



## **Policy to Promote the Successful Inclusion of Pupils with Special Educational Needs and Disabilities**

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| Date of Policy:      | Autumn 2018  |
| Policy Owner:        | Mr THR Watts |
| Date of Next Review: | Autumn 2019  |

## Policy to Promote the Successful Inclusion of Pupils with Special Educational Needs and Disabilities

This SEN Policy works alongside and in conjunction with The Local Offer offered by Warrington Local Authority. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them.

It includes provision from birth to 25, across education, health and social care. This is available from the website

[www.warringtonchildren.org](http://www.warringtonchildren.org)

In addition, our School SEND Information Report (SIR) can also be found on our website

[www.barrowhall.co.uk](http://www.barrowhall.co.uk)

### **Principles**

At Barrow Hall Community Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

The implementation of this policy is the responsibility of the whole staff, with any extra provision or expertise being provided by external agencies and professionals. It is intended that this policy statement will be used as a working document for all teaching staff, governors, parents and visitors.

### **Definition of Special Educational Needs**

#### **The 2014 Code of Practice says that:**

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age, this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

(2014 SEN Code of Practice: 0 to 25 Years – introduction x111 and x1v)

The SEND code of practice identifies 4 different areas of special educational need. These areas are:

1. Communication and interaction.
2. Cognition and learning.
3. Social, mental and emotional health.
4. Sensory and/or physical need.

The purpose of identification is to decide upon the best action required to support the child, not to fit them into a category. Some children may have needs that relate to two or more areas. We feel that it is important to consider the needs of the whole child as part of the identification process.

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### **Roles and Responsibilities**

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body and the Head teacher, the Special Educational Needs Co-ordinator (SENCo), teachers and support staff have important day-to-day responsibilities.

***All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.***

High quality teaching, which is differentiated and personalised, should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Our School's Special Educational Needs Co-ordinator (SENCo) is Mr Thom Watts.

Mrs Jan Shaw is the school's Higher Level Teaching Assistant (HLTA) with responsibility for SEND.

Mrs Ray Rudd (KS1 Coordinator) is a SEND Specialist Lead of Education (SLE).

There is a governor with special responsibility for special educational needs also.

### **Identification, Assessment and Provision.**

#### **STEP 1**

Many pupils experience delay in their learning and do not make expected progress for a variety of reasons. Many will have differentiated work prepared for them by their class teacher, possibly in conjunction with the support staff, which will be additional to and different from the curriculum available for the majority of children of their age. Progress at this stage will be tracked three times per year in our termly Pupil Progress meetings and parents are kept fully informed.

#### **STEP 2**

Specific interventions for delay in the following areas may be undertaken by designated members of staff as part of their regular in class support:

- Communication and Interaction (Designated TAs)
- Cognition and Learning (Class teachers, accelerated progress teachers, designated TAs, One to one tuition)
- Social, Mental and Emotional Health (Designated TAs)
- Sensory and Physical (Designated TAs)

It is to be expected that there will be more intensive support in Early Years and KS1 with higher numbers of interventions which should then reduce through KS2. It is to be hoped that there will be considerable parental involvement in order to maximise learning situations.

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Some of our children with special educational needs are in receipt of Pupil Premium funding. Each and every Pupil Premium intervention is benchmarked, undertaken and evaluated alongside the school Tracking System. A full report on the spend of this funding along with other Pupil premium interventions for those children not having special educational needs will be presented to the Governors on an annual basis and reported to Parents through the School website.

### **STEP 3**

Classroom teachers closely track children and are able to identify those who are still not making good progress and are causing some concern. These children may then be assessed by the class teacher using an agreed set of SEN assessments. Once the assessments are carried out the results are discussed with the SENCo.

The SENCo will either identify strategies that can be used in class to support areas of learning or arrange ADDITIONAL SEN SUPPORT in any or all of the four areas

1. Communication and Interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory and /or physical.

Once a potential special educational need is identified, four types of action will be taken to put effective support in place (known as graduated support)

1. Assess
2. Plan
3. Do
4. Review

Pupil Learning Passports will be prepared by class teachers and supported by our SENCo. Children and parents play an important part in this process and their views and ideas are sought regularly. The Pupil Passport will detail the child's strengths, difficulties and what needs to be put into place to help them to achieve success. The passport aims to represent the child as a whole, and allows them to take ownership of their learning needs and ensure that both they and their parents are given a 'voice'. It also gives a snap-shot to all teachers, about the child's specific unique requirements. Where the passport details targets for progress, which will be the case for the majority of pupils, these are reviewed and evaluated at least three times each academic year.

