

SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY



Headteacher: Ms. V. May
Chair of Governors: Ms. A.
Devlin
SENCO: Mrs. J. Foster

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Special Educational Needs Policy:

Promoting the successful Inclusion of Pupils with SEN (Special Educational Needs) and Disabilities

Introduction

Reckleford Community School has a SENCo (Special Educational Needs Coordinator), Mrs. Julie Foster, who has achieved the NATSEnCo Award and a Governor responsible for SEN, Ms. Anne-Marie Devlin. They ensure that the SEN Policy at Reckleford works within the guidelines and inclusion policies of the SEND Code of Practice 0-25 (2014), the Equality Act 2010:Advice for Schools DfE Feb 2013, the Local Education Authority and other policies current in the school.

This policy was created by the school SENCo in liaison with our Governor responsible for SEN, the Senior Leadership Team (SLT), staff and Parents of children with SEND.

Definition and Aims

At Reckleford every Teacher is a Teacher of every child.

Reckleford Community School is committed to offering an inclusive curriculum which values and ensures the best possible progress for all its pupils whatever their needs or abilities. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy; staying safe; enjoying and achieving; making a positive contribution and achieving economic wellbeing. We aim to raise aspirations in all our children and for them all to foster a lifelong love of learning.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for them. A learning difficulty or disability is when a child or young person finds learning significantly more difficult than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England...Health Care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (SEND Code of Practice 2014)

The four areas of need identified in the Code of Practice 2014 are

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

We also recognise that some children will have needs in more than one of these areas.

Objectives

As a school we ensure that we work within the guidance provided in the SEND Code of Practice 2014 and that the Somerset Core Standards for SEND are embedded in our practice.

At our school all teachers are teachers of children with Special Educational Needs and Disability and all teachers provide learning opportunities that are inclusive, enjoyable, challenging and fulfilling. Target setting, monitoring and reviewing the progress of all pupils is integral to the school's improvement and planning process, ensuring that all pupils make their best possible progress.

We are able to:

- Identify and provide the early support that a child with SEN requires.
- Ensure that all children have equal access to every aspect of school life.
- Ensure that all children make the best possible progress.
- Work in partnership with parents of children who have additional needs to keep them informed and involve them in supporting their child and decision making.
- Make clear the expectations of all partners in the process (Child, Parent, Teacher, Teaching Assistant (TA), Nursery Nurse (NN), SENCo, Headteacher, Governors)
- Ensure high levels of staff expertise to meet pupil needs through well targeted continuing professional development.
- Work in partnership with the external agencies available within the Local Authority and where necessary, seek advice, assessment and guidance.
- Ensure children express their views and are fully involved in decisions which affect their education, as appropriate to their age.
- Provide a Special Education Needs Co-ordinator (SENCo) who will work with the SEND Inclusion Policy.
- Provide support and advice for all staff working with special educational needs pupils.
- Ensure that all transitions between key stages and settings are effective and positive.

Identification, Assessment and Provision: Our Graduated Response to ensuring access to school and the curriculum

Children develop at varying rates and their pre-school experiences are very different. Children are therefore given time to settle and develop.

Some children have significant difficulties, already identified by their Health Visitors, GP, Paediatrician, our nursery or previous pre-school. Some are known to the Speech and Language Service and others may have previously attended or have a dual placement with Yeovil Opportunity Group.

Children with SEN transferring from our Nursery into Reception in any school, who have particular needs, will be the subject of a School Entry Plan Meeting between Nursery and Reception staff, Parents, SENCO and any other professionals involved at that time, in order to ensure a smooth transition in terms of provision and familiarity for the child.

It is a whole school responsibility to monitor and assess the development and progress of all children.

Our school and nursery practises a ‘graduated’ response in identifying, assessing and supporting children with SEND. The level of provision will match the child’s needs and therefore allow them to access the curriculum and make progress. Reckleford operates an inclusive approach to education, believing that all children are entitled to an equal opportunity to learn in an environment which is appropriate to their needs.

