



"Where young minds grow and young hearts learn to care"

ST. ANDREW'S C. E. PRIMARY SCHOOL

SEN & INCLUSION POLICY

'Our love should not be just words and talk; it must be true love, which shows itself in action.' 1 Corinthians 16:14

Live Our Values Everyday

Approved at Board of Governors Meeting held on:

Date: 16.3.17

Chair of Governors: Cathy Armstrong

Headteacher: Ben Arnell

Date of next review: March 2018



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Aims/Rationale

We endeavour to provide a broad and balanced curriculum for all learners whilst meeting their individual needs. Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

We focus on individual progress as the main indicator of success. We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement).

It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers.

English as an Additional Language (EAL) is not considered a Special Education Need.

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014
- Special Educational Needs and Disability Regulations 2014

The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCo).

The SENCo is responsible for reporting regularly to the Headteacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The SENCo also has responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (the Ethnic Minority Achievement Coordinator (EMA) role) as well as being the Designated Teacher for Looked After Children and having strategic responsibility for the inclusion of children who are adopted or in local authority care.

The name and contact details of the SEN, EMA and LAC co-ordinator:

Sarah Leaker
sleaker@st-andrews.northants.sch.uk

And in her absence, the Deputy Headteacher



SEN Provision at St Andrew's

SEN provision at St Andrew's follows a staged approach. In agreeing our 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, 2006a)

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. "

SEN Code Of Practice (2014 : Para 1.24)

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

STAGE 1 : Well-differentiated, quality first teaching

All learners will have access to quality first teaching and, where appropriate, access to small group interventions.

Through a robust cycle of data tracking, assessment and Pupil Progress Meetings between class teachers, Headteacher and the SENCo, children who are not making progress are identified and additional provision is put into place. These 'vulnerable' learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

All additional provision for vulnerable learners will be recorded on an individual provision map for each child and the impact of the intervention reviewed at Pupil Progress meetings and during data analysis exercises.



STAGE 2 : Additional SEN Support

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

Through a robust process of 'Assess, Plan, Do, Review', learners are identified and their specific needs met through a graduated approach of intervention. These children are identified on the school's overview SEN map. **This graduated approach is detailed on the flow chart in Appendix 1.**

1. One page profiles, identifying learners' strengths and how best to support their needs are created for each individual. These are reviewed with parents annually.
2. Early Action Plans set out individual targets which are reviewed three times a year with the class teacher, SENCo, intervention staff, parents and the learner.
3. Learning Support Plans offer a more frequent cycle of review for learners with increasing SEN needs. Reviews happen six times a year with the class teacher, SENCo, intervention staff, parents and learners.

Intervention is recorded on the individual's provision map and, where appropriate, on intervention forms. Learners' progress is reviewed regularly with the Headteacher and SENCo during data analysis and Pupil Progress meetings. Movement up and down the graduated intervention approach is recorded on children's individual provision maps and whole school overview map by the SENCo.

It may be decided that a very small number of the pupils identified as SEN will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.

Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

STAGE 3 : Statement of Special Educational Needs or Education Health and Care Plan

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Inclusion of pupils with English as an Additional Language

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but may need additional support to help secure their acquisition of English as



quickly as possible. This will be provided by quality first teaching and, where appropriate support from specialist EAL and/or phonics teachers.

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are 'Looked After'

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 is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. At St Andrew's, this role is undertaken by the SENCo.

Specific responsibilities of our designated teacher include:

- 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.
- 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.

Inclusion of pupils who are more able and/or talented

St Andrew's encourages our more able students to hold high aspirations and equips them to achieve their potential, without limits. Additional activities may be provided which could include, but are not limited to extra-curricular, open ended activities which provide enrichment opportunities to extend and challenge children.

More able students will be identified through Pupil Progress meeting with the class teacher and members of the SLT using prior attainment and current performance data. Their progress is tracked and discussed during regular meetings where above average progress and attainment is expected. As with vulnerable learners, interventions may be put in place to ensure this accelerated progress. Any interventions are recorded on the individual's provision map.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We aim to do so by:

- giving parents and carers opportunities to play an active and valued role in their child's education



- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- working effectively with all other agencies supporting children and their parents
- involving parents in setting targets, reviewing and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language
- Meeting regularly through parent consultations and written reports

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of individual targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- attend parent consultation evenings
- (for some pupils with special educational needs) monitor their success at achieving the targets on their EA or LSP plans

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority)

Roles and Responsibilities

Headteacher

The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn

The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- pupil progress meetings with individual teachers
- regular meetings with the SENCo/EMA Co-ordinator
- discussions and consultations with pupils and parents



Special Educational Needs (including EMA and LAC) Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCo will oversee the day-to-day operation of this policy in the following ways:

- co-ordination of whole-school overview map for vulnerable learners
- identifying on this overview map a staged list of pupils with special educational needs – those in need of Early Action or Learning Support Plans, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with additional needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing and maintaining the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's overview map
- liaising and consulting sensitively with parents and families of pupils on the SEN and EAL list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCo network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EMA Co-ordinator network meetings and training as appropriate.



Class teacher

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. In their role as class teacher and in conjunction with the SENCo they agree :

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored on an individual learners' provision map – but do not have special educational needs.
- which pupils require additional support because of a special educational need and need to go on the school's SEN list.
- updating individual provision map for children in their class
- regularly reviewing progress of vulnerable learners with parents
- securing good provision and good outcomes for all groups of vulnerable learners by :
- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies".
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

SEN Governor

The role of the SEN Governor is:

- making every effort to see that the necessary special arrangements are made for pupils with SEN
- asking questions and liaising with SENCo about the current policy and practice in SEN
- monitoring the progress and effectiveness of the governing body's policy on SEN
- monitoring the deployment of resources allocated to SEN
- monitoring the effectiveness of communicating with parents.
- meet regularly with the SENCo
- where possible, be aware of progress SEN pupils are making
- keep abreast of any current SEN developments
- make reports to the full governing body and/or appropriate committees regarding SEN.

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCo and then, if unresolved, by Headteacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)



Appendix 1 - Flowchart of SEN identification and monitoring

