

# Shadsworth Infant School



## SEND and Inclusion Policy

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# **SEND AND INCLUSION POLICY**

## **Shadsworth Infant School's Policy for Special Educational Needs**

### **Rationale:**

Shadsworth Infant School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs and disabilities 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.

Shadsworth Infant School is committed to inclusion and holds the IQM (Inclusion Quality Mark.) Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to develop 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.

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
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted, talented and more able (see separate policy)
- those who are looked after by the local authority
- others such as those who are sick and those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need 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 pupils learn at different rates and that there are many factors

affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. 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 Shadsworth Infant 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.

Shadsworth Infant School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The SEND Coordinators are Mrs Marie Grafton and Rosemary Brunt

The SEND Governor is Jackie Gallagher.

### **Objectives**

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum\* through differentiated planning by class teachers, SENCO, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN Needs – these include SEND Support (which was previously referred to as **School Action** or **School Action Plus**); EHCP (Education Health Care Plan).
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued.
7. To enable children to move on from us well equipped in the basic skills of English, Maths and social independence to meet the demands of Junior school life and learning.

8. To involve parents/carers at every stage in plans to meet their child's additional needs.

### **Arrangements for coordinating SEN provision**

1. The SENCo will attend all Pupil Progress meetings to discuss individual pupils and ascertain if there may be additional needs and how to support any such needs.
2. The SENCO will liaise with each class teacher at least twice a year to discuss additional needs concerns and to discuss IEPs.
3. At other times, the SENCO will be alerted to newly arising concerns through the cause for concern form.
4. The SENCO will discuss issues arising from these forms with the class teacher within one week of receiving the form.
5. Where necessary, reviews will be held more frequently than twice a year for some children.
6. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
7. The SENCO monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, including the role of SSA's in class.
8. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained SSA's throughout the school. This is funded from the school's annual budget.
9. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

We have staff who are fully trained in a range of SEND needs and can support all children as appropriate, such as Speech and Language needs/ADHD/ASD/Behaviour.

The SENCo is Mrs Marie Grafton who holds a B.Ed Honours  
Also school is supported by:

Mr Chris Mooney who is trained to support the provision for children with additional needs within the school and is our pupil wellbeing worker and is fully trained in Safeguarding/Child Protection.

And

Mrs Zoe Hale an independent Speech and Language Therapist (Speechbubble) (who is employed by the school to assess children's speech (Phonological) and language needs.) Mrs Zoe Hale coordinates her work with NHS Speech therapists.

### **Allocation of Resources to and amongst Pupils**

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEND provision.

This year's provision map is available from the SENCo.

### **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 in the National Literacy and Numeracy Strategies
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors (PIVATs)
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- Assessments by a specialist service, such as educational psychology, identifying additional needs

- The school's system includes reference to information provided by:

Speech and Language Therapists, Physical Disabilities Team, Complex Needs Team, Early Years Team, Cognition and Learning, Speech and Language Team, Consultant Paediatricians, etc

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **SEND Support** (which was previously known as School Action) provision

3. Additional support through **SEND Support Plus - an internal category to differentiate the higher need children in school** (which was previously known as School Action Plus provision.)

### **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.

**Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation 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 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 which:

- 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 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

Where a period of differentiated 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, provision at the **SEND Support level** (previously known as School Action level) may need to be made.

**SEND Support** provision would be indicated where there is evidence that:

There has been little or no progress made with existing interventions

Additional support is required to develop literacy or numeracy skills

Additional support is required for emotional, behavioural or social development

Additional support is required for sensory or physical impairments

Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **SEND Support** level.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, there should be scope within the **SEND Support** plan for each child to have an **individual target/s**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by an SSA.

The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCO**.

A child receiving support at **SEND Support** will have an Individual Education Plan (which may be a group IEP).

Individual Education Plans will be reviewed at least three times a year, although some pupils may need more frequent reviews.

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 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 provision at the **SEND Support Plus** level (our internal level to differentiate the higher need children.)

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

**SEND Support Plus - an internal category to differentiate the higher need children in school** (which was previously known as School Action Plus provision.)

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A child receiving support at SEND Support Plus will have an Individual Education Plan. **Monitoring** will take place as for SEND Support and reviews will be on a termly basis (usually included in the parent's evening timetable.) Provision will run concurrently with differentiated curriculum support.

