

# Special Educational Needs and Inclusion Policy



## **Rationale:**

Droxford Junior School (DJS) is committed to providing an appropriate and high quality education to all the children who attend the school. We believe that all children, including those identified as having special educational needs and disabilities (SEND) have an entitlement to a broad and balanced academic and social curriculum and are to be fully included in all aspects of school life.

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.

DJS is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to foster 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.

Throughout this policy, 'parents' can be taken to mean mothers, fathers, carers and other adults responsible for caring for a child.

This policy describes the way we meet the needs 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 ability, emotional state, age and maturity. 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 DJS 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 full potential. DJS sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents and the community.

The development and monitoring of the school's work on Inclusion is undertaken by the Headteacher, SEND Governor, Special Educational Needs Coordinator (SENCo) and Teaching Assistant (TA) Team Leader. The SENCo takes a leading role in relation to Inclusion.

The SEND Governor is the governor with an Equal Opportunities / Educational Inclusion brief.

## **Objectives**

1. To ensure the SEND 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.
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, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having **SEND support**, a **Statement of Special Educational Needs** or an **Education Health Care Plan (EHCP)** issued by the Local Authority.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision are positively valued and accessed by staff and parents.
7. 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.
8. To involve parents at every stage in plans to meet their child's additional needs.
9. To involve the children themselves in planning and in any decision making that affects them.

### **Arrangements for co-ordinating SEND provision**

1. The SENCo will meet with each class teacher each term to discuss additional needs and concerns and to review Individual Education Plans (IEPs).
2. At other times, the SENCo will be alerted to newly arising concerns through the cause for concern form.
3. The SENCo will discuss issues arising from these forms with the class teacher within one week of receiving the form.
4. As part of the IEP process parents are invited to meet with the SENCo to discuss progress and new targets.
5. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCo monitors progress and interventions for SEND and supports lower and upper school teams with curriculum planning.
7. The SENCo and the Senior Leadership Team monitor the quality and effectiveness of provision for pupils with SEND through classroom observation.
8. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCo and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed termly, by the SENCo, TA, Team Leader and the management team, in line with current pupil needs, educational initiatives such as the National Curriculum, and the budget. Additional support is funded through individual allocations from the Local Authority (LA).
9. Support staff, class teachers, SENCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

The school's 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: The assessment comprises:

- Key Stage 1 assessment results
- Progress measured against the objectives in the Curriculum

- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEND/EHCP assessment
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCo and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **SEND support** provision and interventions.
3. An application for an **EHCP**

### **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 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 at the **SEND support** level may need to be made.

**SEND support** 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.

There are likely to be two groups of children recorded at **SEND support**:

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.

2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the **SEND support** plan for each child to have an **individual target/s**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA. The responsibility for planning for these children remains with the class teacher.

A child receiving **SEND support** will have an IEP. Information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies is recorded.

**Monitoring** will be carried out on a regular basis. Significant achievements and difficulties will be recorded. The SENCo, TAs and class teachers will review IEPs and progress in relation to intervention programmes at least on a termly basis and make adjustments to the provision for the child, if appropriate.

Parents and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCo and school colleagues, in consultation with the parents, 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 at a higher level.

Greater support is required as the child is performing at a significantly lower level than age related expectations. Provision at this level always includes the involvement of specialist services.

This higher level of provision would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working substantially below age related expectations
- 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 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.

A child receiving support at this level will also have an IEP. **Monitoring** will take place as for **SEND support** and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

A variety of support can be offered by specialist 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.

## Inclusion Partnership Agreement

Where concerns remain, particularly when a child approaches transition between Key Stages, an Inclusion Partnership Agreement (IPA) can be put in place. This provides the opportunity for all agencies involved to build a detailed plan to support the child.

### **School request for an EHCP**

For a child who is not making adequate progress, despite a period of support at **SEND support**, and in agreement with the parents/carers/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary for an EHCP to be issued. The school is required to submit evidence to the LA whose Assessments Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **EHCP**

A child who has a Statement of Special Educational Needs will continue to have arrangements as for **SEND support**, and additional support that is provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

### **Arrangements for SEND and Inclusion In-Service Training**

The SENCo attends 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 strategic goals and the School Strategic Plan. In-Service training and individual professional development is arranged and matched to these targets. In-house additional needs and Inclusion training is provided through staff meetings by the SENCo and TA Team Leader.

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**

The Educational Psychologist visits the school regularly, following discussion with the SENCo as to the purpose of each visit.

Specialist, direct teaching 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 sensory impairments.

The SENCo liaises frequently with a number of other outside agencies, for example:

Social Services  
Education Welfare Service

School Nurse  
Community Paediatrician  
Speech Therapy  
Physiotherapy  
Occupational Therapy

Parents are informed if any outside agency is involved.

### **Arrangements for partnership with parents**

Staff and parents will work together to support pupils identified as having additional needs. Parents will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents whose children are being recorded as having additional needs. The SENCo will attend this meeting if the school or the parent thinks this is appropriate.

We make sure that all parents are given information about local parent partnership organisations, as soon as a child has been identified as experiencing special educational needs.

At review meetings with parents we always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents can help at home, these are specific and achievable and we try to ensure that all parents go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

IEP targets will include targets to work towards at home, and parents are always invited to contribute their views to the review process. All new IEPs and reviews will be copied and sent to parents after meetings. Parents are then invited by the SENCo to discuss proposed targets.

