



Park Spring Primary School

"Achieving Together"

Special Educational Needs and Inclusion Policy

Park Spring Primary School has a named Inclusion Manager (Louise Chapman) whose role includes that of Special Educational Needs Coordinator/SENCO and a named Governor responsible for SEN (Pam Lamming). The Inclusion Manager holds the postgraduate National Award for SEN, and is a member of the Senior Leadership Team who together ensure that the Park Spring Primary School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice 2014, the Local Education Authority and other policies current within school.

Inclusion Vision

We welcome children and their families, staff, governors and visitors regardless of their background and seek to make them feel welcomed and valued. We ask only that they share our commitment to the well-being of the school community and its members.

We seek to provide equality of opportunity and access to all groups - those with physical disabilities or additional educational needs (SEN, Very able), those from ethnic minority groups or who speak English as an additional language. Sometimes equality requires positive discrimination or the deployment of additional resources; we are committed to removing barriers so participation in all school activities is available to all children. In addition, we aim to ensure that boys and girls have their different needs met and that no child should have a less enriching education because of their family's financial or social circumstances, especially those that are looked after by the local authority.

The development of learning support for all children, including those with special needs is an essential part of our school ethos:

We have a highly inclusive ethos. All of our team share high expectations and aspirations for all of our pupils. We work hard to ensure that every child in our school will reach their full potential. Our focus is on early intervention and on raising attainment in order to 'close the gap' as much as possible. We achieve this through responding to the individual needs of our learners by providing carefully planned and targeted interventions. We ensure appropriate intervention and support is provided as soon as it is identified. Our approach is flexible and creative, always aiming to enthuse and engage our learners as well as boost progress. We believe that emotional wellbeing is vital for children to flourish educationally and this is an integral part of our school ethos and SEND provision.

Teachers have a duty to:

Understand how children and young people develop and how the progress, rate of development and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

*Know
how to*

make effective personalised provision for those they teach, including those for whom

English is an additional language or who have special educational needs or disabilities and how to take practical account of diversity and promote equality and inclusion in their teaching.

Children whose language needs, educational needs or personal circumstances leave them vulnerable to falling behind in their achievement or not engaging fully in their education are tracked and any necessary support planned each term. These groups of children are also targeted for extra support at times of transition, particularly when leaving the Primary School and going into Secondary Education.

We strive to provide an environment which enables every child to be safe and healthy within every area of learning. We enable every pupil to contribute to their school and community and become active and positive role models within society.

This statement from the SEND Code of Practice 2014 sums up our approach:

'All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best*
- become confident individuals living fulfilling lives, and*
- make a successful transition into adulthood, whether into employment, further or higher education or training.'* (SEND Code of Practice, 2014)

Our Aims and Objectives

At Park Spring Primary School all staff are wholly committed to the inclusion of all pupils:

- To provide curriculum access for all.
- Value every individual and enable them to enjoy their learning and achieve their full potential.
- Provide an environment which enables pupils to be safe and healthy.
- Enable every pupil to make a positive contribution to their school and their community.
- Identify and respond to pupil's diverse and individual needs.
- Identify and overcome barriers to learning.
- To ensure that pupils achieve the highest levels of attainment possible.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- Promote the self-worth and self-esteem of all who learn and work at Park Spring Primary School.
- Promote early identification, assessment and provision for children with SEN.
- Promote early identification, assessment and provision for children who have additional needs. These include EAL children, looked after children, gifted and talented, children from families who are asylum seekers or refugees and children who are at risk of exclusion.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- **To set suitable challenges *'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the***

expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds' (National Curriculum, 2014).

- To work within the guidance provided in the SEND Code of Practice, 2014.

Identifying Special Educational Needs:

Children's Special Educational Needs are generally thought of in these four broad areas of need or support:

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

(SEND Code of Practice, 2014)

These four areas give an overview of the range of needs that are planned for at Park Spring. The purpose of identification is to work out what action we need to take and not to fit a child into a group. In order to do this we identify the needs of the pupil by considering the needs of the whole child which does not just include the special educational needs of the child. We do this through completing a Personalised Plan which (where possible) is created collectively with parents, child and school.

How we support children with SEN

The Process

A graduated Approach to SEN Support

*'A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of **special educational needs** and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing'* (SEND code of Practice, 2014)

Assess - Plan - Do - Review

The SENCO keeps an up to date SEND register that is reviewed and edited as and when required throughout the year.

