

INCLUSION and SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY 2017-2018

From September 2014 all schools and academies are required to publish information about their SPECIAL EDUCATIONAL NEEDS and DISABILITY (SEND) provision. In Wiltshire, this will form part of a Local Offer and details about our SEND provision, and that of other schools and agencies provision, will be found under a dedicated Local Offer website.

Holbrook SEND Information Report will be published annually.

Definition of Special Educational Needs

- The SEND Code of Practice (2014 - 1.xiii-xiv) defines SEND as
 - A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Aims

We aim to provide every possible opportunity to develop the full potential of all children. All children have the right to a broad and balanced curriculum including extra-curricular activities where appropriate. We aim to identify a child's special educational need and / or disability as early as possible and to ensure that an effective and appropriate curriculum is planned for him/her. Our aim is that all children with special educational needs and / or disability participate in activities compatible with the efficient education of other children and the efficient use of resources.

Objectives:

- to identify and monitor children with special needs as early as possible so that appropriate provision is made to enable children to learn more effectively and independently, and their attainment raised;
- to involve children and their parents / carers, in the process of target setting and review;
- to liaise closely with outside agencies to support needs and provision;
- to raise the self-esteem of children;
- to offer equal opportunities;
- to work in close partnership with parents / carers who play an active and valued role in their child's education;
- for all classrooms to be inclusive;
- to support children's social, emotional and mental health;
- to ensure provision meets the needs of the children;
- to use effective interventions to raise standards;
- to use Individual Education Plans to monitor and evaluate provision.

Admission Arrangements

We follow the Local Authority's policy on admissions. Children are admitted to Holbrook irrespective of any special educational need and / or disability or disability they may have, provided that the child's needs can be met.

Roles and Responsibilities

Class teachers

The class teacher is responsible for all pupils in his/her class, including those with an SEND. Class teachers are responsible for identifying an initial concern about a child and ensuring that the curriculum is differentiated appropriately. Where possible we try to meet every child's needs within the classroom through our usual planning and teaching approaches. (See 'Identification and assessment arrangements' below for further information)

The class or subject teacher is responsible for working with the child on a regular basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, teachers retain responsibility for the pupil. Teachers work closely with Learning Support Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

SENCO and Inclusion Manager

The school's SENCO and Inclusion Manager is responsible for;

- the day-to-day operation of the school's SEND policy;
- providing an overview of and co-ordinating the SEND provision planned by teachers
- liaising with, and advising fellow teachers;
- maintaining the school's Additional Needs / SEND register and overseeing the records of all pupils with special educational needs and/or disability;
- advising and supporting those within school who work with children with special educational needs and/or disability;
- liaising with colleagues, parents, governors and outside agencies to inform and support;
- co-ordinating relevant information from within school or from outside agencies
- liaising with staff over the completion and reviews of Individual Education Plans and the gathering of evidence using the GRSS document;
- monitoring and evaluating the SEND policy in consultation with the governors and staff;
- liaising, as necessary, with other schools;
- supporting the deployment of support staff
- contributing to and, where necessary, leading CPD of staff.

Head Teacher

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including a strategic oversight of the provision for pupils with SEND.

The Head teacher has responsibility for appointing a SENCO / Inclusion Manager. He manages the SENCO and Inclusion Manager in the performance of her duties.

The Head teacher ensures that the school's duties in relation to pupils with SEND are discharged.

The Head teacher has a responsibility to provide an information report to parents on the provision for pupils with SEND. This is published on our website and updated annually.

Governing Body

The governing body must:

- do its best to ensure that the necessary provision is made for any child with special educational needs;

- have regard to the Special Educational Needs and Disabilities Code of Practice;
- ensure teachers are aware of the importance of identifying and providing for children with SEND;
- ensure parents / guardians are notified by the school that SEND provision is being made for their child;
- ensure the SEND Information Report is reviewed annually and made accessible on the school website.

The governors play an important role in monitoring the quality of SEND provision.

