

Dormers Wells Junior School

Policy on Special Educational Needs and Disability and Inclusion 2018 - 2019

Dormer's Wells Junior School (DWJS) is committed to providing an appropriate and high quality education to all the children attending the school. We believe that all children, including those identified as having special educational needs and disabilities (SEND) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

DWJS is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners, identify vulnerable groups and offer inclusive opportunities across the entire school (and extended) curriculum. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs, while maintaining the highest possible expectation of attainment, achievement and participation.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special or additional educational needs
- learners who are disabled
- those who are more able
- those who are looked after under the local authority jurisdiction
- others such as those who are sick, those who are young carers, those who are in families under stress
- any learners who are at risk of disaffection and exclusion
- and other vulnerable groups identified by school or external bodies

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability,

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emotional state, age and maturity. We are particularly aware of the needs of our transition (Year 3) children, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many children, 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 DWJS 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 also aim to investigate, as fully as possible the nature and causes of any needs through structured means including recourse to local authority assistant, internal screening and best practice research approaches adopted by members of staff.

DWJS sees the inclusion of children identified as having SEND as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/guardians and the community. We have tried to move from an SEND approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The development and monitoring of the school's work on Inclusion will be undertaken by the governing body and regular termly review meetings held between the Assistant Head Teacher/SEND co-ordinator and Head Teacher.

Objectives

1. To ensure the revised Code of Practice and guidance are implemented effectively across the school.
2. To ensure that the culture, practice, management and deployment of staff and resources are designed to meet the needs of all children with SEND.
3. To provide support and advice for all staff working with special educational needs children.
4. To ensure curriculum coverage enables all children full access to participate and build knowledge and skills learnt in previous years through first quality teaching and differentiated planning.
5. To ensure that the special educational needs of children are identified, assessed, planned, provided for and regularly reviewed.
6. To take the views and wishes of the children into account, ensuring that all children are able to experience success.
7. To ensure that children with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/guardians.
8. To ensure that we are able to meet the needs of as wide a range as possible of children who may attend the school.
9. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
10. To involve parents/guardians at every stage in plans to meet their child's additional needs and form supportive partnerships.

Arrangements for coordinating SEND provision

1. The SEND Co-ordinator (SENDCo) will meet with each class teacher every term to discuss additional needs concerns and to review provision.
2. At other times, the SENDCo will be alerted to newly arising concerns through discussions, staff meetings, Teaching Assistants meetings and Year Group meeting feedback.

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3. The SENDCo will discuss issues arising from these concerns with the class teachers and where appropriate a 'Record of Concern' will be completed to collate information about the child's needs.
4. Where necessary, reviews will be held more frequently than twice a year for some children.
5. Targets arising from provision mapping will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENDCo monitors planning for SEND, supports year group teams with curriculum planning.
7. The SENDCo will co-ordinate the resourcing for SEND educational provision and support and advise colleagues.
8. The SENDCo, together with the Head teacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, learning walks, monitoring of books, assessment of data, Pupil Progress meetings and intervention assessment / monitoring formats.
9. SEND support is primarily delivered by class teachers through differentiated teaching methods and resources, also known as quality first teaching (QFT). Additional support is provided by the SENDCo and by trained Teaching Assistants (TAs) or Higher Level Teaching Assistants (HLTAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed continually, by the SENDCo, and the senior management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies and the budget.
10. Support staff, class teachers, the SENDCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised Provision

All specialist provision is listed in the school provision map which is accessible to all staff via the school server and is reviewed at least once per half term by the SENDCo.

The provision map lists all SEND, all Pupil Premium Grant and some additional children according to identified vulnerabilities and needs.

In mapping our provision we show how we allocate resources to each year group we hope to calculate the cost of the whole of our SEND provision.

