

Achieving excellence through leadership

SEND/Inclusion Policy

Status

Statutory

Compliance

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (June 14)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the Inclusion Manager, Andrea Chappell and Inclusion Governor, Sarah Allcock-Green in liaison with all staff and parents of pupils with SEND in accordance with the spirit of the SEND Reforms 2014.

Inclusion Manager : Andrea Chappell

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Andrea Chappell has been in post at Giles Junior School for 13 years and therefore is not required to complete the National Award for SEN. She is a qualified teacher and a member of the Senior Leadership Team.

Giles is an inclusive school where we aim to ensure the needs of all children are met effectively to realise ambitious outcomes. All teachers are teachers of all children including those with Special Educational Needs and Disabilities.

Aim

At Giles our aim is that all children whatever their individual need or disability will reach their full potential and reasonable adjustments will be made to ensure this. We have high aspirations of and

expectations for all pupils and focus on long term outcomes and the steps to success that are needed to achieve these outcomes.

Objective

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND (Special Educational Needs and Disabilities) Code of Practice 2014
- To operate a '**whole pupil, whole school**' approach to the management and provision of support for special educational needs, to ensure the highest potential of all children irrespective of their starting point
- To provide an Inclusion Manager who will facilitate the SEND/ Inclusion policy
- To provide support and advice for all staff to enable them to provide high quality first teaching to ensure inclusion of all pupils and their individual and unique needs

Identifying Special Educational Needs

The SEND Code of Practice 2014 defines SEND in the following ways:

- 'a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made.'
- ' a child has a learning difficulty or disability if he or she 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 facilities of a kind generally provided for others of the same age'

We assess all children here at Giles Junior to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which is impacted by a particular need or a range of needs.

The Four broad areas of need are: (Taken from SEND Code of Practice 0-25 2014)

1) Communication and Interaction

Children with speech, language and communication needs (SLCN) have difficulties in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their lives.

Children with Autistic Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2) Cognition and Learning

Support for learning difficulties may be needed when children learn at a slower pace than other children, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe learning difficulties as well as a physical disability or sensory impairment.

Specific Learning Difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3) Social, Emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

4) Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf and/or blind children and young people is available through the Social Care for Deaf/Blind Children and Adults guidance published by the Department of Health. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

A Graduated Approach to SEN Support

It is a class teacher's role to ensure that they are catering for the needs of all pupils including those with Special Educational Needs and or a disability.

When a pupil at Giles Junior School is identified as having Special Educational Needs, provision will be put in place to overcome barriers to learning. As we gain a growing understanding of the needs of a child, strategies and approaches that ensure that they make progress and achieve outcomes support will be developed and refined. This is a graduated approach involving a four part cycle 'assess', 'plan', 'do', 'review' and may involve advice from external professionals such as an educational psychologist as necessary in later cycles.



- Children will be identified with Special Educational Needs and provision put in place following assessment in the classroom and specific assessments for particular needs combined with discussions with teachers in pupil progress reviews, as well as discussions with parents and children if appropriate
- The first step in supporting a child who has or may have Special Educational Needs is high quality differentiated teaching
- Children may have additional intervention that will be outlined on an individual provision map to enhance class learning, or a risk management plan to detail strategies to cater for social, emotional, mental health needs. These are reviewed and updated at least termly by class teachers, the Inclusion Manager along with the pupil and parents.
- Some children will have a passport to provide information about themselves and their needs to support staff in making the appropriate reasonable adjustments for them. These are also reviewed termly.
- Advice from external professionals, for example our Educational Psychologist or Speech and Language Therapist, will be incorporated into planning for individuals in the classroom and through intervention, making reasonable adjustments as necessary to cater for needs
- Through this cycle, in collaboration with parents and with advice from external professionals, an assessment for a possible Education Health and Care Plan (EHC Plan) may be applied for

Supporting Pupils and Families

- Support for parents is detailed in the school's SEN information report (School Offer) on the Giles website
[http://www.gilesjm.herts.sch.uk/documents/Giles%20SEN%20Information%20Report%202015%20\(1\).pdf](http://www.gilesjm.herts.sch.uk/documents/Giles%20SEN%20Information%20Report%202015%20(1).pdf) There is also a link through to the Local Authority offer from the Giles SEN report
- At Giles we work together with many external agencies as detailed in our SEN Information report. Parents will always be treated as partners supported to play an active role in their child's education enabling them to be fully involved when advice or support is sought from external professionals
- Admission arrangements are detailed in the admissions policy
- We always endeavour to overcome barriers to learning for SEN children. Strategies used in the classroom will be replicated as far as possible during testing situations eg: children may have someone to read or write for them or extra time may be applied for.
- We thoroughly prepare children for transition from Year 2 to 3 and 6 to 7 as well as between year groups. This is explained in more detail in our SEN Information Report (Local Offer)

Supporting pupils at school with medical conditions

- At Giles Junior School we recognise that pupils at school with medical needs should be properly supported so that they have a full access to education, including school trips and physical education. Some children with medical needs may have a disability and where this is the case the school complies with duties under the Equality Act 2010 ensuring that reasonable adjustments are made to remove barriers to learning and ensure that they are fully included
- Some children with medical needs that impact significantly on learning may have an Education Health and Care Plan
- It is the Head Teachers responsibility to ensure that staff are suitably trained to meet the needs of children with medical needs; this may be all staff, for example Epipen training or may be specific staff working with a particular child. This will be done in conjunction with the relevant healthcare professional
- All staff will be made aware of medical needs of pupils and children will be identified with their need in a display in the staff room
- Where staff have specific responsibilities for the medical needs of a child, plans are put in place in case of staff absence to ensure that the appropriate care is always available
- Children will have individual healthcare plans as appropriate which will be regularly monitored involving parents and all relevant staff
- Risk assessments are written for individual pupils for school visits, trips, activities that are outside the normal timetable
- We would work together to achieve this with parents and children

