



Worlebury St Pauls Church of England V.A Primary School

Guidelines for Special Educational Needs Provision and Identification (to be read in conjunction with the Inclusion Policy)

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Worlebury St Paul's is committed to inclusion. Part of our strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

These guidelines describe the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including capability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Worlebury St Paul's we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her potential.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs or disabilities.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENCo/Inclusion Leader, and support staff as appropriate.

(*Except where disapplication, arising from an EHC plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who are in our school setting.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEND provision

The SENCo/Inclusion Leader is Mrs. Michelle Bamford and Mrs. Garland (SEND HLTA) is responsible for the operational provision (Assistant SENCo/Inclusion Leader)

There is also a governor who has the responsibility for SEND.

1. The SENCo/Inclusion Leader will meet with each class teacher 3 times a year to discuss additional needs concerns and to review Personal Learning Plans and / or Behaviour Support Plans (BSPs).
2. At other times, the SENCo/Inclusion Leader will be alerted to newly arising concerns through our SEND Cause for Concern form.
3. Where necessary, reviews will be held more frequently for some children, but for the most part these meetings will be held three times a year.
4. Targets arising from PLP/BSP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles, additional resources etc.
5. The Leadership team monitors planning for SEND and supports year groups with curriculum planning as appropriate.
6. The Leadership team monitors the quality and effectiveness of provision for pupils with SEND through classroom observation and / or monitoring of the quality of learning in termly pupil progress meetings.
7. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SEND HLTA and by trained Learning Support Assistants throughout the school. This is funded from the school's annual budget and through Top Up Funding for some children. The support timetable is reviewed regularly and according to children's needs, by the SENCo/Inclusion Leader, and the SEND HLTA in line with current pupil needs, educational initiatives such as literacy and numeracy specific strategies, and the budget. Additional support is funded through individual allocations from the LA.
8. Support staff, class teachers, parents/carers, SENCo/Inclusion Leader and outside agencies liaise and share developments in order to inform reviews and forward planning.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The schools system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. This system includes reference to information provided by:

- Progress measured against the programmes of study in the National Curriculum
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development

- An existing Statement of SEND and EHC plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional need

We adopt a graduated approach with four steps of action to ensure early identification and assessment of children. These are:



Assess- In identifying a child as needing SEND support the teacher and/or SENCo/Inclusion Leader will meet with parents/carers and carry out a discussion and analysis of the child's needs. This assessment will be regularly reviewed.

Plan- Where it is decided to provide SEND support, the teacher and/or SENCo/Inclusion Leader and parents will agree the outcomes they are looking for, the interventions and support required, the expected impact on progress, development or behaviour and a clear date for review. This will normally form part of the Personal Learning Plan / Behaviour Support Plan.

Do- The teacher remains responsible for working with the child on a daily basis. With support from SENCo/Inclusion Leader and the SEND HLTA they oversee the implementation of interventions.

Review- The effectiveness of the support and its impact should be reviewed in line with the agreed date. The impact and quality of the support is evaluated. This cycle of action is then revisited.

The majority of children will have their needs met through good classroom practice (Quality First Teaching) and appropriate differentiation, which may include short term interventions such as Read, Write Inc, Phonics groups, Talk Boost / Speech and Language Support, Nessy Spelling, Smart Moves etc. Children can also have support through our SEND HLTA for social and emotional literacy support (ELSA). Some children will receive more individualised support to meet their needs.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be

provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision through a specific SEND support programme may need to be made.

This provision would be indicated where there is evidence that:

There has been little or no progress made with existing interventions
Additional support is required to develop literacy or numeracy skills
Additional support is required for emotional, behavioural or social development
Additional support is required for sensory or physical impairments
Additional support is required for communication or interaction needs

A child receiving SEND support will have a Personal Learning Plan/ Behaviour Support Plan and a Provision map depending on level of need and circumstances.

Monitoring will be carried out by all those involved with the child. Significant achievements and difficulties will be recorded. The SENCo/Inclusion Leader will look at the monitoring information and make adjustments to the provision for the child, if appropriate.

