to the receiving school.

For children with special educational needs who do not have an EHCP, the Year 6 teacher/Inclusion Leader will meet with the Y7 transition teacher of the new school to discuss the child's particular needs with this teacher. We pass on all the records to the receiving school.

When a child transfers to another primary school we pass on the SEND records and the Inclusion Leader will, if possible, speak to the teacher with responsibility for SEND at the new school.

HOW WE HELP CHILDREN WITH SEND/LDD TO MAKE THE TRANSITION BETWEEN YEAR GROUPS

There are a number of measures in place that support a smooth transfer of all children to the next school year. In addition to these, we have the following measures for children with SEND:

- The Inclusion Leader ensures that all records are passed to the next class teacher
- At the hand-over meeting in the summer term the current class teacher shares detailed information with the new class teacher using an Inclusion check list. Behaviour management plans are communicated with the class teacher and if needed with whole school
- We put in place additional strategies for individual children e.g. extra visits to the new classroom, photo books, buddying with older child/sibling/learning mentor support

- Use of **social stories** for within school transitions - change of teacher or TA etc. during the year (especially for children who work one-to-one with adults)

HOW WE FUND OUR SEND PROVISION

The school receives funding for pupils with SEND from the Local Authority based on factors such as the percentage of children receiving free school meals and the general level of attainment in the schools. In addition, the school is committed to using its general and personalisation budget to support children with SEND.

We endeavour to meet the needs of all children with Special Educational Need Support from within our allocated resources. The school requests Statutory Assessment/Education Health and Care Plans for any child we believe has significant, lifelong and complex needs.

HOW WE MONITOR THE IMPACT OF PROVISION FOR INCLUSION

Pupil progress and the effectiveness of provision is monitored in a number of ways:

- Teachers are able to identify early pupils who need additional support
- Teachers and teaching assistants can provide support using a range of intervention programmes
- Regular Support Plan reviews to monitor targets and their effectiveness
- Analysis/tracking of data. We track data from reading and spelling ages from annual reviews, progress of support plan targets using a 1-5 scaling system. For complex needs children, good progress is measured by 1 tracking point across the school year plus 85% achieve 5 point scale progress of Support Plan targets and at least 6 months progress in standardised assessments. Outstanding progress is 2 tracking points across the year plus 85% achieve 5 point scale progress in Support Plan targets and at least 6 months progress in standardised tests.
- Formal assessments carried out by the Inclusion Leader/Teachers/TAs to obtain reading and spelling ages.
- Reports and assessments from outside agencies
- Teaching Assistant carry out baseline assessments prior to intervention under the direction of the inclusion Leader and outcomes assessments take place at the end. Weekly assessments on a 5 point scale is carried out (See appendix 1.)
- Monitoring of Support Plans targets by teachers and Teaching Assistants
- Parents views- formal and informal
- Use of P-levels for children with SEND working at pre National Curriculum
- Evaluation of Support Plans
- SEND Governor liaising with the Inclusion Leader to have an understanding of how the policy is being implemented
- Achievement books for children with EHCP where there is a portfolio of their achievements over the year through written samples, quotes and photos. These are updated weekly.

Ratified..... April 2009 Reviewed: February 2012 Reviewed: February 2013
Reviewed: January 2014 Reviewed: September 2014

Reviewed: October 2015

Reviewed: October 2016

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Scale Ratings for Interventions

1. Adult is introducing target- child not yet able to achieve it
2. Child is beginning to respond to target with a high level of adult support/not able to achieve independently
3. Child achieves target intermittently, with some difficulty or with some adult support
4. Fairly consistent achievement, occasional difficulty or occasional need for adult support
5. Child able to achieve target consistently, without significant difficulty or need for adult support