

BORINGDON PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY



Boringdon Primary School (BPS) is committed to providing an appropriate and high quality education to all the children living in our school community.

We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which ensures equal access to learning and full inclusion in all aspects of school life. We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Boringdon Primary School is committed to inclusion.

This policy describes the ways in which we aim to meet the needs of children who experience barriers to their learning. These may relate to the four areas of need as outlined in the 2014 Code of Practice.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Boringdon Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We see the inclusion as an equal opportunities issue. We will also aim to model inclusion in all aspects of school life by making reasonable adjustments as far as possible to ensure inclusion for all children and the wider community.

What is special educational needs?

The DfE Special Educational Needs and Disability Code of Practice (2014) defines SEN as

'A pupil has SEN (Special Educational Needs) where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.'

A disabled person is defined by the Equality Act 2010 as: Someone who has

'A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities'.

In accordance with the DfES Code of Practice issued in 2014, pupils are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they are being taught.

The four main areas of difficulty identified in the Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

Roles and Responsibilities

- **The SENCO will:**

- Work with the headteacher, Senior Leadership Team (SLT) to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- As part of the school's monitoring programs, help to co-ordinate parents' meetings with class teachers, three times a year to discuss any additional needs concerns and review progress of children. At other times, the SENCO will be alerted to newly arising concerns through staff and Leadership meetings.
- Monitor planning for SEND through the tracking of interventions.
- Together with the SLT, monitor the quality and effectiveness of provision for pupils with SEND through normal classroom observation routines.

- **The Headteacher will:**

- Work with the SENCO to determine the strategic development of the SEN policy and provision
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

- **Class teachers are responsible for:**

- The progress and development of every pupil in their class
- To ensure all pupils have equal access to learning
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and decide on any changes to provision
- Ensuring they follow this SEN policy

SPECIAL EDUCATIONAL NEEDS PROVISION

Identification and Assessment Arrangements, Monitoring and Review Procedures

Children are considered to have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age. This is most effectively managed within a graduated approach of intervention as laid out within the DFE Special Educational Needs Code of Practice. This is used in order to provide appropriate support to our children.

Graduated Approach:

ASSESS - Teachers assess children as part of their daily teaching

PLAN - If a need is identified they plan an appropriate intervention

DO - The intervention is implemented

REVIEW - The effectiveness of the intervention is measured and reviewed and new approaches tried as necessary. This cycle of assessment and targeted interventions is ongoing and underpinned by high quality teaching.

The school system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing and who may have additional needs.

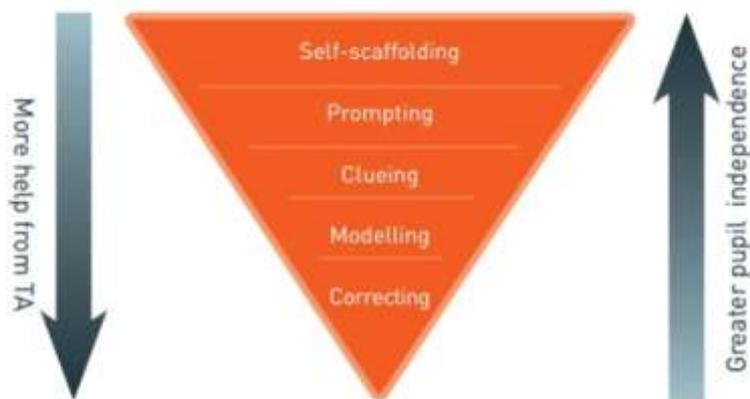
In order to make progress, a child may only require some additional scaffolding of the plans for the whole class. The scaffolding may involve modifying Learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Scaffolding will be recorded in planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future scaffolding within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making appropriate progress at this level of intervention.

Where a period of adapted curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, the child is allocated to the school's SEN register. Once allocated to the register, a meeting with parent/carers will be requested to create a learning plan (previously known as an IEP), specific to the needs of the individual child.

ADDITIONAL SEND SUPPORT

In school, we have a number of well trained and experienced Teaching Assistants including Emotional Literacy Support Assistants (ELSA). Teaching assistants will be appropriately deployed by class teachers to support pupil need and focus on increasing pupil independence. To do this staff will make use of the scaffolding framework:



Self-scaffolding

Self-scaffolding represents the highest level of pupil independence. TAs observe, giving pupils time for processing and thinking. Self-scaffolders can: plan how to approach a task; problem- solve as they go; and review how they approached a task.

Prompting

TAs provide prompts when pupils are unable to self-scaffold. Prompts encourage pupils to draw on their own knowledge but refrain from specifying a strategy. The aim is to nudge pupils into deploying a self-scaffolding technique. For example: 'What do you need to do first?'; 'What's your plan?'; 'You can do this!'

Clueing

Often pupils know the strategies or knowledge required to solve a problem but find it difficult to call them to mind. Clues worded as questions provide a hint in the right direction. The answer must contain a key piece of information to help pupils work out how to move forward. Always start with a small clue.

Modelling

Prompts and clues can be ineffective when pupils encounter a task that requires a new skill or strategy. TAs, as confident and competent experts, can model while pupils actively watch and listen. Pupils should try the same step for themselves immediately afterwards.

Correcting

Correcting involves providing answers and requires no independent thinking. Occasionally it is appropriate to do this, however, TAs should always aim instead to model and encourage pupils to apply new skills or knowledge first.

Adapted from: Bosanquet, P., Radford, J. and Webster, R. (2016) The teaching assistant's guide to effective interaction: How to maximise your practice, published by Routledge.

