



Park and Parkwall Primary Federation Inclusion and Special Educational Needs Policy

**Working together to empower children to
become aspirational, global citizens**

This version dated	Summary of changes	Next review date
June 2023	Updated to reflect annual review of policy	June 2024

INCLUSION TEAM

Federation Inclusion Lead
Deputy SENCO, Park
Deputy SENCO, Parkwall
SEND Governor:

Libby Lines
Hayley Onslow
Sarah Turner
Beatrice Ajijedidun

RATIONALE

At both the Park and Parkwall, we believe every child is entitled to an education and opportunities that enable them to enjoy, achieve and thrive at school and beyond into adulthood. We are committed to ensuring that all children, including those with special needs and difficulties (SEND), receive their right to high quality education that is accessible, ambitious and well balanced both academically and socially.

AIM

Our aim is to provide all children with an enriching and enjoyable education that prepares them for independent living, fulfilling employment and happy relationships.

To achieve this, we strive to:

- Develop cultures, policies and practices that include all learners
- Have high aspirations for all learners
- Provide a school environment that is secure, engaging, supportive and memorable whereby each child feels valued as part of our community and encouraged to achieve their full potential.
- Include those pupils with SEND by working in partnership with parents/carers and listening to pupil voice.

We believe that educational inclusion means that every child in school is valued as an individual, with a unique personality and profile. It is about looking at individual needs and breaking down any barriers to children's learning ensuring that their educational and personal needs are met. Professional learning for staff is ongoing and designed to develop and grow staff knowledge, skills and practice to ensure that they are equipped to support this.

For our most vulnerable learners, careful curriculum choices are essential, this is a fine balance between ensuring that our learners have access to an ambitious, broad and balanced curriculum as well as ensuring that our learners have sufficient opportunities to build key foundational skills to ensure wider access to a broader curriculum, including opportunities for over-learning and repetition.

Inclusion is ensuring that pupils are learning in an environment that is appropriate to their needs. We recognise that for some children with complex and significant SEND this is not about full integration in the mainstream classroom.

Our LEAP alternative provision is a very successful inclusion model for those pupils who were not thriving in a mainstream context, whilst allowing opportunities to continue to integrate with mainstream peers. It provides high quality support for vulnerable learners who are at risk of underachievement, marginalisation, and exclusion.

Inclusion for these pupils is based around using a mix of learning environments and approaches, with a small group focus reducing barriers to learning and bringing engagement, independence, and enjoyment in education. A broad and balanced curriculum for these pupils may have different content to a mainstream curriculum, and it is therefore a more meaningful and aspirational curriculum for the individual complex SEND pupils who attend The LEAP. The LEAP has entry and exit criteria that is reviewed three times a year for each child that attends.

"The school's work for pupils with SEND is a strength. Leaders have established a knowledgeable Inclusion team. They closely check that the provision for pupils is suitable. The team has significant expertise in areas such as speech and language. They ensure early identification of pupils who need additional support. Pupils have precise, measurable targets closely matched to their need. Leaders review these regularly. As a result, pupils with SEND thrive". (Ofsted, Parkwall, Feb 2023)

OBJECTIVES

- To enable all children to have full access to all elements of the school curriculum and wider school life.
- To identify at the earliest opportunity those children with special educational needs or disabilities
- To provide, monitor and review personalised provision and targets, ensuring this is appropriate to need.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To ensure that every aspect of a child's development is taken into consideration and provided for within a whole school, inclusive ethos.
- To ensure quality first teaching for every child including those with SEND.
- To provide support, advice and facilitate professional development for all staff working with children with Special Educational Needs
- An appropriately qualified/experienced SENCO/Inclusion Manager will be provided by the school to ensure that all the points of this SEND policy are upheld.
- To provide support, advice and facilitate training for all staff working with pupils with SEND
- To develop and maintain partnership and high levels of engagement and communication with parents
- To effectively liaise and plan with outside agencies
- To make clear the expectations of all partners in the process

ADMISSIONS POLICY

Our school admissions process is managed by South Gloucestershire Council, all arrangements are conducted by them. The council is aware that the school is accessible and therefore is able to welcome pupils with a wide range of needs. In certain circumstances, in discussion with South Gloucestershire Council and parents, it may be agreed that The Park or Parkwall is not the appropriate setting. Through implementation of our Accessibility Plan both schools seek to continually enhance their provision for pupils with SEND.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Children's needs may be categorised into four broad areas;

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

However, by careful consideration of the 'whole child' we will also identify any additional needs / issues which may impact on progress and/or attainment but are not solely SEND. They may include;

- Disability
- Attendance and Punctuality
- Gifted and Talented
- Underachievement
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium
- Being a looked after child
- Being a child of a Serviceman/ woman
- Unexplained behaviour difficulties
- Bereavement
- Trauma

As these do not constitute to SEND alone, our school will have systems and procedures in place to support these children where appropriate.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

For some children with complex needs, their SEND may have been identified before they start at primary school. Children with significant SEND may already have an Education, Health & Care Plan. For many other children, difficulties with learning may become evident as they develop. For this reason, each child's development is monitored throughout the year so that difficulties can be identified and appropriate interventions put in place.