### **STEP 4**

Where a pupil's progress continues to give cause for concern, despite the support of the resources and expertise within school, specialist services and teachers with additional specialist qualifications may be called upon. These outside agencies will provide further assessment and/or intensive specific programmes, which will be followed by all adults coming into active learning situations with the child. Such specialist services may include:

- Chrysalis Education Ltd –specialist teacher assessments / general consultation / Cluster INSET training / In house training / specialist one-to-one teaching

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- Educational Psychologist – Local Authority
- School Health advisor
- Speech and Language Service
- Community Paediatricians at the Child Development Centre
- Specialist Nurses at the Child Development Centre – Diabetes / Epilepsy / ASD / ADHD
- Emotional Health and Well-being practitioner at the Child Development Centre (for pupils with ADHD and ASD).
- Occupational Therapy Service (NHS)
- Mosaic children's Therapy Centre Ltd (Private Occupational Therapy Service for assessment and intervention for sensory processing difficulties)
- Sensory specialist teachers (visual impairment / hearing impairment) – Local Authority
- Mentoring support for individual children with designated Teaching Assistant
- St Joseph's Family Centre – child counselling
- Peace Centre – information for support / bereavement counselling
- Parent Partnership – Close working relationship with school to support parents

Where a pupil is receiving Additional SEN Support, staff will meet parents at least termly to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school

Individual pupil progress at Additional SEN Support Level, in addition to the regular review / evaluation of the pupil passports, will be intensively monitored at least three times per year by the school tracking system. A full report on the progress of children will be presented to the Governing Body once per year and the identified SEN Governor is encouraged to take a full challenging role regarding the progress of these children with both the SENCo and Headteacher.

### **STEP 5**

Where it becomes apparent over time that a pupil will require considerable support for the foreseeable future, and/or their attainments remain significantly below their peers despite appropriate support and the pupil meets the criteria set out by the Local Authority, the formal assessment procedures for an Education Health and Care Plan will be started by the SENCo. This will only be done in full conjunction with the Parents and the Specialist Services involved with the pupil. The process will follow the legal assessment procedures outlined in the Local Offer by Warrington Local Authority.

Further details of the SEND Identification Pathway can be found in **Appendix 1**. Details of these arrangements are available from the SENCo at the school.

### **Supporting Pupils at School with Medical Conditions and Disabilities**

At Barrow Hall we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

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Where a pupil has a medical condition without any learning needs, or any specific needs regarding full access to the broad balanced curriculum to which they are entitled, then the pupil's needs are documented in a Health Care Plan (this is not the same as an Education, Health and Care Plan).

Where a pupil has a medical condition with a learning/educational need, the pupil's needs are documented according to the SEND code of Practice (2014) as outlined above. Some of these children may also satisfy the Local Authority criteria to have their needs documented in an Educational Statement or Education, Health and Care plan, which will bring together their educational, health and social care needs.

Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Our Disability Equality Scheme and Accessibility Plan details the school's specific targets with regard to increasing accessibility to children and parents with disabilities. These include access to the curriculum, the physical environment and written information. The plan demonstrates our commitment to remove barriers to any persons with a disability.

### **Transition Arrangements**

#### **Transition into and within school**

We understand how difficult it is for children with special educational needs and their parents as they move into a new class or a new school, and we will do what we can, according to the individual needs of the child, to make transitions between classes as smooth as possible. This may include:

- Additional meetings for the parents and child with their new teacher
- Additional visits to the classroom environment
- Opportunities to take photographs of key people and places

#### **Transition to secondary school**

For children with SEND, extra visits will be arranged to the selected secondary school. The SENCo of the secondary school will also be invited to Barrow Hall Primary School to meet with the child's class teacher, in order to discuss their individual needs and make any further arrangements to support transition. All records regarding the child will be passed onto the receiving school.

#### **Access to Examinations and Assessments**

Measures are put into place to ensure that children with SEND are able to access examinations and assessments. These will depend on the level and type of needs and include:

- Extra time for assessments
- The use of a scribe
- The use of a computer for word processing
- Adaptations to the font or colour of the assessment paper for children with visual

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difficulties.

- Rest breaks

These provisions may be put in place if they are part of normal classroom practice for an individual pupil.

The SENCo has the responsibility of ensuring that these additional requirements are put into place and that they follow the legislation from the Assessment, Reporting and Access Arrangements documentation provided by the DfE.

### **School Complaints Procedure**

If a parent or carer has any concerns or complaints regarding the provision for care or welfare of their child, an appointment can be made by them to speak to the SENCo or headteacher, who will be able to advise on formal procedures for complaint and direct them to the complaints procedure on the school website.