Assess: All children will be identified and assessed as part of our on-going Assessment Performance Management Cycle. The SENCO maintains a tracking system, particularly focused on any child that is not meeting national expectations. We will also assess the individual's development compared to their peers, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We will always record any concerns put forward by parents and compare these to our own assessments. Incoming children are identified through liaison with feeder schools and through immediate assessment.

Plan: The teacher, SENCO, parent and child produce a Personalised Plan which outlines the support that will be put in place in order to meet the outcomes. All teachers and support staff who work with the pupil are aware of their needs and keep a copy of the Personalised Plan in classrooms. The plan includes the headings

- What I like best about myself
- What is important to me
- What you need to know to support me

Training is available to teachers and support staff to provide them with sufficient skills and knowledge to deliver interventions.

Do: We recognise that there are times when working one-to-one or in group interventions outside the classroom are necessary and increase progress for pupils, however, at Park Spring we always try to keep learning in the main class environment. When pupils are involved in interventions outside the main class with support staff, the class teacher still retains responsibility for the pupil. Class teachers work closely with teaching assistants to plan and assess the impact of the support and look into how they can be linked to classroom teaching. The role of the SENCO in this case is to support the class teacher in the further assessment of the child's particular strengths and weaknesses and provide advice on the specific support needed.

Review: Termly meetings are organised involving SENCO, key stage leaders/teachers and support staff. The intentions of these meetings are to review the effectiveness of the interventions in place

and the impact on children's progress. During the reviewing process the views of pupils are included which then revises the support in place and is reported to parents where new outcomes may be introduced.

The Provision

Step 1: Quality First Teaching

All learners will have access to 'quality first' teaching. This means that they will access lessons that are engaging with high levels of pupil participation and interaction. Questioning will be effective and outcomes clearly identified. Opportunities for reflection will be built in and pupils will evaluate their own progress and next steps. Tasks will be differentiated appropriately and challenge level will be ambitious but achievable. A culture of independence is fostered and pupils are encouraged to take the lead in their own learning. A lively range of teaching strategies will be used, including visual and kinaesthetic as much as possible. The classroom environment will be stimulating and accessible for all, and visual timetables are used throughout the school.

Some vulnerable learners will have access to interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum - not a special intervention for pupils with SEN.

At Park Spring we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. When deciding whether to make SEN provision meetings will take place initially between SENCO and class teacher, which will be followed by a meeting with parent and child. 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. Additional intervention and support cannot compensate for a lack of good quality teaching.

Step 2: Additional intervention and support

*'Special educational provision is educational or training provision **additional to or different from** that made generally for others of the same age. This means provision that goes beyond differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching'*

(SEND Code of Practice, 2014)

If a child is continuing to make slow or no progress despite considerable input and adaptations we would look into a more specific intervention programme and access support from outside agencies. A referral form will be completed together with parents which will outline the concerns as well as strategies that have already been used and outcomes currently in place.

At present Park Spring has direct access and links to:

TAMHS
Speech and Language Therapy
Visually Impaired Team
Oasis behavioural support

CAMHS
Teacher of the Deaf
BEST Team
Pupil Referral Unit

Social Care
Physiotherapy
Occupational Therapy
Willow Foundation
SENSST

Educational Psychologist
SENIT
STARS
DAHIT (Deaf and Hearing Impaired)
SENIT

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Step 3: Education, Health and Care plans

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs. Those children who have a statement or EHC plan will have an annual review.

Working in Partnership with Parents and Carers

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. They are involved by:

- Being able to see the teachers' on an informal basis if they have a concern.
- Maintenance of Personalised Plans in partnership with staff.
- Through regular reviews at parents evenings.
- Responding to parental questionnaires.
- Being invited to appropriate meetings with the SENCO, the Learning Mentor, class teacher and outside agencies.
- Parents have access to the SENCO and Head Teacher through an 'open door' approach.

Transition/Working with other schools

Periods of change and transition in a child's life can be particularly challenging and distressing for some pupils, whether that be a change of school, year groups or moving house etc. We aim to support children and ensure a smooth transition by:

Contacting feeder schools and nurseries/day care providers when children enter Foundation stage or join us from another school mid-year to get records and build a picture of the child's likes and dislikes and what is important to help them settle early on.