It is the responsibility of the class teachers to provide high quality teaching to all children. They are responsible for the progress and development of the pupils in their class. They are responsible for adapting their planning and directing the use of Nursery Nurse or Class Teaching Assistant time and classroom resources for children who are not making expected progress or having difficulties with any aspect of their school day. In many instances this will accommodate the needs of those children and allow them to progress. This is known as **Universal provision.**

Children are continually observed and monitored by teaching staff, Nursery Nurses and TAs, which is reflected in the teachers’ day to day planning.

The children’s social development and emotional well being is also monitored carefully and is seen as an extremely important aspect of their development. If the Parents of a child feel they need support at home then they are referred to a Parent and Family Support Advisor (PFSA).

More formal assessments are carried out at least termly in KS 1 which monitor knowledge such as phonics screening.

Tracking progress meetings are carried out half termly. Each child in each area of learning is

discussed between the class teacher and the Head teacher. Their individual and cohort data is compared with national data and expectations in progress. This identifies areas of need for individuals or groups and interventions are planned accordingly.

There are other factors that may affect a child's progress and attainment but are not special educational needs, though some children in these categories may also have SEN. These include

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being the child of a serviceman/woman

SEN Support

If a child requires planning, resourcing and support which is **consistently** additional and different from the expected level of support for their age, then it is the responsibility of the teacher in the first instance to raise their concerns with the child's parents to establish whether the concerns are shared and whether there is a history of concern and involvement. The teacher should inform the parents that he/she wishes to involve the SENCO, who that is and what their involvement might be.

The SENCO's involvement will usually mean a formal discussion with the Parents and Teacher Observations and/or assessment of the child will be carried out to establish difficulties and abilities and then advice will be given to the teacher on possible strategies/techniques or intervention as well as the writing of a Personal SEN Plan if appropriate. This plan will target specific areas for improvement, listing outcomes, strategies and resources and giving a date for review. Parents will be involved in this process. The child will also be included in this process, as appropriate to their age and stage of development. At this point the child's name will probably be entered on the SEN register.

It is the responsibility of the class teacher and other relevant staff to implement the Personal Plan and they will plan accordingly including the involvement of any other staff (eg TAs and dinner supervisors). Class teachers should liaise with their TAs at least on a weekly basis to discuss the child, feedback information and inform their planning.

It is the SENCO's responsibility to oversee the Personal Plan and review it, with Parents, staff and the child, at least twice a year. However, class teachers can and should review the targets and adapt them if necessary as the child's needs change. This is known as **SEN Support**.

For difficulties which persist over a period of time or present as severe and beyond the expertise or resources of the school, the SENCO may, with parental permission, refer the child to relevant external agencies within the authority. Their involvement may take the form

of assessment, observation and advice on resources and strategies. Parents will be fully involved through discussion of the outcome and recommendations.

If it is agreed that the child needs a level of support that requires additional funding the school or Parents can apply for an 'Education Health Care Plan'. An application is made to Somerset County Council's SEND team and evidence is submitted against a set of criteria. It is the SENCO's responsibility to gather the evidence and submit the applications. This is known as **High Needs**.

Reckleford Provision Map and our SEN Information Report give further guidance on the support available to all partners involved with children with SEND at Reckleford. See SENCo, Head Teacher or the school website for this information.

Access to the Curriculum

- All teachers design the learning activities in ways that the full range of pupils can access them.
- There are a range of groupings used in the classroom based on pupils' abilities and opportunities for pupils to work at their own pace with or without support.
- Multi-sensory approaches are used to enable pupils to learn. Collaborative learning styles are encouraged as well as different methods of recording for some pupils. Where intervention work takes place this is carefully planned to avoid disruption to the curriculum and there is liaison between the SENCO, class teacher and other staff.
- Reckleford offers a STC (Somerset Total Communication Skills) environment.
- Children with High Needs may have an individual timetable and bank of signs and symbols and the Curriculum might be adapted to suit their needs and planned outcomes.

