



Special Educational Needs & Inclusion Policy

Swaffham Prior C of E Primary School



At Swaffham Prior we want all children to learn within a safe, and peaceful community. Through broad and balanced experiences, we inspire wonder, encourage perseverance and individual growth. Our Christian values underpin our peaceful school where we work in partnership with families to nurture the whole child and instil compassion towards others providing a basis for a hopeful future.

June 2019



SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

OUR VISION

At Swaffham Prior Church of England Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability, however this policy covers all of these pupils.

DEFINITION OF SEND AND DISABILITY (SEND)

The Children and Families Act 2014 defines special educational needs as when a child or young person has a learning difficulty or disability which calls for special educational provision to be made for them. 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.
- 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.

We are committed to Inclusion and believe that all children should be equally valued in school whatever their age, gender, ethnicity, impairment and background. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish, feel safe and achieve.

Every teacher is a teacher of every child or young person including those with SEN.

THE AIMS OF OUR SEND POLICY

- To identify pupils with special educational needs and disabilities (SEND) and ensure that their needs are met.
- To secure good outcomes for pupils with SEND by having high expectations and aspirations.
- To ensure that children with special educational needs and disabilities join in with all the activities of the school through differentiated planning by class teachers, SENDCo, and support staff as appropriate.
- To ensure that all learners make the best possible progress.
- To ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school.
- To ensure that learners and their families express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.
- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as requiring SEND Support.
- To enable children to move on from our school well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to *cognition and learning, communication and interaction, social, emotional and mental health difficulties or sensory and physical difficulties*.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We aim to identify pupils' needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The success of the school's SEND policy will be judged against the aims set out above. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year, in response to identified need is detailed in the School Information Report.

At Swaffham Prior Primary School we pay particular attention to the provision for, and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs (see definition above)
- learners who are disabled
- those who are looked after by the local authority (LAC)
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

KEY ROLES AND RESPONSIBILITIES

Class teachers are responsible for planning for the needs of all children in their class, including those with SEND. Class teachers will write the termly Pupil Passport, with the support of the SENDCO, for each child and will then meet with parents to discuss the targets, the provision in school and how support can be given at home.

The Special Educational Needs Co-ordinator (SENDCO): Mrs Rachel Holt (Rholt@swaffhamprior.cambs.sch.uk)

The SEND governor is Mrs Tania Verdonk. She can be contacted through the school office (office@swaffhamprior.cambs.sch.uk)

The SENDCo is responsible for:

- overseeing the day to day operation of the SEND policy
 - coordinating provision for children with SEND
 - ensuring there is liaison with parents and other professionals in respect of children with SEN
 - advising and supporting other practitioners in the school
 - contributing to the CPD of the staff
 - ensuring that appropriate interventions and target setting are in place, and that relevant background information about children with SEND is collected, recorded and updated
 - liaising with external agencies
- All staff are responsible for children with SEN and are responsible for planning and providing suitable provision for them.
 - Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEND. We work on a regular basis with the following:
 - Social Services
 - Educational psychologist service
 - Education Welfare Service
 - School Nurse
 - Community Paediatrician
 - Speech Therapy service
 - Physiotherapy
 - Occupational Therapy
 - Specialist teaching service
 - Health professionals
 - Early Years support team
 - Locality Team including Parent Support Advisers (PSAs)
 - Family Intervention Partnership (FIP)
 - The SENDCo Maintains the school's special needs register and oversees the record keeping by class teachers on all pupils with special educational needs.

- The SENDCo will be alerted to newly arising concerns through discussion with class teachers.
- Targets arising from Pupil Progress meetings or target setting meetings and reviews will be used to inform and support whole class approaches to Inclusion, e.g. differentiation, communication support and varied teaching styles.
- The SENDCO monitors planning for SEN support, and each term records the provision of this support on a whole school provision map.