The school has systems to monitor the progress and development of all pupils

- Class teachers continually assess the progress of all children in their class against learning objectives and year group statements.
- Class teachers set 'next steps' for all children in English and Maths and these are tailored to need.
- All parents have the opportunity to meet with the class teacher three times a year to discuss their child's progress. Additional meetings are in place for children with a SEND Support plan and EHCP. Further meetings can be requested.
- Three times a year (minimum) we update each child's assessment documentation and record their levels. We then meet as a school team to discuss the progress of children in each class and make adjustments to provision and targets.
- Pupils in Reception are assessed on entry using the Early Learning Goals and their Language is screened using the WellComm assessment toolkit.
- If there are concerns about a child's attainment or progress in learning or social development, adjustments will be made to their provision.
- If the child's difficulties continue the class teacher and/or SENCO will meet with parents to discuss concerns and share ideas about how to help. We might carry out some observations or more detailed assessment to gain a better understanding of the child's strengths and needs.
- If everyone feels that the child's needs are presenting as a barrier to their learning and require ongoing additional provision, they will be placed on the SEND register as 'SEND Support' and a Support Plan/ individual targets will be put in place. This recorded plan for the child's support, created by the class teacher in consultation with parents and the SENCO, will identify the desired outcomes for the child, short-term targets, strategies, resources and provision that will be in place. The plan will be reviewed and shared with the child and parents at least three times a year. We routinely meet more regularly with parents of pupils who have Special Educational Needs.

"Pupils with SEND are well supported. Leaders quickly identify pupils 'needs to ensure that the right support is in place. Staff work closely with parents and other professionals. Teachers use a range of strategies to skilfully adapt activities. This ensures that pupils with SEND are well supported to learn the same curriculum as their peers".
(Ofsted, The Park, Feb 2023)

A GRADUATED APPROACH TO SEND SUPPORT

The Code of Practice clearly states that a graduated approach to SEND is required. This follows a cyclical process.

- Assess
- Plan
- Do
- Review

Central to teaching is also how the 'assess – plan – do – review' cycle informs curriculum choices. It is essential that we know our learners' starting points and have a clear idea of outcomes. By understanding our learners' 'goal', our learner and our learners' starting points, we can plan 'the what' and 'the how' that are intrinsically linked to each other. Adjustments and adaptations will be made continually as we go on this journey in partnership with our learners and the role of continual formative assessment is central to this. The framework of a well-designed and well-sequenced curriculum to support the effective delivery of Quality First Teaching is a whole-school responsibility.

ASSESS

The class teacher and/or SENCO carry out a clear analysis/ assessment of the child's needs. This might involve:

- Looking at evidence of past and current progress
- Observations
- Discussion with the child
- Discussion with parents
- More detailed assessment of difficulties in a particular area

PLAN

The class teacher/ SENCO and/or Inclusion Manager will consult with parents and the pupil and plan the adjustments, provision and support needed. These will be recorded in a plan that sets out the expected impact on progress. The plan will take into account pupil and child voice and may include ways in which parental involvement could reinforce or contribute to progress at home. These plans will be reviewed at least three times a year.

DO

The agreed actions are carried out during that set cycle of support. Many interventions or adaptations will take place within the classroom. Quality first class teaching, differentiated or adapted for individual pupils, is highly effective in meeting the needs of pupils with SEND. At times, some specialist interventions may be required, these may involve small group or one-to-one sessions away from the classroom. The class teacher works closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO and/or Inclusion Manager support the class teacher and support staff in further assessment, problem solving and advising on the effective implementation of support. The class teacher has overall responsibility for the progress and development of each child in their class.

REVIEW

The effectiveness of the support and interventions and their impact on the pupil's progress is continually reviewed. This information is shared with parents at least three times a year. The class teacher meets with the pupil and their parents to discuss progress and plan the next steps. For pupils who continue to need SEND Support provision, the cycle of assessment-plan-do-review begins again. Pupils who have consistently achieved planned outcomes may no longer require specific interventions. Even though they may no longer be receiving SEND Support, their progress will continue to be closely monitored. Where a pupil continues to make less than expected progress, despite appropriate interventions, the school may consider involving specialist services such as:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- School health nurse
- Child and adolescent mental health service (CAMHS)

If it is felt that specialist advice would be helpful, parents will be consulted and a referral will be made. Each specialist service has its own thresholds for becoming involved, so the success of referrals cannot be guaranteed. The advice received from specialist services will be shared with parents and staff working with the child. Strategies and targets will be incorporated into the SEND Support plan and class teaching where relevant.