Offer the child and parents a visit to look round the school in advance of their start date and meet the head teacher and ask any questions.

If a child is moving on to another school, depending on the level of need, the SENCO may coordinate a detailed transition plan, including herself, relevant colleagues, parents, pupil and the SENCO at the next school.

In the main meetings are held in summer between the SEN leaders from the feeder schools where all SEN children are discussed and records handed over.

Children transferring to other schools will be dealt with on an individual basis.

Children have transition days where they meet their new teachers and are (where possible) made familiar with their new classroom environment before the summer holiday.

Children we know to be particularly anxious about transition and/or special events have additional preparation and mentoring support.

All classrooms have visual timetables so all children are familiar with the order of their day and if there are to be any special events.

Facilities for pupils with physical disabilities

Park Spring Primary school prides itself on being an 'inclusive school' which recognises the right of every child to fair and equal access to the curriculum and associated resources. We have 3 classrooms on a second floor with no lift access, however, in line with the Equality Act (2010) and the Code of Practice (2014) we would make 'reasonable adjustments' and reorganise which year group is positioned where to ensure all children have fair and equal access at all times.

Allocation of Resources for Pupils with Special or Additional Needs

Specific ICT needs are analysed with expert help and appropriate provision made.

We have a bank of SEN resources that are available for all staff to access and use where appropriate. These include whole school schemes (such as Numicon, Jelly and Bean and Letters and Sounds Phonics) that enable staff to plan personalised programmes, with the support of the SENCO and class teacher, for children with diverse and complex needs.

At Park Spring we are also quick to seek specialist support from outside agencies and from Leeds City Council in order to ensure we are fully equipped to provide the very best provision for all children with SEN.

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language, is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Inclusion of pupils who are looked after in local authority care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The name of the current designated teacher at our school is Louise Chapman. The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
 - liaising with the child's social worker to ensure that there is effective communication at all times
 - celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children will be in Group 1 on our assessment trackers and 'Working at a greater Depth' with well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- | | |
|-------------------------------|--|
| • Physical talents | sports, games, skilled, dexterity |
| • Visual/performing abilities | dance, movement, drama |
| • Mechanical ingenuity | construction, object assembly (and disassembly), systematic, working solutions |
| • Outstanding leadership | organiser, outstanding team leader, sound judgements |

- Social awareness sensitivity, empathy,
- Creativity artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

For primary -Based on DFES guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.

Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination

Staff Development

In service training for the SEN leader, all teaching staff and support staff will be based upon the priorities established by the SEN and School Development Plan and individual need. PDM (staff meeting) time can be used for whole staff training on areas for development.

All staff have the opportunity to request specific training through performance management annually. Support staff meet at least every half-term with their teachers and key stage leader which may contain an element of training.

Evaluation of the policy and our performance

Through tracking of data, discussions with class teachers and pupil consultation, we continually evaluate the effectiveness of the provision that we have put into place. Our provision map is reviewed over the year and relevant staff and pupils are consulted.

A report (Raise Online) will be given to governors annually as to progress made in the areas relating to the specific needs of identified groups of children.

Confidentiality will be maintained.

SEN Parental and pupil questionnaires will be part of the schools self-evaluation process.

The SEN section of the annual report will reflect the conclusions made from evaluations listed above.

Dealing with Complaints

We at Park Spring follow the Leeds City Council Guidelines 'Complaints about school'

We would always work closely with parents to resolve any concerns informally if possible. If an issue could not be resolved to the parents satisfaction then the formal complaint procedure should be followed. Refer to the Complaints Policy.

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework January 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

Consultation, Circulation and implementation of this policy

The draft policy was shared with teachers (December 2014), parents and governors (January 15th 2015) and their contributions were encouraged and considered.

On agreement by the governing body the policy will be made available to staff, parents and children. There will be a copy in the staff induction handbook and all parents with SEN children will receive a copy and be invited to share it with their children.

The policy will be brought to a staff meeting on a rolling programme for both support and teaching staff to review.

The policy will be discussed by the SEN Governor and SEN leader and any recommendations given to the full governing body.

The Annual Report to Parents will review annually and report on the impact of the SEN policy and report on any significant changes to it.

Policy written by Mrs L Chapman December 2014 and reviewed/edited September 2016

Policy Approved by Teaching and Learning and Pupil Support committee on

Signed.....Chair of Governors

Signed.....Headteacher