Facilities for Pupils with SEN, vulnerable pupils or those who are disabled (In line with recommendations of the Disability Discrimination Act of 2002)

- All rooms in the main building are accessible to all pupils.
- In the Nursery and Children's Centre there are appropriate changing and toileting facilities.
- Graduated response (see provision maps) to support all learning styles and needs.
- A Communication Rich Environment – Teaching styles to consider all pupils – slower, simplified delivery, repeated where necessary, pre-teaching vocabulary, signing and other non-verbal cues and emphasis on STC- Somerset Total Communication)
- Ongoing staff training for SEN
- Nurture group runs when we feel we have children that will benefit
- Sensory room
- Foxes Den – a quiet work room for interventions
- The 'middle Room' allows for learning through play and sensory play for individuals or groups as appropriate in which children are able to develop their social and motor skills, language, communication and imagination in an inspiring and well monitored

environment.

- Individual ‘Work Stations’ are set up for children who need to work individually in a less distracting environment

Accessibility

Reckleford School Accessibility Plan

Target	<u>Outcome</u>
Training for teachers on supporting a range of educational needs.	All teachers are able to more fully meet the requirements of disabled children’s needs with regards to accessing the curriculum. All children are able to access learning which is appropriate to their needs and supports good progress.
Monitoring of teaching and learning to ensure differentiation across the curriculum	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements
Classrooms are optimally organised to promote the participation and independence of all pupils	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Teaching supports a range of needs through a multi-sensory approach using visual, practical and auditory input/resources.

Interventions used

- ELSA Support (Emotional Literacy Support Assistant) – One to one intervention for pupils who need support with their Emotional Development.
- Learn to move (for coordination difficulties)
- Max's Marvellous Maths (Maths intervention)
- Talk Boost (To develop skills and confidence in talking)
- Social games
- Tailored Language interventions to meet the needs of individuals or groups (aspects of phonics, reading, writing etc)
- Individual 1:1 adult support with individual support plans
- Nurture Group

Exiting the SEN Register

If it is felt that a child no longer exhibits a need and has made appropriate progress for a sustained period of time (roughly a year) then they will be taken off the SEN register. Parents will be fully involved in this decision.

Pupils with medical conditions

Reckleford recognises that pupils at school with medical conditions must be supported appropriately so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and some may have SEN. See 'Children with Medical Conditions Policy'.

Speech, Language and Communication

A significant number of our children have difficulties in these areas. Two members of staff are 'Talk Boost' trained.

The school offers specific support to improve the language and communication of all children in order to improve their confidence, social skills and potential to be successful citizens of the future.

We use Somerset Total Communication, Talking Partners, circle times and we positively encourage learning through play.

Links to External Support Services

The following services can be called upon to offer advice:

Area SENCO - Nursery
Educational Psychology
Learning Support
Speech and Language Therapy
Occupational Therapy

Autism and Communication Team
 SEMH (Social, Emotional and Mental Health)/Behavioural Support
 PIMMS (SPOT), physical and medical support
 Fiveways Special School outreach
 The Partnership School outreach
 MAISEY
 The services for Visually, Physically and Hearing Impaired offer advice at any Stage
 Family therapy/Play therapy
 Family Support Workers/ PFSA
 Links with Health and Social Services
 The school Nurse
 GP
 Paediatrician
 The Governors monitor the Child Protection Register termly. The Headteacher is a member of the Child Protection Committee

Links with Other Schools

The SENCO attends regular Community Senco meetings, Area SENCO cluster meetings and Early Years SEND cluster meetings
 Liaison with the feeder and receiving Infant, Primary and Junior Schools and Special schools
 Fairmead Resources Centre for equipment and assessment resources
 Nursery staff liaise with Yeovil Opportunity Group and other Nurseries

Those Responsible for Special Educational Needs

The Governors

- The governing body should, in cooperation with the head teacher, be involved in developing and monitoring the school's SEND policy and SEND provision.
- Governors must be aware that the legal duty for SEND provision is directly placed on the governing body.
- They have due regard for statutory guidance and Somerset Core Standards.
- They must have high expectations and aspirations for children with SEND
- They must ensure that SEND provision is an integral part of the school development plan.
- They must ensure that all pupils with SEND are included in the school community, that they access all learning opportunities and that they are not disadvantaged.
- The **SEN Governor** must have a clear working knowledge of the SEND code of practice.
- The **SEN Governor** should be up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- The **SEN Governor** must meet regularly with the SENCo.
- The SEN Governor must raise awareness of SEND at governing body meetings and provide up to date information on the quality and effectiveness of SEND provision.

