Glendale Community Middle School and Wooler First School

11- SEND and Inclusion Policy

Revised: 23rd November 2017

Chair of Governors:

Signed:

Date of next Review: Autumn Term 2018

Wooler First School & Glendale Community Middle School

Special Educational Needs and Disabilities (SEND) Policy

Introduction:

This policy encompasses the educational provision at the shared site of both Wooler First School and Glendale Community Middle School. Wooler First School includes Little Acorns Nursery and for the purposes of this shared policy the three settings are collectively referred to as *the school* throughout the policy. Our SEND policy is in keeping with the school's aims, its teaching and learning policies, and its policy on single equalities and diversity. Wooler First School and Glendale Middle School adopt a whole school approach to Special Educational Needs and Disabilities. We are committed to ensuring that students with SEND achieve their full potential. Our guiding principle is one of inclusion: one in which the teaching and learning achievements, attitudes and well-being of all pupils matter - including those identified as having special educational needs and disabilities. We believe in positive intervention to identify and remove barriers to learning and accelerate levels of achievement. The culture, practice, management and deployment of the school's resources are designed to ensure all pupils' needs are met.

The Governing Body believes that all pupils, regardless of ability and behaviour, are valued equally at Wooler First School & Glendale Community Middle School. SEND pupils are not viewed as a separate entity but are part of the whole school approach where different pupil's needs are recognised and met through varied and flexible provision throughout the curriculum.

Objectives and Guiding Principles of the SEND and Inclusion Policy:

- To ensure that all pupils, whether or not they have SEND, have access to a broad, balanced and relevant curriculum which is differentiated to meet their individual needs.
- To ensure early identification, assessment and provision for any pupil who may have special educational needs.
- All children with Special Educational Needs can learn and make progress even if only in very small steps – they deserve to have their progress celebrated and shared.
- To integrate students with special educational needs and disabilities as fully as possible within the framework of the school.
- To support vulnerable groups of pupils e.g. Looked After Children and Young Carers.
- To help every child realise his or her full potential and optimise their self-esteem.
- To enable all staff to play a part in identifying SEND pupils and to take responsibility for recognising and addressing the needs of each individual.
- To encourage the whole school community to demonstrate a positive attitude towards SEND.
- To encourage an effective parent partnership in developing and implementing a joint learning approach at both home and at school. All children with SEND and their parents have the right to be involved in assessing progress and identifying next steps.
- To encourage and support pupils to participate in all decision-making processes that occur in their education i.e. their views sought and taken into account.
- To follow the SEND Code of Practice 0-25 (2014) which recommends a graduated approach whereby appropriate actions are matched to the individual child's needs.
- All teachers at Wooler First School and Glendale Middle School are teachers of SEN. We endeavour to ensure that teachers in our schools are able to identify and appropriately provide for those pupils who have SEND, allowing them to be included throughout the curriculum and school life.

Compliance
This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.
- Teachers Standards 2014

Executive Head teacher: Mike Deane-Hall
SENDCo: Rachel Bullen

Definition of Special Educational Needs
The Special Educational Needs Code of Practice (DFES, 2014) states 'a child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.'

A child may be considered as having a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders the child 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
- is under compulsory school age and falls within the definition at (1) or (2) above or would do so if special educational provision was not made for the child.

Broad Areas of Need
There are 4 broad areas of need:

• Communication & Interaction

• Cognition & Learning

• Social, Emotional and Mental Health Difficulties

• Sensory and/or Physical Needs

Curriculum entitlement:
All pupils, including those with SEND, will have access to a broad and balanced curriculum, which will include the National Curriculum. The Governing Body of the school is ultimately responsible for ensuring that all pupils receive the curriculum to which they are entitled.

The special educational needs budget will be used to access resources, support staff and where necessary adapt the school environment in order to allow all pupils to access the curriculum and fulfil their development potential.

At some stage of their education, a number of pupils may experience difficulties in accessing certain areas of the curriculum, but may not necessarily require additional support. These pupils

will be supported through differentiation by the teachers within their normal classroom environment.

