

Inclusion policy for Special Educational Needs and Disability



We aim to be a truly inclusive school where all children are valued and given the opportunity to achieve their potential through a broad and balanced curriculum.

The Special Educational Needs Coordinator (SENCo) is Miss Catherine Jordan. There are two named SEN governors: Mrs Felicity Langford and Mrs Pat Boyle. The Head Teacher is Mr Paul Laycock.

1. Definitions

Children have special educational needs if they have a **learning difficulty** or **disability**, which calls for special educational provision to be made for them.

Special educational provision means educational provision, which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2. Aims and objectives

The aims of our special educational needs and disability (SEND) policy at Wigginton Primary School are:

- That children with SEND have their particular need(s) identified at an early stage and that they should be supported to ensure continuing progress and development Code 6.14
- That children with SEND be given full access to a broad, balanced and relevant education within the Foundation Stage and the National Curriculum. Code 6.12
- That children with SEND be able to take a full part in all aspects of school life, both within and outside the classroom
- That the views and wishes of the child concerned be taken into account, in the light of their age and understanding. Code 1.1
- That parents of children with SEND be informed, supported and involved in their children's education and be able to contribute towards their on-going development
- That all staff working in the school share in the responsibility of meeting the needs of the children with SEND and are given the opportunity to CPD
- To provide specific input, matched to individual needs, in addition to adaptive classroom provision, for those pupils with SEND.
- That the school develop in all children an awareness of the needs of children with SEND and foster a positive attitude and supportive environment.
- That the effectiveness of the school's policy and provision for SEND be kept under regular review
- 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 secondary school.

3. Roles and Responsibilities

All staff members share in the responsibility for SEND.

The role of the Class teacher

- It is the Class Teacher's statutory responsibility to provide Quality First Teaching for all pupils, including those with SEN

The Role of the Governors

- The Governing Body monitor and review the effectiveness of the school's policy and provision for SEN.

The Role of the Head Teacher

- The Head Teacher has responsibility for the day-to-day management of provision for children with SEN
- He will keep the governing body informed of the school's arrangements and provision for children with SEN
- He will appoint a Special Educational Needs Coordinator (SENCo) for the school
- He will keep up to date through the SENCo with all action taken towards helping pupils with SEN

The Role of the Special Educational Needs Coordinator

It is a statutory requirement that the SENCo holds the qualification for The National Award for Special Educational Needs Coordination.

The key responsibilities of the SENCo are:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- providing professional guidance to colleagues and will work closely with staff, parents and other agencies
- liaising with the relevant designated teacher where a looked after pupil has SEN
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- overseeing the records of all children with SEN
- liaison with parents of children with SEN
- maintaining a range of resources and teaching materials to enable appropriate provision to be made
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with and being a key point of contact with external agencies including the Local Authority's support and educational psychology services, health and social services, and voluntary bodies including at transition points
- keeping informed of current developments with special education through continued professional development
- contributing to the in-service training of staff

4. Admission Arrangements

Wigginton Primary School strives to be a fully inclusive school. All pupils are welcome, including those with SEN. Parents are encouraged to share with the Head Teacher any special educational needs that have been identified in their child. The school will then try to ensure that appropriate provision is in place to support the child on entry and throughout their time at the school.

5. Identification

Each child with SEN is unique and their needs will be considered individually. However children's needs broadly fall into four areas:

- (a) *cognition and learning needs*
- (b) *social, emotional and mental health*
- (c) *communication and interaction needs*
- (d) *sensory and/or physical needs*

Pupils with SEN are identified through the school system for regularly observing, assessing and recording the progress of all children. This includes:

- *Performance and/or behaviour monitored by class teachers as part of ongoing observation, assessment and target setting*
- *Specific assessments completed by the SENDCo*
- *Development matters in Early Years*
- *Progress against National Curriculum objectives, including Pre Key stage standards.*
- *A Pupil passport or Education and Health Care Plan*
- *Assessment by a specialist service, such as educational psychology or CAMHS.*
- *Identifying additional needs*
- *Another school or Local Authority, which has identified or has provided for additional needs.*

Parents will always be informed and their child's needs discussed before they are added on the SEN register.

6. The graduated Approach to SEN Support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services. The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need.

Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments; interventions and support will be put in place, the expected outcomes and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and teaching strategies or approaches that are needed. This will be recorded on a pupil passport. Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

Do

The pupil's class teacher retains overall responsibility for their progress. Where the plan involved group or 1:1 teaching away from the main class they still retain responsibility for the pupil. They will 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 will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

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.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

The views of parents and pupils

The level of progress the pupil has made towards the outcomes

The views of the teaching staff who work with the pupil.

