

Chorleywood Primary School

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SEND & Inclusion Policy

Purpose

This school believes that each pupil has individual and unique needs. However, some pupils require more support than others to achieve successful outcomes.

We acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time in their school career. Taken from the SEN Code of Practice 2014, SEN is defined as:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Many children and young people who have SEN may also have a disability under the Equality Act 2010. This act defines disability as:

...a physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day-to-day activities. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer

Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum 2014 or Early Years curriculum. In particular, we aim to:

- enable every pupil to experience success.
- promote individual confidence and a positive attitude.
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.
- ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them.
- identify, assess, record and regularly review pupils' progress and needs.

- involve parents/carers in planning and supporting at all stages of their children's development.
- work collaboratively with parents, other professionals and support services.
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

1. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.

and
2. The school's arrangements for assessing the progress of pupils with special educational needs

In agreeing these staged arrangements, the school has taken into account the following statements and definitions :

Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006)

*Special educational provision is educational or training provision that is **additional to or different from**" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.*

SEN Code of Practice (2014)

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level (p68)

SEN Code of Practice 2014

Barriers To Learning

We aim to have a fully inclusive school, and the SEN department is an important part of supporting students in need of some help and guidance.

Here are just some of the more common educational needs they may be supported through the work of our staff both pastorally and through SEN.

- Physical barriers, such as juvenile arthritis, scoliosis etc.
- Learning Acquisition Barriers including dyslexia, dyscalculia, dyspraxia. This also covers boosting spelling, reading, and numeracy.
- Hearing Impairment.
- Visual Impairment.
- Speech, Communication and Language Difficulties.
- Autistic Spectrum Disorder including Asperger's Syndrome.
- Behavioural Difficulties, including ADD and ADHD.
- Long term medical issues.
- English as an Additional Language.

Roles and responsibilities of Headteacher, other staff, governors:

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

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

The Headteacher has a responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEN.
- To use their best endeavours to make sure that a child with SEN gets the support they need - this means doing everything they can to meet children and young people's SEN.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To designate a teacher to be responsible for co-ordinating SEN provision (INCo).
- To keep the governing body informed about SEN issues.
- To work closely with the SEN personnel within the school.
- To ensure that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.
- To regularly review how expertise and resources used to address SEN can be used to support children.
- To build the quality of whole-school provision as part of their approach to school improvement.
- To identify trends in achievement for children with SEN and working alongside class teachers to use these to reflect on and reinforce the quality of teaching.
- To co-operate with the local authority in reviewing the provision that is available locally and in developing the Local Offer.
- Collaborate with other local education providers to explore how different needs can be met most effectively.
- Ensure that those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their

children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

The governing body will ensure that:

- There is an assigned governor with specific oversight for the school's arrangements for SEN and disability.
- SEN provision is an integral part of the school improvement/development plan.
- 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 SEN 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 SEN policy.
- They have regard to the requirements of the SEN Code of Practice.
- Parents are notified if the school decides to make special educational provision for their child.
- They are fully informed about SEN 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 SEN.
- The quality of SEN provision is regularly monitored.
- They, and the school as a whole, are involved in the development and monitoring of this policy.

The special educational needs co-ordinator (INCo) is responsible for:

- Overseeing the day-to-day operation of this policy.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other staff.
- Helping staff to identify pupils with SEN - this should be part of professional discussions between staff including termly Pupil Progress Meetings/half termly reviews where all children's progress is discussed.
- Carrying out detailed assessments and observations of pupils with specific learning problems.
- Co-ordinating the provision for pupils with SEN.
- Supporting class teachers in devising strategies, drawing up Assess, Plan, Do, Review Support Plans, setting targets appropriate to the needs of the pupils,

and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom.

- Inform parents when they are making special educational provision for a child.
- Liaising closely with parents of pupils with SEN, 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. Before working with agencies, INCo should seek agreement from parents.
- Following involvement what was discussed or agreed should be recorded and shared with parents and staff supporting the child.
- Meet with parents three times a year and provide parents with a record of outcomes, action and support.
- Maintaining the school's SEN register and records.
- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, e.g. class-based assessments/records, end of year QCA tests and SATs/ benchmark with national data.
- 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 INCo in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other SEN support. Schools should agree with parents and pupils the information to be shared as part of the planning process.
- Ensure that children, parents and young people are actively involved in decision-making throughout the process.
- Establish Individual Healthcare Plans to support children with medical needs. Where children and young people also have SEN, their provision should be planned and delivered in a co-ordinated way with a health care plan.
- Maintain provision maps to show all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum.

Class teachers are responsible for:

- Including pupils with SEN and disability in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the INCo for advice on assessment and strategies to support inclusion.

- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN.
- Give feedback to parents of pupils with SEN.
- Identify trends in achievement for children with SEN and, working alongside the Headteacher, use these to reflect on and reinforce the quality of teaching. They should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline.
 - fails to match or better the child's previous rate of progress.
 - fails to close the attainment gap between the child and their peers.
 - widens the attainment gap.
 - may be in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Learning support staff/teaching assistants should:

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

How Chorleywood Primary School supports children who are making less than expected progress and may then be supported by SEN provision:

- First response is to ensure high quality teaching targeted at their areas of weakness.
- Where progress continues to be less than expected the class or teacher, working with the INCo, should assess whether the child has SEN.
- While informally gathering evidence (including the views of the pupil and their parents), schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.
- Acknowledge that persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a

multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.

- Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being. Schools should ensure they make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties, schools should consider whether the child might have SEN.
- Slow progress/low attainment do not necessarily mean that a child has SEN and pupils should not automatically be recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.
- For EAL children, the school will look carefully at all aspects of a child or young person's performance in different areas of learning and development/subjects and establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.
- Before deciding SEN provision, teacher and SENCO should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.
- During information gathering, there should be an early discussion with the pupil and their parents. These discussions with parents should be structured in such a way that they develop a good understanding of that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. Notes from these discussions should be added to the pupil's record and given to the parents. Schools should also tell parents and young people about the local authority's information, advice and support service.
- Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by

adapting the school's core offer or whether something different or additional is required.

- The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEN engage in school activities together with those who do not have SEN.
- However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents must be formally informed that special educational provision is being made. Arrangements for appropriate support should be made through the school's approach to SEN support.

How Chorleywood Primary School supports children who are Looked After in Local Authority care:

Our school recognises that:

- Children who are Looked After in Local Authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability.
 - Unsatisfactory educational experiences of many carers.
 - Too much time out of school.
 - Insufficient help if they fall behind.
 - Unmet needs - emotional, mental, physical.
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is Mr Haydn Dwyer). The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school.
 - ensuring that children who are 'looked after' have access to the appropriate network of support.

- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months.
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals.
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times.
- celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

How Chorleywood Primary School supports children are very able and/or talented:

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents, including sports, games, skilled, dexterity
- Visual/performing abilities dance, movement, drama
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy,
- Creativity artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our

children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

For primary - based on DfE guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.

Identification

Before identifying any child as 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self-nomination

Each year the school will draw up a register of very able and/or talented children. This list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

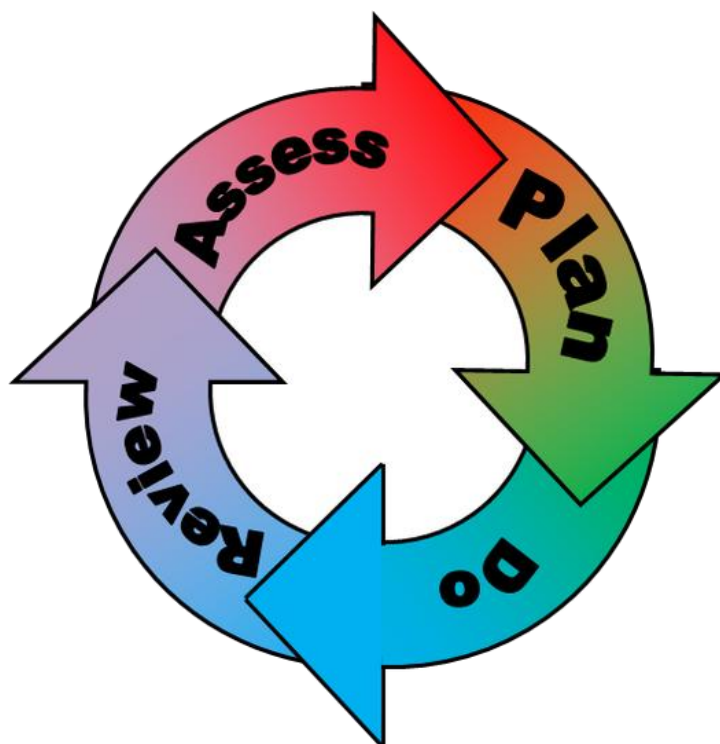
- a common activity that allows the children to respond at their own level.
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area.
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment.
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Reception to Year 6 we set targets for English and mathematics at the appropriate level, which children work towards at their own pace. We teach the children in our classes with appropriate differentiation, and we run booster groups for more able pupils.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes: opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

Guided by the SEN Code of Practice 2014, the school follows a policy of Assess, Plan, Do, Review:



Assess:

- Regular class assessment data identifies pupils making less than expected progress/baseline assessment data on entry indicates concerns.
- Further assessments using school assessments. External advice if needed e.g. cluster SENCo, Herts County Council Local Offer.

Plan:

- Pupil strengths, difficulties, methods of support/reasonable adjustments identified.
- Quality first teaching.
- Additional to or different from a normal differentiated curriculum. Intervention, Interventions Plans and inclusion on Provision map.
- Plan adjustments to school environment/ deployment of staff.
- Apply for specialist equipment.

Do:

- Quality first teaching.
- TA support.
- Small group support/intervention.
- one-to-one support.

Review:

- child's strengths, areas of development with pupil/teacher and parents.
- Assessment and pupil evaluation of intervention.
- INCo collates information and reviews all impact of interventions on individuals and overall impact.
- Education, Health and Care Plan reviewed in formal meeting.

SEN support should 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 or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment (see Chapter 9). To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

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 INCo. For a problem that might need time to be explored fully,

parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint, parents should follow the procedure in the School's complaints policy.

Arrangements for monitoring and evaluation

The success of the school's Inclusion policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the INCo 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 SEN register.
- termly monitoring of procedures and practice by the SEN governor.
- the school profile and the prospectus, which contains the required information about the implementation and success of the SEN policy.
- the school's annual SEN review, which evaluates the success of the policy and sets new targets for development.
- the school improvement plan, which is used for planning and 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 IEPs and targets, revise provision and celebrate success.