In-class, support staff may adopt one or more of the following models (with agreement of teaching staff and/or after discussion in planning process):

- **Relaying**
Moving periodically between students identified as being priorities for support due to additional needs.
- **Zoning**
Located near a group of students with additional needs, monitoring and providing input when necessary.

- **Coaching**

Working with an individual or small group of students to guide them through a task that may prove particularly difficult.

- **Facilitating**

Providing 'drop-in support' by setting up assistive technology or other specialised equipment in the classroom, adapting resources, helping a student organize.

- **Supervising**

Oversee the higher-attaining / independent learners to allow the class teacher to work with groups requiring additional support

- **Safeguarding**

Monitoring and if necessary, assisting in activities that pose a manageable risk to the health and safety of a student with an additional need e.g. visual impairment, a medical condition or a physical disability.

For individual children for whom additional support is required from other professionals, a request for involvement will be made. External specialist teachers and advisors who work with the children, teachers and families of children with significant barriers to their learning at Boringdon include:

Speech and Language Therapists who offer advice and support on speech articulation, expressive language and understanding language.

Communication Interaction Team (CIT) who offer advice and support for social communication issues

Hearing and Visual Impairment Support (PASST) who offer advice and support for children with significant hearing or visual loss

Educational Psychology service who offer advice and support children with significant issues relating to all 4 areas of need as per the code of practice.

Children Adolescent Mental Health Service CAMHS who offer advice and support for children with emotional, behavioural, mental health and social communication needs

Multi Agency Support Team (MAST) who offer advice and support individual children and families with a range of therapies and interventions

School Nurse who offer advice and support children with physical and mental health related difficulties

Monitoring

Learning Plans are reviewed three times per year. The class teacher will take the lead in the review process and parents/carers and their child, will work collaboratively to set targets. Targets are a continual process and will be reviewed by the class teacher as and when appropriate, between Learning Plan reviews. Therefore, at the meeting, progress towards targets set at the previous review and any set between reviews, will be discussed. New targets will then be set as required.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support, the child continues to have significant needs which are not being met by current interventions. At this stage, the involvement of specialist services will be required. The

SENCO will, along with the Class Teacher and parents/carers, determine the appropriate support package for the child. This will require a Multi-agency approach and a team of support will be built around the child. A Multi-Agency Support Plan (MASP), Early Help Assessment (EHA) Team Around Me / Family (TAM/F) may then be commenced, in addition to the School's Learning Plan, to co-ordinate services and target support.

School request for a statutory assessment

For a child on the SEN Register with a Multi-Agency Support package, who is not making adequate progress, despite a period of support from a number of services, and in agreement with the parents/carers, the school may request the Local Authority (LA) to make a statutory assessment in order to determine whether an Education, Health and Care Plan (EHCP) is required. The school is required to submit evidence to the LA who makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current Criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education Health and Care Plan

A child who has an Education Health and Care Plan will continue to have arrangements as for all children on the SEN register, along with additional support that is provided using any funds made available through the plan. There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHC Plan or to the funding arrangements for the child.

The School's Arrangements for SEN and Inclusion, In-Service Training

- The SENCO will hold the National Award for SEN Co-ordination, or if new to post, will undertake this within 3 years.
- The SENCO attends regular meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the strategic plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO or outside agencies.
- Support staff are encouraged to extend their own professional development and the management team will ensure that needs are met in line with individuals and school.

Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs
- Learning opportunities will be absorbing, rewarding and effectively adapted and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and include appropriate learning outcomes for all pupils.
- Adaption takes a variety of forms within teacher planning. Activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

- Children with sensory or mobility impairments or a specific learning difficulty may access the curriculum supported with specialist resources such as ICT where this is appropriate.
- The school will ensure that extra curricular activities wherever possible are barrier free and do not exclude any pupils, making reasonable adjustments as necessary.

Access to Information

- All children requiring information in formats other than print can have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate.
- We use a range of assessment procedures within lessons (such as photographing or video/audio recording) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on the same basis as all children.
- The Reception Year Leader and the SENCO liaise with staff at nurseries regarding all pupils.
- Prior to starting school, parents/carers of children with an Education, Health & Care Plan or Education, or pending plan will be invited to discuss the provision that can be made to meet their child's identified needs.
- For pupils transferring, staff will liaise with previous settings to ensure that appropriate support can be put in place.

Incorporating disability issues into the curriculum

- The curriculum includes issues of disability, difference and valuing diversity where possible, particularly through PSHE/Values Education.
- We aim to review resources, such as library books, to ensure they include items which reflect the range of special educational needs issues and come from a disability equality perspective.

Disability equality and trips or out of school activities

- We try to make all trips inclusive by planning in advance. We aim to make reasonable adjustments and provide additional TA support for individual children as required.
- All children are welcome at our after-school activities.

Listening to pupils with disabilities and those identified with additional needs/SEN

- We include children in their target setting and reviews.
- Our Learning Plans include pupil voice
- Widget "Communicate in Print" PEC symbols can be made available if pupils need visual cues/means of communication.

Working with disabled parents/carers

- We recognise that there will be a number parents/carers of children within the school who have disabilities. We work to ensure they are fully included in parents'/carers' activities.
- When a child starts at the school we aim to ask the parents/carers about their access needs and will aim to send notes/newsletters home in the required format.

Legislative Compliance

This policy is written in line with the requirements of:

- Special Educational Needs and Disability Code of Practice 0-25 years 2014
- Children's and Families Act 2014
- Special Educational Needs and Disability Regulations 2014 (SI 1530: Part 3)
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' standards 2012
- Equality Act 2010
- The National Curriculum in England, Key Stage 1 and Key Stage 2. Sept 2013
- Safeguarding policy
- Accessibility Plan