THE ROLE OF PARENTS/CARERS AND CHILDREN IN THE GRADUATED APPROACH

In the new code of practice, there is a stronger emphasis on improving the parent/carer voice and that of the SEND child. To facilitate this, at least three meetings annually will be organised for parents, carers and children to contribute to the plan, do and review process to ensure that the needs of the child are truly reflected in the provision put in place by the school.

REQUESTING AN EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

For a very few pupils with complex needs, there may be continuing concerns about progress or development, despite relevant and sustained action at SEND Support. In such cases the school or parents may consider requesting an Education, Health and Care needs assessment. This is a detailed assessment carried out by the local authority (The 0-25 Team in South Gloucestershire). In order to meet the threshold for starting an EHC needs assessment the young person must have special educational needs or a disability that significantly impacts on his/her ability to access education. The local authority will consider initiating an EHC needs assessment when the following thresholds have been met and evidenced: -

- The child's needs are significant and long term and
- Despite evidenced based interventions already provided by the educational setting, the child is not making progress.

A banding system is used by the Local Authority to guide decision making regarding level of need.

The local authority has to consult with parents and the pupil about this request and then make a decision on whether to proceed. Parents will be informed of the outcome. If the local authority decides not to conduct an EHC needs assessment, they must advise parents of their reasons and of their right to appeal. If the local authority decides to proceed with an EHC needs assessment, parents will be informed and further assessment will take place. The assessment and planning process should:

focus on the child as an individual

- enable children and their parents to express their views, wishes and feelings
- enable children and their parents to be part of the decision making process
- gather advice and information from all professionals involved with the child

An EHC needs assessment may result in the development of an EHC Plan. This will include:

- the views, interests and aspirations of the child and his/her parents
- the child's special educational needs
- the child's health needs
- the child's social care needs
- the outcomes sought for the child (including outcomes for adult life)
- the special educational provision required by the child
- any health provision required
- any social care provision required
- the name or type of school to be attended

For pupils with an EHCP, progress towards the set outcomes documented in their plan are reviewed annually through the annual review process within the school. Paperwork is then sent to the 0-25 SEND case panel (South Gloucestershire).

Further information about this can be found on the South Glos Way Inclusion Toolkit.

<http://sites.southglos.gov.uk/safeguarding/children/i-am-a-professional/the-south-glos-way-inclusion-toolkit/>

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

We recognise that pupils with medical conditions should be properly supported at school so that they have full access to all aspects of school life. For more detail on arrangements in school, please see 'Policy on Supporting Pupils at School with Medical Conditions'.

MONITORING AND EVALUATION OF PROVISION FOR PUPILS WITH SEND

This is part of the whole school system for monitoring and evaluation and is incorporated in:

- lesson observations
- learning walks
- work scrutiny
- pupil conferencing
- tracking the progress of different groups of pupils
- pupil pursuits
- Support Plan Review

This includes all staff from the school as well as any outside agencies working with the pupil.

STAFF TRAINING

Training needs for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs
- Recognising specific needs for individual pupils and how staff can be trained to support that child.
- The SENCO receiving regular training on updates in SEND issues/developments both nationally and locally.
- Elements of the school improvement/development plan to be addressed through training.

Resources are purchased as and when they are required.

TRANSITION/LINKS WITH OTHER SCHOOLS

Children joining Reception

The class teacher will meet with staff from partner nursery schools during the summer term to discuss needs of pupils starting school in September. Any concerns or needs will be shared with the school SENCO. The SENCO will contact parents of children identified and supported or enhanced transition meetings will be set up depending on need.

Children joining from other schools

When a child joins from another school, we gather information about their strengths and needs from their parents. The previous school should also send us information on the child's needs. The class teacher, SENCO or Senior Leader will contact the previous school for further information.

Moving within the school i.e new year group

Transition meetings will be arranged with the new teacher so all information regarding needs, targets and provision is shared and passed on in advance of the child starting in that class. A clear transition package is in place for all children with a further supported transition for identified individuals which may include additional transition visits, intervention work, transition books etc.

Moving to secondary

During year 6, transition meetings are arranged with the secondary school so that they can come in and meet the children. SENCOs from each school also meet to discuss individual children with SEND. Additional visits and group work may be put in place to support this transition further. All records will be securely transferred between schools to ensure essential information is made available. Meetings arranged when required.

ROLES AND RESPONSIBILITIES

The SEND governor will offer support and challenge to the school SENCO. They will meet to discuss strategic changes and developments using the SEND action plan as a guide.

The role of teaching assistants and support staff is to ensure that under the guidance of the class teacher they are providing rich and varied learning opportunities for the children in their care and are giving appropriate feedback on progress and future needs. Teaching Assistants may be invited to attend or contribute to a child's Annual Review process.

STORING AND MANAGING INFORMATION

All documentation linked to children on the SEND register is securely stored with access only available to the school SENCO and members of SLT. Documents are handed to new settings during transition and copies are held in school for a period of time. Any documentation no longer required is shredded.