The Headteacher

- To oversee the effective day-to-day management of provision for children with SEND including the deployment of staff and resources
- Should keep the governing body fully informed and work closely with the SENCO
- To lead regular Pupil Progress meetings (at least termly) to identify and monitor the progress of children with SEND.
- To ensure SLT regularly discuss changes in legislation, Somerset Core Standards, pupils with SEND and vulnerable pupils.
- Ensure that all staff are aware of the needs of individual children.
- Ensure that teachers are aware of their responsibility to identify children with SEND and to plan for and teach children with SEND.
- Ensure a suitably qualified and experienced teacher is designated as SENCo and is allowed sufficient non-teaching time to carry out their duties.
- Ensure a School SEN Information Report is produced and published on line in accordance with section 69 of the Children's and Families Act 2014.
- Ensure the SENCo and the governors are aware of the SEND budget and how it is being used and value for money is secured.
- Ensure that SEND identification and provision are regularly reviewed.

The Special Educational Needs Coordinator (SENCO) (Mrs. Julie Foster)

- The SENCo in collaboration with the Headteacher and governing body plays a key role in determining strategic development of SEND policy and provision in school to raise the achievement of children with SEND.
- Takes responsibility for the day to day operation of the SEND policy and the co-ordination of provision for individual pupils, particularly through SEN support.
- Ensures the SEN policy is up to date and reflects current practice in school as well as taking into account new government legislation, initiatives in SEND and Somerset Core standards. The effectiveness of the policy is regularly monitored.
- To ensure that Parents and pupils (where appropriate) are involved in planning and reviewing the school's policy and provision.
- Ensure parents are aware of the school offer and information on our website.
- To ensure all staff have an understanding of the purpose of Somerset Core Standards and this is reviewed regularly.
- Co-ordinates provision supporting class teachers and Nursery Nurses and TAs to improve the quality of teaching and learning.
- Organises and provides continued professional development (CPD) for all staff with respect to SEND.
- Has the skills and knowledge to develop effective inclusion within the school.
- Liaises and develops effective partnerships with outside agencies, parents and pupils and ensure their views are taken into account.
- Provides regular feedback to the Headteacher and SEN Governor on effectiveness of provision for SEN pupils.
- Monitor, observe and assess those children identified as having SEN.
- Write and review Individual Plans with the relevant staff, parents and children.
- Support and share effective practice for children with SEN and to identify training

needs within the staff.

- Apply for and submit evidence for EHC Plans as well as to ensure that staff are maintaining appropriate evidence for these applications.
- Chair 'Planning' Meetings with agencies who are linked to the school, ie Educational Psychology, Speech and Language therapy and Learning Support. Here the SENCO will prepare a report outlining the School's work and progress in SEN and raising children, with parental permission, with whom the school has ongoing concerns.
- Hold Annual Reviews for children in receipt of High Needs Funding/EHC Plans.
- Hold School Entry Planning meetings for children with SEND needs transferring from pre-schools to our school.
- Monitor the deployment of the TAs and Nursery Assistants within the school.
- Meet with TAs and nursery staff on a regular basis in order to discuss issues of support and children who have particular needs. The SENCO is responsible for identifying training needs for the TAs and nursery staff as well as with teaching staff.
- Report yearly to Governors and Parents
- Maintain the school SEN data on a networked database, subject to the Data Protection Act
- To write, monitor and update the SEND Action Plan
- To plan and implement the School Provision Map
- Monitor provision and Interventions through progress checks against National Standards and expectations and personal targets, observations of Interventions and data analysis of progress and attainment of children with SEND.
- To update the school website with respect to SEND and current legislation
- To plan and implement transition arrangements with other schools and nurseries.
- To be aware of the local offer provision and provide support to families.

Parents

- To raise concerns about their child with the class teacher and school
- To work closely with all staff involved with their child and to share information with the school which may be relevant to their child's education
- To be fully involved in appropriate support of their child

Teachers

- Raise any concerns they may have with the parents and the SENCO.
- To plan and deliver suitably differentiated work to meet the needs of the child
- To plan for and liaise regularly with TAs/Nursery staff
- To implement and monitor targets set on Individual Plans
- To read reports from external specialists and to implement their recommendations with the support of the SENCO.