Date reviewed by FGB                      Autumn 2018

Date for full implementation              Autumn 2018

Date for review by committee            Autumn 2019

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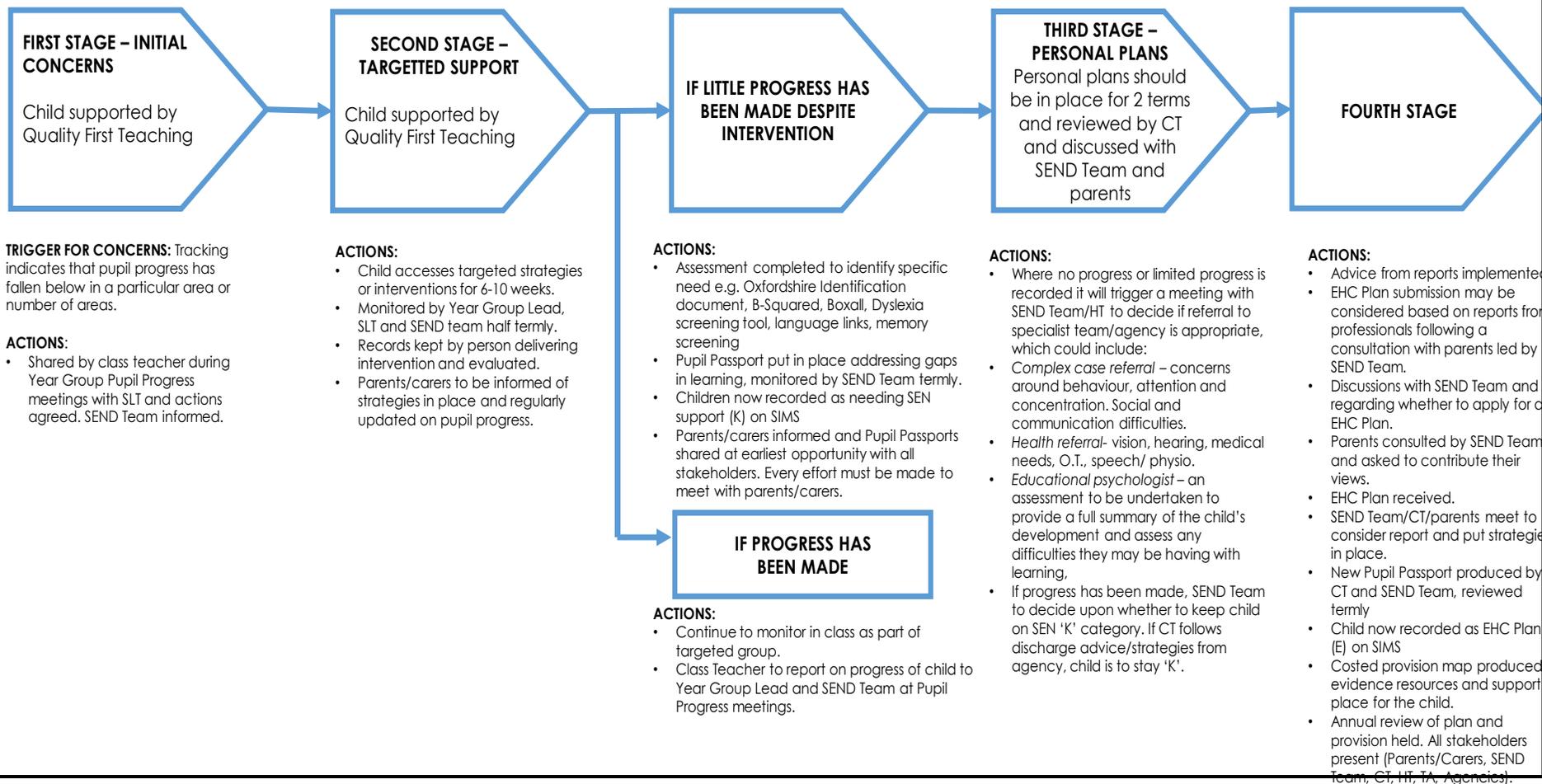


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### BARROW HALL COMMUNITY PRIMARY SCHOOL SEND PROCEDURES

*A child needing SEN support is defined by the Special Educational Needs Code of Practice as: 'A pupil who needs provision that is different from or additional to that which is normally available for pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support'*



- Parents can request referrals through: family support worker, social care routes, attendance, SEND
- If parents want to initiate a referral, a meeting should be arranged with SENDCo/ CT/other relevant staff to look at the evidence needed and decide who the lead person in the referral should be.