**School request for a statutory assessment**

For a child who is not making adequate progress, despite a period of support at SEND Support Plus, and in agreement with the parents/carers/carers, the school may request the Authority to make a statutory assessment in order to determine whether it is necessary to submit to the Authority for an EHCP (Education Health Care Plan.) In Blackburn with Darwen there have previously also been children who are supported through an IPRA (an Individual Pupil Resource Agreement) but these are in the process of being transferred over to EHCPs.

**Statement of Special Educational Needs**

A child who had a Statement of Special Educational Needs will continue to have arrangements as for SEND Support Plus, and additional support that is provided using the funds made available through the **EHCP**.

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 EHCP or to the funding arrangements for the child.

## **The School's Arrangements for SEND and Inclusion In-Service Training**

- The SENCO attends regular cluster meetings.
- 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 SENCO.
- The school liaises closely with the SEND Support Service (BwD) and specialist training has been offered by their advisory teachers in areas such as Autism, ADHD and Basic Signing (Makaton). Further staff training can be accessed should the need arise.
- All staff have access to professional development opportunities and are able to apply for additional needs training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

## **The use made of teachers and facilities from outside the school, including support services**

- The Educational Psychologists visits the school regularly (according to timetable), following discussion with the SENCO/Head as to the purpose of each visit.
- The LA Special Needs Support Service (SEND/SS) provides specific information, share resources and provide service training (as mentioned previously).
- Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties.

- The SENCO liaises frequently with a number of other outside agencies, for example:

1. School Nurse
2. Community Pediatrician
3. Speech Therapy (including Speechbubble)
4. Physiotherapy
5. Occupational Therapy

- Parents/carers are informed if any outside agency is involved.

### **Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IEP targets may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments with the SENCo, or SSAs, on request.
- Regular communication between school and home will ensure that concerns are promptly acted on.

### **Links with other schools/Transfer arrangements**

- The SENCo works closely with Shadsworth School Nursery staff and other nursery schools (where necessary). The Reception staff will also meet with staff

from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting. The SENCo will put in place a transition package for all SEND children transferring into the Reception class.

- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCO will telephone to further discuss the child's needs.
- The SENCo will liaise closely with the SENCo at Shadsworth Junior School during the year but will put in place a transition package for all SEND children transferring to the Junior School, and attend any meetings for those children, if necessary.

### **Links with Health and Services, and any Voluntary Organisations**

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse through the SENCo or SSA, and referrals will be made as appropriate.
- The school has access to a Familywise worker and an Emotional Well being worker, who visit school weekly.

## **Inclusion Principles**

- Staff at Shadsworth Infant School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' 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.
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

## **Arrangements for providing access to learning and the curriculum (see also School Access Plan)**

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then 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 will access the curriculum through specialist resources such as ICT where this is appropriate. The school has a new Sensory Room on site, where children can be timetabled to access planned activities.
- The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

### **Access to Information (see also School Access Plan)**

- All children requiring information in formats other than print have this provided (e.g. Braille).
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/extra adult support. We take a dyslexic friendly approach at Shadsworth Infant School.
- We provide alternatives to paper and pencil recording where appropriate.

### **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.
- There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Prior to starting school, parents/carers of children with a Statement of SEND (or one that is pending), in the form of an EHCP will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating disability issues into the curriculum**

- Shadsworth Infant School recognises the importance of increasing awareness of BSL as a language and has staff trained in Makaton. The school intends to incorporate Makaton (Basic sign language) into all classrooms to support children with a range of needs. Whole school training is planned to update staff knowledge or to introduce to new staff.
- Opportunities are given to support the staff/children in using Makaton signs e.g. for signed singing, and using symbols on displays and around the class.

### **Listening to disabled pupils and those identified with additional needs**

- Shadsworth Infant School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- The staff has on-going training opportunities on issues relating to communication and listening skills.

### **Working with disabled parents/carers**

- Shadsworth Infant School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in the Hall that is accessible, and offer BSL interpreters to our deaf parents.
- When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format. For some parents/carers we ensure that we have regular telephone contact, as this is their preferred method of communication.

### **Disability equality and trips or out of school activities**

- Shadsworth Infant School tries to make all trips inclusive by planning in advance and using accessible places.
- All children are welcome at our preschool and afterschool activities.

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

Every year, we analyse the data we have on the percentage of our pupils 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 exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. 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 attaining the expected standard at the end of KS1,
- A reduction in behaviour incidents and exclusions

## **Dealing with complaints**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to either Head teacher (Mrs G Crompton) in writing or any other accessible format. The Head teachers will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school' s *Complaints Policy*. This is available, on request, from the school office.