A Person Centered Approach

Children and young people with Special Educational Needs and Disabilities often have a unique knowledge of their own requirements as well as suggestions about what help they require to make the most of their education. At Wooler First School and Glendale Middle School, pupils are encouraged, where appropriate, to participate in all the decision making processes and contribute to the assessment of needs, their review and transition processes. Pupil voice is at the heart of every stage and we encourage them to take responsibility for their own learning and development. Pupils at Wooler First School and Glendale Middle School regularly complete 'Pupil Passports' which allow the pupils opportunities to document their own views about the learning.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs and teaching such children is, therefore, a whole school responsibility.

At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. The majority of children will learn and progress within these arrangements, but those children whose attainment falls significantly outside the expected range may have special educational needs.

Early identification is vital and the school uses a graduated response to children's special educational needs as outlined in the Code of Practice. The class teacher makes an initial identification and informs the SENDCO and parents at the earliest opportunity to share concerns and enlist their active support and participation.

SEND Support

Where a child is identified as having SEND we work in partnership with parents to establish the support the child needs. Once a child's needs have been discussed by relevant parties they are recorded and decisions made about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents or carers are central to these discussions.

A Personal Learning Plan (PLP) is written, which is reviewed termly. Parents or carers are invited to discuss this plan, their child's progress and the support and targets. Class/Subject teachers, Form Tutors and the SENDCo are available for further discussions by appointment through the school office.

We adopt a graduated approach with four stages of action: assess, plan, do and review.

• Assess - in identifying a child as needing SEND support the teacher, working with the SENDCo, the child [if appropriate] and the child's parents or carers, carries out an analysis of the child's needs.

• Plan - where it is decided to provide additional support all those concerned agree on the desired outcomes and interventions and support are planned and recorded.

• Do - the teacher remains responsible for working with the child on a daily basis and oversees the implementation of the interventions or support agreed.

• Review - the effectiveness, impact and quality of the interventions or support is reviewed by the teacher and SENDCo. This should feedback into the analysis of the child's needs. They revise the support in the light of the child's progress and development and decide on any changes needed. Parents or carers should have clear information enabling them to be involved in planning the next steps.

Roles and Responsibilities:

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **governing body** must ensure that:

- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy through the annual report to parents
- they have regard to the requirements of the *SEND Code of Practice* (2014)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- they, and the school as a whole, are involved in the development and monitoring of this policy
- SEND provision is an integral part of the school development plan
- the quality of SEND provision is regularly monitored.

The **special educational needs and disabilities co-ordinator** (SENDCO) is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordinating the provision for pupils with SEND
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- *supporting* class teachers in devising strategies, drawing up Intervention Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom

- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests and statutory testing.
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENDCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in LEA SEND moderation.

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND.

Teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Accessibility Plan
See this plan for details about access arrangements.

Admissions arrangements:
Please refer to the current Admissions Policy.

Policy on SEND training for staff:
Whole staff training for SEND will be identified and met through the staff training programme and will be organised as required to meet the current needs of the staff. These will be led by SENDCO, another member of staff or by appropriate outside agencies. Teaching assistants will be expected to attend relevant inset sessions and external courses.

Inclusion of pupils within and beyond school:
Wherever possible all pupils with SEND will join in all activities of the school with pupils who do not have special educational needs, although there may be occasions where this may not be appropriate. This inclusion policy covers all areas of the curriculum, acts of worship, school visits, including residential trips, sporting activities, social activities, lunch times and break times and all other school events.

Curriculum:

Staff will monitor the standard of achievement of individual pupils through:

- Teacher observation and marking of daily work
- Assessment records of reading, spelling, maths, science and foundation subjects
- SATS in Year 6
- Appropriate reading and spelling tests
- Half year and end of year teacher assessment in line with the National Curriculum

Access to modification and disapplication from the National Curriculum:

The programmes of study for each key stage for each subject of the National Curriculum will be taught to all, or at least the great majority of, pupils in the key stage, in line with the National Curriculum documents.

Appropriate provision will be made for pupils who need to use:

- Means of communication other than speech, including computers, technological aids, signing, symbols or lip reading
- Non-signed methods of reading, or non-visual or non-aural ways of acquiring information
- Technological aids in practical and written work
- Aids or adapted equipment to allow access to practical activities within and beyond school

In the exceptional case of such a curriculum being inappropriate for a pupil with special educational needs, the head teacher may give a special direction for either modifying or not applying the National Curriculum for the pupil for a period of up to six months, in accordance with section 19 of the 1988 Education Reform Act.