Learning Support Assistants and Nursery Nurses

LSAs and NN's play a vital role in the life of the school and particularly in supporting children with SEND. At the direction of the class teachers and SENCO their responsibilities for SEN include:

- To raise concerns they have regarding the children they have in their class with the class Teacher
- Supporting children within the classroom, as directed by the teacher
- Implementing programmes and preparing materials
- Keeping records of work done by the children and liaising regularly with the teachers
- Meeting regularly with other LSAs and SENCO
- Carrying out assessments
- Contributing to reviews
- Contributing to planning

The Voice of the Child

Confident children make more effective learners. It is essential that all children are encouraged to take responsibility for their learning and progress. All children are encouraged to express their feelings and develop their own opinions during their time at school. Accordingly they are encouraged to take part in evaluating and celebrating their own work. Those children with Personal Plans are involved in reviewing their progress and setting new targets as maturity allows.

Training and resources

- The Headteacher and SENCO monitor the training needs of staffing closely. Some training is delivered to all staff eg Team teach, STC. Other training is delivered according to the needs of the member of staff or the needs of a particular child or group of children.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the Headteacher to explain the systems and structures in place around the schools SEND provision and practice and to discuss the needs of individual pupils.
- In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development.
- The SENCO regularly attends the LA's SENCO network meetings and SENCO conferences in order to keep up with local and national updates in SEND.

- Element 2 funding is used to support children with SEN who do not receive top up High Needs funding. This is used in the most appropriate way for the child eg adult support (individual or shared), resources, staff training etc
High needs top up funding is used for specific children and is again used for adult support or training/resources.

Admission Arrangements

Reckleford promotes the successful inclusion of all pupils including those with Special Educational Needs. If a child to be admitted already has an identified special need or disability, the SENCO will liaise with the parents and relevant professionals to agree an entry plan.

Partnership with Parents

Parental involvement is highly valued and encouraged. Parents are able to have informal contact with their child's teacher on a daily basis.

Informal contact is encouraged and many parents help the school in a wide range of ways.

Parents are fully involved in the on going process of reviewing their child's needs, provision and forming their individual plans.

Parents are fully informed of concerns and permission is required before any formal involvement of external services.

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Complaints Procedure

A concern or complaint can be made in person, in writing or by telephone. They may also be made by a third party acting on behalf on a complainant, as long as they have appropriate consent to do so.

Concerns should be raised with either the class teacher, SENDCo or headteacher. If the issue remains unresolved, the next step is to make a formal complaint.

Complainants should not approach individual governors to raise concerns or complaints.

They have no power to act on an individual basis and it may also prevent them from considering complaints at Stage 2 of the procedure.

Complaints against school staff (except the headteacher) should be made in the first instance, to Vanessa May (The Headteacher) via the school office. Please mark them as Private and Confidential.

Complaints that involve or are about the headteacher should be addressed to Anne-Marie Devlin (the Chair of Governors), via the school office. Please mark them as Private and Confidential.

Complaints about the Chair of Governors, any individual governor or the whole governing body should be addressed to Tina White (the Clerk to the Governing Body) via the school office. Please mark them as Private and Confidential.

For ease of use, a template complaint form is included at the end of this procedure. If you require help in completing the form, please contact the school office. You can also ask third party organisations like the Citizens Advice to help you.

In accordance with equality law, we will consider making reasonable adjustments if required, to enable complainants to access and complete this complaints procedure. For instance, providing information in alternative formats, assisting complainants in raising a formal complaint or holding meetings in accessible locations.

Please see Complaints Procedure and Policy for further guidance.

Reviewing the Policy

The success of the School's SEN policy is evaluated through:

- The SEN development plan which is reviewed and drawn up annually
- SEN reports to Governors
- Reviews of Personal SEN Plans
- Assessments
- Analysis of pupil tracking data
- Monitoring of classroom practice and interventions by SENCO and subject Coordinators
- Meetings between SENCO and staff
- Parent meetings
- Self Evaluation of staff roles and responsibilities
- Performance management of all staff

Ultimately the success of the policy will be judged through all children making at least expected progress against national expectations. Children with the most complex needs should make progress which is deemed reasonable by all professionals involved.