

Shadsworth Infant School



SEND and Inclusion Policy

Created: September 2024

Review: September 2025

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.) being graded – School of excellence. 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 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 Cognition and learning, Communication and Interaction, Physical and Sensory and Social, Emotional and mental Health need. 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 a 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 is Mrs Marie Grafton who holds a B.Ed. Honours, NASENCO and NPQSL

The SEND Governor is Rosemary Brunt

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.

Types Of SEN

SEN is divided into four areas:

Communication and Interaction – this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum.

Cognition and Learning – this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, Mental and Emotional Health – this includes children who may be withdrawn or isolated, disruptive, hyperactive or lack concentration.

Sensory and/or Physical Needs – this includes children with sensory, multi-sensory and physical difficulties. Behavioural difficulties do not necessarily mean that a child or young person has a SEN need.

Arrangements for coordinating SEN provision

- 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.
- The SENCO will liaise with each class teacher at least twice a year to discuss additional needs concerns and to discuss IEPs.
- At other times, the SENCO will be alerted to newly arising concerns through the cause for concern form.
- The SENCO will discuss issues arising from these forms with the class teacher within one week of receiving the form.
- Where necessary, reviews will be held more frequently than twice a year for some children.
- 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.
- The SENCO monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, including the role of TA's/SSA in class.
- 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.
- 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.

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, Assessment, Reviews

- Baseline assessment results
- EYFS development matters
- National Curriculum descriptors for the end of a key stage
- Progress measured against the Developmental Learning Journal
- 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 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.

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

3. Additional support through SEND Support Plus - an internal category to differentiate the higher need children in school

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of support. This response is seen as action that is additional to and different from the provision made as part of the school's usual differentiated curriculum and strategies. A register is kept of pupils with SEN. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. Reviews of pupils on the SEN register take place three times a year. For pupils with Education, Health, Care plans an annual review meeting has to be held in addition to this.

A Graduated Approach to SEN Support

At Shadsworth Infants, we adopt a "high quality teaching" approach. The key characteristics of high-quality teaching are:

- A focussed lesson structure with clear objectives and steps to success
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and praise to engage and motivate pupils.

WAVE ONE

Inclusive strategies for ALL learners embedded in Quality First Teaching

Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.

WAVE TWO

Targeted intervention

Wave 2 is a specific, additional intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.

WAVE THREE

Specialist support

Outside agencies

Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

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. High quality teaching, differentiated for individuals, is the first step in responding to pupils who have or may have SEN; additional intervention and support cannot compensate for a lack of high-quality teaching.

We regularly review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinise and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEN and high-quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings.

Class teachers, supported by the Senior Leadership Team, regularly assess the progress of all pupils. These assessments identify pupils making less than expected progress considering their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap.

The first response to such progress should be high quality teaching targeted at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles, in order to match interventions to the SEN of children.

IEP's are created by the class teacher if they identify a child working within wave 2 or wave 3. If the child is having a short-term intervention (1-4 weeks) as a keep up catch up an IeP is not needed. It will only be needed if the short-term intervention needs to be lengthened.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour. There should be a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system. The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

EHCP

Where a pupil has an Education and Health Care plan, the local authority, in co-operation with the school, will review that plan as a minimum every twelve months.

The success of the school's SEN policy and provision is evaluated through:

- Monitoring of classroom practice by the Headteacher, Deputy Head and SENCO
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the SEN governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal

Adapted Curriculum Provision

In order to make progress a child may only require adaptation of the plans for the whole class. The adaptation 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. Adaptation 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 adaptation 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'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 Paediatrician
3. Speech Therapy (including Kommunikate)
4. Physiotherapy
5. Occupational Therapy

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

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

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.
- ILP 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.

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.

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 take 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 cannot 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.