The only other time a disapplication or modification will occur will be when this is amended by and registered on a pupil's EHC Plan.

Our School's Graduated Approach to SEND

Wave 1

Quality First Teaching [QFT]

Children receive inclusive quality first teaching which may include the provision of differentiated classwork. Some children at this level may be on a monitoring list, their progress being carefully tracked and reviewed.

Wave 2

Additional School Intervention

Continued or increased concern may lead to children receiving additional targeted interventions to accelerate their progress to age-related expectations. These may include group or 1:1 teaching. The SENCo will work closely with any support staff to plan and assess the impact of the support and interventions and to link them to classroom teaching.

Wave 3

High Need

Where a child continues to make less than expected progress, despite interventions, they will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential. When appropriate, specialist outside agencies support this and work with school staff to select effective teaching approaches, equipment, strategies and interventions in order to support the child's progress. If support is not impacting on the child's progress and this is still of significant concern, the school, after consultation with parents and other professionals, will request an Education, Health and Care Needs Assessment from the Local Authority. Parents can also request an EHC Needs Assessment.

The school will meet its duty to respond to any request for information relating to a statutory assessment to the local authority within 6 weeks of receipt.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendations of feedback from the local authority, regarding how the pupil's outcomes can be met through the schools existing provision.

Education, Health and Care (EHC) plans

In some instances, the support put in place by Wooler First School and Glendale Middle School and outside agencies, may not be sufficient to effectively meet the needs of children with SEND. In this instance, it will then be necessary for the school to work in partnership with parents and external agencies to consider whether to ask the local authority to initiate a statutory assessment. Dependent upon the outcome, a statutory assessment may then take place. Following this assessment, the local authority may issue a statement of the child's Special Educational Needs.

Wooler First School & Glendale Middle School will meet its duty to respond to the local authority within 15 days, if it is named on a pupil's EHC plan.

- The school will admit any child that names the school in an EHC plan.
- The school will ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and that arrangements are in place in to meet them.
- The school will request a re-assessment of an EHC plan at least 6 months following an initial assessment, if a pupil's needs significantly change.

Reviewing an EHC plan

Wooler First School & Glendale Middle School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the local authority if requested.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited.
- Send any advice and information gathered to all those invited at least two weeks prior to the annual review meeting.
- Cooperate with the local authority during annual reviews.
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting.

Parent Partnership:

The aim is to develop a partnership where professionals and parents work together in the best interests of the child. Wooler First School & Glendale Community Middle School recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the pupil will also be sought and taken into consideration.

Parents are fully involved in the school-based response for their child, and we will ensure that they understand the purpose of any intervention and any subsequent programme of action. Parents are informed when a teacher considers that a child's needs are significant enough for the child to be placed on the SEND Register. At this point, careful monitoring of the pupil will take place together with a differentiated curriculum. An Intervention Plan will be created for pupils at School Action Plus level where appropriate. Regular meetings are held with parents, teachers, SENDCO and the pupil, as appropriate, to review the pupil's progress and programme of learning.

During the procedure of applying for a statutory assessment the parents will be given as much help, advice and support as possible. They will be given a copy of the Northumberland County Council's "Parental Advice for Statutory Assessment" and asked to complete the form.

The schools formally report on pupil's progress once a year through the annual written report and also reports end of Key Stage SATs results in writing at the appropriate time. There are opportunities for teachers to consult with parents on a number of occasions throughout the year.

There is an annual parents evening as listed on the School Calendar and in addition we operate an open door policy. Parents are welcome to make an appointment to talk to teachers whenever they have a concern about their child (at a mutually convenient time). Whenever a specific concern is mentioned by a parent it will be discussed and results either reported back or discussed with parents.

Partnership with Pupils

Children's views matter to us. Whenever appropriate, from an early age, children are encouraged to be actively involved in setting targets for their Intervention Plans and reviewing their performance. For their annual review children with EHCPs are asked more formally about their views, their learning, their targets and the support or interventions they are given.