The teacher and SENCO will revise the outcomes and support in light of the pupils progress and development, and in consultation with the pupil and their parents.

All children on the register are given a Pupil Passport which sets out specific learning targets and the necessary provision. These are shared with children and parents at each assessment point. For children with an EHC plan there is a statutory review process involving parents and all relevant professionals.

Statutory Assessment/Education and Health Care Plans

The Local Authority is responsible for the determination of an Education Health and Care Plan, which is subject to annual review. This plan focuses on outcomes, and the achievement of these outcomes, as a collaboration between Education and Health services.

7. Partnership with Parents

At Wigginton Primary School we always seek to work in partnership with parents. The school and parents will work collaboratively to gain as much information as is possible about the child's difficulties and progress. This information will then feed into appropriate provision.

Parents are always informed when a child is first identified as having SEN and the class teacher will explain about the targets set and arrangements made for the child.

Parents are welcome to make a contribution towards the evaluation and target setting.

Parents are involved in any consideration of referral for Statutory Assessment and play an active part in the Statutory Assessment process. If their child has an EHC plan then parents are fully involved in all review meetings.

SENDIASS is available to support all parents of children with SEN. The service offers impartial advice, information about parents' rights and responsibilities, and help for parents and children in putting their views forward.

Participation of Pupils

Children with SEN can have a unique knowledge of their own needs and circumstances and their own views about what support would help them. We seek to show sensitivity and respect in listening to children and to take their views into account when planning provision.

We encourage self-evaluation and involvement in target setting. Where appropriate, and depending on their age, pupils are involved in review meetings or make a written contribution to the discussion.

We use pupil and parent questionnaires to gather views and opinions.

8. Transfer Arrangements

When a child with special educational needs moves to another school, full records of assessments, interventions and outcomes will be forwarded to the receiving school. When children are moving on to Secondary School in York, where possible, needs are discussed with the SENCo at the Secondary School.

When a child with an EHC plan is transferring to secondary school, parents will be invited to visit secondary schools when the child is in Year 5. This enables the parental preference for secondary school to be discussed and recorded in the Annual Review report prior to general application process. On the basis of the report the

SEN Service will then consult with the school concerned and arrangements will be finalised at the same time as all other pupils transferring to secondary school.

9. Complaints Procedures

Wigginton Primary School recognises that the relationship of partnership with parents is crucial to the progress of all pupils. Parents are encouraged to consult the class teacher or SENCo to discuss any concerns or problems. If, however, there is a complaint regarding the SEN provision for a child, there is a formal procedure for complaints available on the school website.

SENDIASS is able to support parents at any point in the complaints procedures.

10. Staff Development

All staff adhere to the policy and procedures for SEN provision within the school. It is important that all staff, both teaching and support staff, feel appropriately supported in their work with children with SEN. Continuing staff development focuses on increasing awareness of inclusion issues and on the variety of teaching strategies and learning resources available.

All staff are provided with regular opportunities for training courses related to the particular needs of the children they are working with or to prepare for particular intervention programmes. In addition, the SENCo attends specialist training and disseminates information to the staff. From time to time members of external agencies and support services may hold training sessions for the whole staff on particular SEN issues.

11. Links with other Agencies, Organisations and Support Services

Wigginton Primary School has a service level agreement with the Local Authority to provide support services. An Educational Psychologist is linked to the school and works in consultation with the head teacher and SENCo to provide advice and support. In addition there are services covering:

- Hearing and visual impairment
- Physical disability and medical needs
- Behaviour, emotional and mental health difficulties
- Autistic Spectrum Condition
- Speech and Language Difficulties

Where appropriate the school also works in partnership with the Health Service, Social Services, Educational Welfare Service and local and national voluntary organisations.

12. Evaluating Success

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

- analysis of pupils tracking data and test results for individuals and cohorts of children
- pre and post assessment data for interventions
- monitoring of classroom practice by senior leadership and subject coordinators
- school self-evaluation
- the Local Authority SEN moderation process
- the School Improvement Plan and SEN Action Plan

Allocation of Resources

Wigginton Primary School follows Local Authority guidelines to ensure that all pupils' needs are met. Resources are used to fund extra teaching and support staff, teaching materials and specialist equipment.

Ratified: 6.5.24

Signed _____ *(Chair of Governors)*

Signed _____ *(Headteacher)*