The Role of the Inclusion Team:

- To provide support for children who need help with communication, language and curriculum learning
- To plan and develop children's understanding through the use of all available senses and experiences
- To plan for children's full participation in learning, and in physical and practical activities
- Help children to manage their behaviour and to take part in learning effectively and safely
- Help individuals to manage their emotions and to take part in learning
- To be responsible for timetabling support staff to create the provision map, in consultation with the class teacher
- Manage and organise support staff and resources

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The Role of the Teaching Staff:

- To be aware of procedures for identifying, assessing and making provision for all children, including SEND and are actively involved in this process
- Work closely with the support staff
- Actively seek to adapt the curriculum to meet the needs of the children
- Liaise regularly with the SENDCo and parents
- Attend meetings and INSET to support knowledge around the diversity of SEND

The Role of the Governing Body:

The Governing Body, in co-operation with the Head teacher and SENDCo determine the school's general policy and approach to provision for children with SEND. The governors will consult with other schools, when appropriate, and report annually to parents on the success of the school's policy for children with SEND. The Governing Body will nominate one governor with responsibility for SEND and will liaise with the SENDCo, before reporting back to the full Governing Body.

The named governor for SEND and Inclusion is **John Jones**.

The Head teacher will inform the Governing Body of how the funding allocated to support special educational needs has been deployed.

Identification and Assessment Arrangements, Monitoring and Review Procedures

- The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.
- Baseline assessment results
- Progress measured against the objectives using the in-house assessment tool derived from the Key Performance descriptors for English and Mathematics.
- DfE Standards Exemplification materials for the end of a key stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEND need or EHCP (Education, Health and Care Plan)
- Assessments by a specialist service, such as educational psychologist, clinical psychologist, speech and language therapist, CAMHS or behaviour intervention services etc
- Another school or Local Educational Authority (LEA) which has identified or has provided for additional needs

The school also uses in-house research and statistical analysis techniques to identify new or specific vulnerable groups not recognised through normal differentiation, existing interventions or local authority requirements. The school makes use of data from: ASP (Analyse School Performance), FFT (Fischer Family Trust), PiXEL, Target Tracker as well as from interviews and questionnaires, parent and pupil voice, teacher feedback and information from national and local trends to try to identify such groups.

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Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation 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. Differentiation will be recorded in the daily planning by the class teacher.

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of their peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour
- Able to show that, as part of their identified vulnerable group, they are making progress equivalent to or better than the rest of the group.

Where differentiation takes the form of additional intervention, this intervention will be recorded in the school provision map.

Monitoring of progress will be carried out by the class teacher, year group managers, HLTAs, the Head Teacher or the SENDCo and used to inform future differentiation within whole class, year group or whole school planning.

Every child's progress will be reviewed at the same intervals and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress:

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, as all pupils have individualized targets, all pupils are afforded the same provision. In the case that pupils require non-academic targets, these will also be provided on the provision map.

Any required intervention provision will run concurrently with differentiated curriculum support. As part of the review process, the SENDCo and school colleagues, in consultation with the parents/guardians, may conclude that despite receiving an individualised program and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make alternative provision for this child.

Pupil Participation

Children will be encouraged to participate in the decision making processes, including the setting of learning targets and contributing to reviews. This will be achieved through a variety of different approaches, appropriate to the age of the child. These will include:

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- Pupil interviews
- Questionnaires and surveys
- Self -evaluation

School request for a statutory assessment (ERSA)

For a child who is not making adequate progress, despite a period of support, and in agreement with the parents/guardians the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make an Education, Health and Care Plan (EHCP).

The school is required to submit evidence to the LEA whose weekly Assessments Panel 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 LEA's current Criteria for making a statutory assessment.

'Assess, Plan, Do and Review' processes continue as before while awaiting the outcome of the request. The school will submit an ERSA (Ealing Request for Statutory Assessment) in all cases.

Education Health and Care Plan (EHCP)

EHCP proceeds when the LEA is satisfied that the child's needs meet the criteria of being severe, complex, multiple and affecting lifelong learning; have not been met by measures taken by the school and may call for resources which cannot reasonably be provided with the budget of a main-stream school.

An ECHP provides a precise educational prescription based on an accurate and detailed account of the pupil's needs.

A child who had a Statement of Special Educational Needs will have had this transferred into an EHCP and will continue to have arrangements and additional support that is provided using the funds made available through the previous Statement. They will also usually be allocated a dedicated Teaching Assistant (TA) under the auspices of designated funding, but, where funding exists at a devolved level, may share this TA with other pupils at statement and SEND.