Relationship with Outside Agencies:

The school is able to make referrals to a number of outside agencies including the Locality Inclusion Support Team (which includes access to the Educational Psychologist Service, Behaviour Support, Communication Support Service, and the Educational Welfare Officer). Where necessary, the school will refer a pupil to an external specialist, after consultation with parents.

The school also has contacts with health professionals, such as the school nurse, speech and language therapists and occupational therapists. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parent's permission.

School staff have been trained about the Early Help Assessment (EHA) and its function with reference to multi-agency communication. EHA and Team Around the Family (TAF) meetings are held frequently, where necessary, to discuss children's development with all professionals involved. Our involvement with external agencies are crucial to ensure we provide comprehensive support for our pupils with SEND.

Links with other schools:

Whenever any pupil transfers to another school, including special schools, Wooler First School & Glendale Community Middle School will pass on any relevant information. In addition, for SEND pupils, there will also be dialogue between the teacher and/or SENDCO and/or Head Teacher and a senior member of the other school's staff.

Through attendance at local cluster SEND partnership meetings, the SENDCO is able to liaise with other professionals and external agencies. This includes the sharing of recommended resources, guidance for interventions and strategies that can be used to support children with SEND.

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCO. For a problem that might need time to explore fully, parents/carers should make an appointment through the school office.

In the event of a formal complaint parents are advised to contact the headteacher, or a governor if they prefer.

Monitoring and evaluation

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

- monitoring of classroom practice by the SENDCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts

- value-added data for pupils on the SEND register
- monitoring of procedures and practice by the SEND governor
- school self-evaluation
- the school's annual SEND review, which evaluates the success of the policy and sets new targets for development
- the school development plan, which is used for monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce Intervention Plans and targets, revise provision and celebrate success.

Resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher confers with other staff to determine the level of SEND budgetary resources, including funding directly related to statements.

The school provides for:

- Additional learning support
- Non-contact time for the SENCo
- Material resources
- Assessments by the specialist teaching service
- Courses for staff

Data and record keeping

Wooler First School & Glendale Middle School will:

- Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Record details or additional or different SEND provision on a provision map.

Confidentiality

Wooler First School & Glendale Middle School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings for the purposes of investigations of maladministration under the Local Government Act 1974.

- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.

To the principal (or equivalent position) of the institution at which the pupil is intending to start higher education.

This policy should be read in conjunction with all other school policies, in particular Single Equalities and Diversity Policy, Accessibility Plan, Teaching and Learning Policy, Admissions Policy and Assessment Policy.

Appendices

1. Recommendations from the Green Paper 2011

The key recommendations are as follows:

- Replacement of SEND School Action/School Action Plus with a new category
- Removal of Individual Education Plans
- Statemented pupils will have an 'education, health and care plan' from birth to 25years old.
- Personal budgets for parents of statemented pupils
- Voluntary/community sector to be responsible for SEND assessments – no longer the local authority.
- Re-establishment of Special Schools

2. Intervention Programmes available in School.

Behaviour support
Behaviour support is given to all children with a need as part of everyday classroom practice. Further support is sometimes requested and delivered by a specialised behaviour support teacher from Northumberland County Behaviour Support Team.

ELSA support
Emotional support and counselling is provided for anxious or vulnerable pupils or those with specific needs [e.g. bereavement] by specially trained LSAs. These pupils are able to spend time in a designated room at break/lunch times and also receive support in sessions throughout the week as required.

First Class at Number
Focused group mathematics activity designed to narrow the gap between children and their peers.

Handwriting Intervention
Including Speed Up handwriting and Write from the Start.

Occupational Therapy
As directed by professionals.

One-to-One tuition
One-to-one tuition is available to some children who have been unable to make the expected progress in whole class or small group settings. These children receive support working on a skill they have failed to secure or a previous misconception which is hampering their progress.

Read Write Inc
Structured phonics programme used as part of daily teaching as well as intervention groups.

Small Group intervention
Sessions lead by teaching staff for children working below age expected levels. These are specifically designed by the teacher for the needs of the individual children.

Talk Boost
Used in small groups to improve children's language skills.

Words First, Black Sheep and Sidney Programmes
These are used to support any child identified with specific literacy needs.

Speech and Language Support
As directed by professionals.

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