Personal Learning Plans and Behaviour Support Plans will be reviewed three times a year, although some pupils may need more frequent reviews. Class teachers are responsible for the review of the PLPs /BSPs in consultation with the

SENCo/Inclusion Leader. Class teachers will take the lead in the review process with parents/carers. Parents/carers and wherever possible, their child, will be invited to contribute to the PLP/BSPs and will be consulted about any further action.

As part of the review process, the SENCo/Inclusion Leader and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision by involving other agencies.

Other Agency Involvement

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

Top Up funded children will always have provision that involves other agencies and this will be indicated on their provision map and PLP. These would indicate that the child:

- Continues to make little or no progress in the areas of concern.
- Continues working at National Curriculum expectations substantially below that expected of children of the same age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others learning.
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service.
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

Monitoring will take place as for all SEND support children and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

Requesting an Education, Health and Care Needs Assessment

A child who had a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the SENCo/Inclusion Leader, to review the appropriateness of the provision and to recommend to the LEA whether any

changes need to be made, either to the Statement or to the funding arrangements for the child.

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs Assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

The School's Arrangements for SEND and Inclusion In-Service Training

- The SENCo/Inclusion Leader and SEND HLTA attend regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings and coordinated by the SENCo/Inclusion Leader and/or the SEND HLTA.
- 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.
- Support staff are encouraged to extend their own professional development and the leadership team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

- Meetings between school and the Vulnerable Learners Service are arranged regularly. These meetings are a key to delivering high quality support for children with additional or special needs
- Written permission must be obtained from parents prior to a child being spoken of at this meeting.
- A number of specialists may visit regularly to provide specific information, share resources and provide in-service training as needed by the school and

identified through the process.

- Specialist, direct teaching from a service is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties or 1:1 teaching.
- Teachers from the Sensory Impairment Team work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to IEP reviews.

§ The SENCo/Inclusion Leader liaises frequently with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCo/Inclusion Leader will attend this meeting if the school or the parent thinks this is appropriate.
- We make sure that all parents/carers are given information about Supportive Parents/carers for Special Children, which is our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs.
- At review meetings with parents/carers we always make sure that the child's strengths as well as areas to develop are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

- PLP / BSP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All PLP / BSP and reviews will be copied and sent to parents/carers on request after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- Parents help with reading on an individual basis which varies from class to class and may involve children with SEND/Without SEND.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

Reception staff will meet with staff from partner nursery / pre-school settings prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo/Inclusion Leader after this meeting. Where necessary the SENCo/Inclusion Leader will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCo/Inclusion Leader will telephone to further discuss the child's needs. . Arrangements to support the children will be agreed and a transition plan put in place as required. All children are supported through prompt and full sharing of documented information.

Access to the Environment (see also School Access Plan)

Worlebury St Paul's Primary School is a single site school on one level. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).

- An access audit of the school has recently been carried out and we have two designated orange badge accessibility bays and a dropped kerb.
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require as and when required.
- Details of our plans and targets on improving environmental access are contained in the Access Plan.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes 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.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- 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.
- The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

Access to Information (see also School Access Plan)

- All children requiring information in formats other than print 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 use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

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 may be on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs.

- Prior to starting school, parents/carers of children with an EHC Plan Statement will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- Disabled adults may be invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- 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.

Terminology, imagery and disability equality

We work with the children help them understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

Worlebury St Paul's encourages the inclusion of all children in Children's Voice and other consultation groups. We also have Circle Time throughout the school.

We aim to include 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 unthreatening.

The staff has on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

We recognise that there may be some disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities

When a child starts at the school we ask the parents/carers about their access needs and can send notes/newsletters home in the required format e.g. audio tape, large print etc on request

Disability equality and trips or out of school activities

All trips are made fully inclusive by planning in advance and using accessible places.

All children can access our afterschool activities.

Evaluating the success of the School's SEND and Inclusion Policy

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan for provision.

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 SENCo/Inclusion Leader, who will try to resolve the situation.
- If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- 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.