There will be an Annual Review, chaired by the Head teacher or SENDCo, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

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

- The SENDCo attends regular cluster 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 School Development 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 SENDCo.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual child or whole class level.

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Diversity-Opportunity-Respect-MoralValues-Empathy-Resilience-Success

- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

External agencies, facilities from outside the school, including support services

- The Educational Psychologist visits the school regularly (according to timetable), following discussions with the SENDCo as to the purpose of each visit.
- Teachers from the Sensory Impairment Team work in school to support children, both with and without a EHCP, who have vision or hearing impairment.
- The SENDCo liaises frequently with a number of other outside agencies, for example:
 - Social Services
 - Education Welfare Service
 - School Nurse
 - Community Pediatrician
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - Mental Health Services
 - Behaviour Services
 - Educational Psychologists
 - Clinical Psychologists

Parents/guardians are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/guardians will work together to support children identified as having additional needs.
- Targets will include targets to work towards at home, and parents/guardians are always invited to contribute their views to the review process. All targets and reviews will be copied and sent to parents/guardians after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/guardians and distributed on request. Parents/guardians will also be invited to work alongside children in the classroom where this is appropriate.
- Various parental support groups are established.
- Regular curriculum workshops are offered for parents/guardians to attend.
- Parents/guardians evenings/target setting days provide regular opportunities to discuss concerns and progress. Parents/guardians are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/guardians are able to make a complaint by contacting the Head teacher or, if this fails to resolve the issues, the governing body. Our complaints procedure, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

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- Year 3 staff will meet with staff from our partner infant schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCo will telephone to further discuss the child's needs. Children transferring from DWJS to new schools will have details of additional provision made by the school passed on when requested. The SENDCo will discuss these children with other schools on request.
- Advanced planning in Year 5 will allow appropriate options to be considered. The SENDCo will liaise with the secondary school to ensure effective arrangements are in place to support children at the time of transfer.
- When children move to another school, their records will be transferred within 15 days of the children ceasing to be registered.

Inclusion Principles

- Staff at DWJS value children of different abilities and support inclusion.
- Within the school, staff and children will be constantly involved in the best ways to support all children's needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Lessons will have clear learning intentions and assessments will be used to inform the next stages of learning, enabling children to progress at a suitable pace.
- The school endeavours to make all activities available to all children and to be prepared to include all children in all learning opportunities. This includes school assemblies; faith based learning opportunities, collective worship, all parts of the curriculum, interventions, off-site visits, specific in school activities from outside providers, extended school and sports activities of all sorts. Parents have the right to remove their children from any activity given a reasonable explanation (religious beliefs, medical needs), but we will also attempt to encourage parents to include their children in activities as an integral part of their child's learning.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/guardians of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.
- The school is able to consider children with significant physical mobility needs, due to a recent refurbishment and an installation of a lift to the upper floor.

Evaluating the success of the School's SEN and Inclusion Policy

Every year, we analyse the data we have on the percentage of our children with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and

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exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map and identify any vulnerable groups needing further intervention. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment. An increase in the percentage of children recorded as having special educational needs achieving a scaled score of 100 or above at KS2.
- A reduction in behaviour incidents and exclusions.
- We report progress against these targets to the governing body, who in turn report to parents/guardians through the Governors' Annual Report.
- Upon request and at the end of the year, the SENDCo will provide information to the governing body as to the numbers of pupils receiving special educational provision including Statements as well as any pupils for whom a Statutory Assessment has been requested and any specific or new vulnerable groups identified during the academic year. The Head Teacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- The Annual Report to parents/guardian will include the details of SEND provision and of the Access Plan, along with the information required by the Disability Discrimination Act.
- The SENDCo will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.
- Targets for children with additional needs will be reviewed through intervention level targets (e.g. Catch Up expected levels) and external requirements (e.g. Speech and Language Therapy or Occupational Therapy targets set according to local Primary Care Trust guidelines).
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- Target setting for all children takes place daily, termly and within each Key Stage - see assessment policy. Additionally, samples of children (including those in vulnerable groups and SEND children) will be included as part of the in-house assessment tool derived from the Key Performance descriptors for English and Mathematics.

Reviewed by: Jo Dear (SENDCo)

Review Date: September 2019

Nominate Governor: John Jones