Monitoring and evaluating SEND

- The quality of provision for pupils with SEND is regularly monitored by the Inclusion Manager in conjunction with other members of the Senior Leadership Team, teaching staff and some external professionals and with regular involvement from the SEND/Inclusion governor
- This is carried out through classroom observation, work scrutiny in discussion with pupils and parents, pupil progress review and monitoring of provision detailed on the schools provision map.
- This monitoring informs an active process of continual review and improvement of provision for all pupils

Training and Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development; this may be in house training, external courses or advice and support from external professionals

- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Inclusion Manager, to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils
- The Inclusion Manager regularly attends Local Authority SEND Briefings in order to keep up to date with local and national updates in SEND
- The Inclusion Manager works together with other local schools to share and develop good practice

Roles and responsibilities

The SEND/Inclusion Governor works closely with the Inclusion Manager to monitor SEND provision and practice by

- Keeping informed about developments in Special Educational Needs
- Developing and maintaining awareness of special educational provision in Giles Junior school on behalf of the governing body
- Be familiar with the SEND/Inclusion policy and involved in its review
- Meet the Inclusion Manager termly to gain information about the provision for pupils with special educational needs and the implementation of the SEND/Inclusion policy
- Support the Inclusion Manager with monitoring of SEND provision across the school

The Inclusion Manager/ Senco is responsible for:

- overseeing the day-to-day operation of this policy
- keeping the governing body informed about SEND issues and liaising with the governor for Inclusion regularly
- ensuring that an agreed, consistent approach is adopted in line with the SEND Code of Practice 2014
- liaising with and advising staff
- working with staff and parents to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning needs
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and support in the classroom
- liaising closely with parents/carers of pupils with SEND and coordinating and jointly leading termly SEN Reviews with class teachers
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- maintaining the school's SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND
- monitoring effectiveness of Interventions
- contributing to the in-service training of staff
- managing teaching assistants

- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCO/ Inclusion Manager in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in Local Authority SEND moderation. For example local cluster for exceptional needs funding

Class Teachers Responsibility

- Meeting the needs of all learners through appropriately differentiated quality first teaching
- Making reasonable adjustments to include all children as far as possible in all curriculum areas
- Working closely with parents and carers with the Inclusion Manager to assess, plan carry out and review provision maps or SEN plans and passports

Head Teachers Responsibility

- To have an overview of the SEND/Inclusion Policy and ensure that it is effectively implemented
- The Head Teacher and Deputy Head Teacher are the designated staff for Safeguarding and Child Protection
- The Head Teacher along with the Senior Leadership team are responsible for managing funding for pupil premium and Looked After Children

Storing and managing information

- Documents and information regarding children with SEND are kept securely in a separate SEND pupil file in a secured cabinet
- Electronic files are kept on the Giles Junior School secured computer storage system
- Any document and information related to any child with SEND will only be shared with relevant staff
- When a pupil with SEND in Year 6 leaves to go on to secondary school all records and information are transferred to the receiving school both in paper form and electronic form

Reviewing the policy

- This policy will be reviewed annually in line with the SEND Code of Practice (2014)

Accessibility

Statutory Responsibilities

- This section should be read in conjunction with the school's accessibility plan <http://www.gilesjm.herts.sch.uk/documents/policies/Giles%20Junior%20Accessibility%20Plan.pdf>
- We are an inclusive school and we ensure that reasonable adjustments are made to remove barriers to learning for all pupils

- We do this primarily through quality first teaching to meet needs of all children and an inclusive learning environment. For example a child may have a personal computer, a scribe or regular time out for physical activity
- We do everything we can in collaboration with parents to ensure that all children can access the curriculum fully including school trips and clubs
- The physical environment is accessible by all pupils including those who may need to use a wheelchair. Physical aids are provided as necessary to children who need them or adjustments are made with the relevant professional support and advice

Dealing with complaints

When a parent/carer feels unhappy with any aspect of provision they should first discuss this with the Class Teacher. If anyone is not satisfied then an appointment needs to be made with the Inclusion Manager.

In the event of a formal complaint parents/carers should follow the procedure in the schools complaints policy

<http://www.gilesjm.herts.sch.uk/documents/Complaints%20Policy%20Oct%202015.pdf>

Bullying

- We have a group of Inclusion Leaders who work with the Inclusion Manager to raise awareness of different disabilities and ensure that pupils have an understanding of the needs of others and how they can support them.
- Assemblies are lead twice each term relating to disabilities and there are information boards in Brazil room
- The ethos of inclusion is paramount at Giles and children are truly supportive of each other
- In the unlikely incidence of bullying related to a Special educational need or disability action would be taken and consequences given as detailed in the pupil discipline policy/anti-bullying policy

Date for review

March 2017

Distribution:-

A copy of this policy will be available to:-

a) all school governors

b) all teaching staff

c) all School Office staff (as required)

d) all Parents (on request).

Appendices

SEND Code of Practice 2014 0-25

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Equality Act 2010

<http://www.equalityhumanrights.com/legal-and-policy/legislation/equality-act-2010>

Special Educational Needs Information Report (School Offer)

[http://www.gilesjm.herts.sch.uk/documents/Giles%20SEN%20Information%20Report%202015%20\(1\).pdf](http://www.gilesjm.herts.sch.uk/documents/Giles%20SEN%20Information%20Report%202015%20(1).pdf)

Approval _____ Date _____