External specialist services and facilities

Holbrook also accesses specialist services to support the school, its pupils and their families;

These include:

- Speech and Language Therapy
- Occupational Therapy
- Child and Adolescent Mental Health Services (CAHMS)
- Special Educational Needs Support Service (SENSS)
- Behavioural Support Service (BSS)
- Educational Psychology Service
- School nurse
- Wiltshire Outdoor Specialist Provision
- Ethnic Minority Advisory Service (EMAS)
- Relate Time to Talk Counselling service for children
- Links to specialist schools
- Common Assessment Framework (CAF)
- Hearing Impairment and Visual Impairment Services
- Social Services

Identification and assessment arrangements

The school follows guidance contained in the Special Educational Needs Code of Practice (2014). The Code recognises children's additional needs and requirements fall into four broad areas but that these are not rigid categories. These are:

- Communication and Interaction needs
- Cognition and Learning needs

- Social, emotional and Mental Health needs
- Sensory and/or physical needs

Following a review of strategies it may be necessary to make provision which is additional to, or different from, that which is already provided. The teacher will begin a GRSS (Wiltshire document for Graduated Response to SEND Support) for advice and to gather evidence. The teacher and Inclusion Manager may also use:

- Termly assessments
- Parent/carer and child views
- Observations and feedback
- Working with other colleagues
- Behaviour and Bullying logs

Then, in consultation with the parents/carers and Inclusion Manager the child will receive support and provision at SEN School Support level.

Following a review of the strategies or approaches and using the GRSS checklists, it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child: -

- makes little or no progress even when teaching approaches are targeted to their particular needs;
- shows signs of difficulty in developing skills in literacy or mathematics;
- shows persistent signs of social, emotional or mental health difficulties;
- has physical or sensory problems and despite specialist equipment being provided still makes little or no progress;
- have communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from the parents / carers, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we will consider with the parents / carers and the child the next steps. Individual Education Plans will be regularly monitored by the Class teacher and Inclusion Manager and the impact of intervention assessed.

The Individual Education Plans will include:

- Expected outcomes;
- Provision to meet outcomes;
- Impact and evaluation 4 times a year.

Outcomes After Review.

Where a child still makes little or no progress after the recommended GRSS Assess, Plan, Review, Do cycle, we will discuss with the parents/carers and the child the need for us to approach the LEA to request a statutory assessment for an Educational and Health Care Plan (EHCP). This request can be made by the school or the parents/carers. Where a child has an EHCP we will carry out an annual review which parents/carers, child, outside agencies, Inclusion Manager, class teacher and LSA will be invited to attend. Where a child is under the age of 5 the review will be held every six months.

Transition

When children move to another primary school, or on transferring to secondary school records are sent on, including any SEND provision, action taken or Provision Map. Year 6 teachers, Inclusion Manager and Pastoral Manager liaise with the named secondary school contact to ensure a smooth transition to their next school.

Pre-school children who have been identified as having special educational needs and/or disability are discussed at TISM meetings before they start school so that their needs can be met once they start at Holbrook.

Smaller transitions within the class are supported using individualised strategies and provision, for example, Meet and Greet, Visual Timetables and Quiet Areas.

Accessibility

Holbrook publishes a three year Accessibility Plan. This is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We ensure that children with Special Educational Needs and/or Disabilities are able to access extra-curricular activities by listening to the parent/carer and child voice, risk assessments, additional adult support and other professional advice.

Partnership with parents / carers / children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. Parents/carers are encouraged to initially approach the class teacher if they are concerned that their child may have an SEND. They are fully involved in the identification, assessment and decision-making process in the school. Parents'/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the Provision Map. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Complaint procedure

Parents/carers are encouraged to first consult with the class teacher. If the parent/carer feels that their complaint has not been dealt with appropriately they can then refer the complaint to the Inclusion Manager, or Senior Leadership. If the matter remains unresolved parents/carers can contact the Governing Body. The complaint could also be taken to the Local Authority.

Further details can be found in the Complaints Policy.

Review

This policy will be reviewed annually.

Agreed by the governing body meeting on

Date

Signed