Swaffham Prior Church of England Primary School uses a person centred approach to making decisions about additional support for our children. The child and their parents are central to the decisions made. Targets are set and learning needs are met through discussions with school staff and parents. Parents and carers are consulted and permission is gained if any outside agency is involved.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At Swaffham Prior Church of England Primary School, the identification of SEND is built into the overall approach of monitoring the progress and development of all pupils in our school. The school has adopted the graduated response to meeting special educational needs, in line with The Children and Families Act 2014. A range of evidence is collected through our usual assessment and monitoring arrangements: if this suggests that the child is not making the expected progress, the class teacher will consult with the SENDCo in order to decide whether special educational provision, namely provision that is different from, or additional to that normally available to pupils of the same age. Parents will be informed when the school is making special educational provision for a child.

The Code of Practice identifies broad categories of need. The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. In practice, individual children often have needs that cut across more than one area and their needs may change over time. When necessary, a detailed assessment will ensure that the full range of an individual’s needs and strengths is identified.

AREAS OF NEED	EXAMPLES
Communication and interaction	<p>Speech, Language and Communication Needs</p> <p>Children with speech, language and communication needs (SLCN) have difficulty in communicating with others.</p> <p>Social Interaction Difficulties including ASD</p>
Cognition and learning	<p>Learning Difficulties</p> <p>Eg developmental delay – children learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD), affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
Social, Emotional and Mental Health Difficulties	<p>Challenging, disturbing or difficult behavior, i.e. anxiety, depression, self-harming, substance misuse</p> <p>Attention Deficit Disorder</p> <p>Attention Deficit Hyperactivity Disorder</p> <p>Attachment Disorder</p> <p>Oppositional Defiance Disorder</p>

	Depression Eating disorders
Sensory and / or physical needs	Hearing impairment Visual Impairment Physical Disability

The responsibility for planning for children with SEND remains with the class teacher.

A child receiving additional support will be given targets which will be set and reviewed by the class teacher alongside child and parents, and in consultation with the SENDCo. The support will be presented within the child's Pupil Passport. The class teacher will produce the Passport at the beginning of a school term; the targets will be reviewed at half term and at the end of the term. This process may also involve consultation and advice from external agencies.

For pupils who have an Education, Health Care Plan (EHCP), in addition to the on-going review of their targets, their progress and the support outlined in their plan will be reviewed annually and a report provided to the Local Authority.

Individual targets will be set for each child and will detail:

- the short-term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- pupil voice
- when the plan is to be reviewed
- success criteria
- the time scale of the plan
- record of signatures – where possible

SEND PROVISION

SEND support can take many forms. This could include: an individual learning plan evidence based interventions; extra help from a teacher or teaching assistant; making or changing materials; resources or equipment; working with a child in a small group; maintaining specialist equipment; observing a child in class or at break and keeping records; helping a child to take part in class activities; making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult; helping other children to work with a child, or play with them at break time; and supporting a child with physical or personal care difficulties , such as eating getting around school safely, toileting or dressing.

Allocation of Resources to and amongst Pupils

Each term we map our provision to show how we allocate resources to each year group.

Links with other schools/Transfer arrangements

- When pupils with a EHCP are due to transfer to another phase, planning for this will begin in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The

SENDCo will liaise with the SENDCo of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. Extra transition / induction days are arranged where necessary for pupils moving to secondary school from Swaffham Prior Church of England Primary School to provide support in case of SEND.

- Reception staff will meet with staff from pre-school and make home visits to each child prior to pupils starting school. Pre-school children will also have transition days where they can come into school. Concerns about particular needs will be brought to the attention of the SENDCo after the initial meeting. Where necessary the SENDCo will arrange a further meeting to discuss their needs.
- Class teachers of children joining from other schools/phases will receive information from the previous school on request; if there is an SEND issue the SENDCo needs to be informed and where necessary will speak to the previous setting regarding SEND issues to ensure provisions are met.
- For SEND Children transferring from Swaffham Prior Church of England Primary School, an SEND folder will be passed on that gives details of particular needs and additional provision made by the school. The SENDCo will discuss these children with their new school at transition meetings.
- Admission arrangements for disabled children will ensure that they are not treated less favourably.