Ideas and materials for supporting learning at home will be discussed with parents and distributed on request. Parents will also be invited to work alongside pupils in the classroom where this is appropriate.

Parents' evenings provide regular opportunities to discuss concerns and progress. Parents 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 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 in more detail the steps in making a complaint.

### **Links with other schools/Transfer arrangements**

Staff will meet with staff from partner infant schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo after this meeting.

Where necessary the SENCo 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 will telephone to further discuss the child's needs. Children transferring from DJS to new schools will have details of particular needs and additional provision made by the school sent to their new school. The SENCo will discuss these children with other schools on request.

### **Links with Health, Children's Services and any Voluntary Organisations**

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCo, and referrals will be made as appropriate.

Multi-agency and safeguarding hub will be accessed as appropriate. Class teachers will alert the SENCo if there is a concern they would like discussed.

There are many voluntary organisations supporting SEND. The SENCo maintains an up to date list. Parents will be given details of these groups on request or as appropriate. The Extended Schools agenda to extend parent support is actively promoted both as a school and as a cluster.

### **Inclusion Principles**

Staff at DJS value pupils of different abilities and support inclusion.

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 placement for each child.

Within each learning base, 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.

Where appropriate, links with partner special schools are made and children are included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

### **Access to the Environment (see also School Accessibility Plan)**

DJS is a single site school. The school is predominantly single storey but has different levels. Wheelchair access has limitations but access to classrooms, hall and toilets is possible.

There is one accessible toilet for children or adults.

There is a designated disabled parking bay.

Any future recommendations will feed into our repair and maintenance programme. The needs of children requiring equipment or adjustments to the environment due to impairments will be assessed. A personalised accessibility action plan will be made with parents and the LA.

### **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 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 mentoring 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.

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. Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specialist resources are accessed for children with Statements of SEND through submission to LA after specialist advice has been sought. The

school will ensure that the wider curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

### **Access to Information**

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 provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

DJS uses a range of assessment procedures within lessons (such as recording, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **Admission arrangements**

Children with additional educational needs are considered for admission to the school in accordance with the admissions policy.

Prior to starting school, parents of children with a Statement of SEND or EHCP pending, will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating disability issues into the curriculum**

The Personal, Social and Health Education (PSHE) curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from disabled people's organisations on appropriate resources.

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 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.

DJS recognises the importance of increasing awareness of communication issues and systems for impaired children.

### **Terminology, imagery and disability equality**

The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with any negative behaviour towards any member of our school community.

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**

DJS encourages the inclusion of all children in the School Council 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 have on-going training opportunities on issues relating to communication and listening skills.

### **Working with disabled parents/carers**

DJS recognises that there will be a number of disabled parents of children within the school, and we work to try to ensure they are fully included in parents/activities.

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

### **Disability equality and trips or out of school activities**

DJS tries to make all trips inclusive by planning in advance and using accessible places. We aim to include all children in all offsite visits and provide additional TA support for individual children as required.

All children are welcome at our afterschool activities and we try to rearrange SEND transport as necessary.

### **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).

SEND and Inclusion is a standard agenda item at Curriculum Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.

The SENCo will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

Individual targets for children with additional needs will be reviewed through IEP targets.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

### **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, who will try to resolve the situation. If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible form. 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.

(Appendix 1 follows)

**Accepted by Full Governing Body: 23<sup>rd</sup> March 2016**

**To be reviewed: Spring 2018**

**APPENDIX 1 Allocation of Resources 2015 – 2016**

<b>Year</b>	<b>Area of need</b>	<b>Differentiated curriculum provision</b>	<b>SEND support</b>	<b>Additional higher level provision</b>
<b>3/4</b>	<b>Cognition and learning</b>	Streamed grouping for mathematics  TA support for group work within English/ mathematics  Guided group reading  Read, Write Inc programme  Numicon  Project Code X	TA 1:1 support for: Paired reading Reading Comprehension Read, Write Inc programme Wordshark Wave 3 maths Easylearn Maths Easylearn Literacy Look, say, cover, write, check Precision teaching Numbershark AcceleRead/AcceleWrite	Additional advice may be sought from the following external agencies:  Educational Psychologist (via Service Level Agreement time allocation, telephone contact line, bookable consultation, discussion at SENCo cluster meetings)  Outreach advice from Shepherds Down
<b>5/6</b>		Streamed grouping for Eng/Maths  Booster groups  TA support for group work within Eng/Maths  Writer's Box  Guided group reading  Project Code X	TA 1:1 support for: Reading Reading Comp Wordshark Look, say, cover, write, check Precision teaching Numbershark AcceleRead/AcceleWrite Easylearn Maths Easylearn Lit Springboard Maths Wellington square Active Literacy Kit Wave 3 maths	
<b>3/4</b>	<b>Communication and Interaction</b>	Paired and group work	TA support for: Speech and language 1:1/group	SALT
<b>5/6</b>		Paired and group work	TA support for: Speech and language 1:1/group Programmes outlined by SALT	
<b>3/4</b>	<b>Emotional Behavioural and Social</b>	Whole school behaviour management policy	TA support for Socially Speaking group  ELSA	EP advice sought  Outreach advice from Shepherds Down  ELSA supervision

<b>5/6</b>		Whole school behaviour management policy	ELSA	group with EP
<b>3/4</b>	<b>Sensory and Physical</b>		TA support for OT programmes Speed up Materials Hand Gym	OT support
<b>5/6</b>			TA support for OT programmes	OT support