STAFF TRAINING FOR SEND / INCLUSION

- The SENDCo will gain the National SENDCo Award within three years of appointment, unless this qualification is already held.
- The SENDCo attends cluster meetings where appropriate and convenient to update and revise developments in SEND and Inclusion.
- 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 by the leadership team and SENDCo.
- In-house Inclusion training is provided through staff meetings arranged by the SENDCo or leadership team.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

Arrangements for partnership with parents/carers

Swaffham Prior Church of England Primary School values working in partnership with all parents. We will seek to involve parents in all decisions about their children. The views of parents will be sought at all stages of assessment and provision.

- Targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All targets and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Links with Health and Social Services and Education Welfare Services

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENDCo.
- Social Services and the Education Welfare Service will be accessed through the Social Services Team, the visiting education welfare officer or the locality manager as appropriate. Class teachers will alert the SENDCo if there is a concern they would like discussed.

Inclusion Principles

- Staff at Swaffham Prior Church of England Primary 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 provision 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.

Access to the Environment

- Entrance to the building is through the main lobby, which is suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. Neptune and Saturn class rooms contain steps within the classroom; they are both accessible from the fire door.
- There is a changing table/ area available to use in the disabled toilet accessible through the school hall.
- There are 2 wall bars/ supports in 1 of the girls' toilet cubicles in the Reception/ Year 1 toilet area.
- Children requiring equipment due to an impairment, will be assessed by the relevant professionals as appropriate, in order to gain the support that they require.

Arrangements for providing access to learning and the curriculum

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's program 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).

- 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.

Access to Information

- All children requiring information in formats other than print will have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- We use a range of assessment procedures within lessons (such as recording, role-play and drama, video, drawing, TA support) to ensure children with additional needs are able to demonstrate their achievement as 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.
- Admission to reception is on a part-time basis for the first week. These arrangements are flexible to cater for individual needs.
- Prior to starting school, parents/carers of children with a EHCP (or one pending) will be invited to discuss the provision that can be made to meet their child's identified needs.

Incorporating disability issues into the curriculum

- The PSHE curriculum includes issues of disability, difference and valuing diversity.
- Disabled adults are invited to work with the children, as we believe it is important to have role models.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

Listening to disabled pupils and those identified with additional needs

- We aim to include all 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 unintimidating.

Working with disabled parents/carers

- Swaffham Prior Church of England Primary 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 an area that is accessible.
- Swaffham Prior Church of England Primary School can arrange for information to be accessible to all parents on request from them.

Disability equality and trips or out of school activities

- Swaffham Prior Church of England Primary School tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all Key Stage 2 children on a residential trip, both in Neptune and in Saturn classes. The school will work with parents to ensure that the needs of children with SEND and medical conditions are met.
- All children are welcome at our after school activities. School will use its best endeavours to make each child with SEND gets the support they need.

MONITORING AND EVALUATION

- Every half term, the SENDCo analyses the pupil progress data (using teacher assessment, standardised tests where appropriate, and targets achieved) for those children on the SEND register. This analysis helps us plan our future provision.
- We report progress and attainment to the governing body.
- Are the children suitably challenged and actively involved in their lessons?
- Do targets and reviews show continuity and progress?
- Are all children able to access the curriculum with appropriate differentiation?

Storing and Managing Information

- Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality.
- Pupil's SEND files are kept in a locked filing cabinet. Individual SEND files are transferred to receiving schools when pupils leave Swaffham Prior Primary School.

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 SENDCo or Headteacher, who will try to resolve the situation.
- 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.

This policy is reviewed annually by the SENDCo in consultation with staff and Governors.

Last reviewed: 5.6.19

Date of next review: on or before 31.5.2020