



# **Inclusion and SEND Policy**

## **Inclusion and Special Educational Needs and Disability (SEND) Policy**

### **Goodwyn School**

#### **1 Introduction**

- 1.1 Goodwyn School has an inclusive ethos which provides a broad and balanced curriculum for all children. Each child is given the opportunity to achieve their personal best and to become a confident learner. The whole school has the responsibility for meeting individual needs.
- 1.2 The Early Years Foundation Stage and the National Curriculum is the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set appropriate learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that may mean they have additional needs and require particular action by the school.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. Every teacher is a teacher of every child in their class, including those with SEND.

#### **2 Aims and objectives**

- 2.1 The aims of this policy are:
  - *to create an environment that meets the special educational needs of each child;*
  - *to ensure that the special educational needs of children are identified, assessed and provided for;*
  - *to make clear the expectations of all partners in the process;*
  - *to identify the roles and responsibilities of staff in providing for children's special educational needs;*
  - *to enable all children to have full access to all elements of the school curriculum;*
  - *to work in partnership with parents / carers to enable them to play an active role in supporting their child's education;*
  - *to ensure that our children have a voice in this process.*

#### **3 Educational inclusion**

- 3.1 Goodwyn School aims to offer excellence and choice to all children, whatever their ability or needs so that all children feel they are a valued part of the school community. Staff have high expectations of all children and these are enabled

through the removal of barriers to learning and participation. Through appropriate curricular provision, we respect the fact that children:

- *have different educational and behavioural needs and aspirations;*
- *require different strategies for learning;*
- *acquire, assimilate and communicate information at different rates;*
- *need a range of different teaching approaches and experiences.*

3.2 Goodwyn School recognises that children with SEND are the responsibility of all staff (see Appendix 2) and aims to develop the skills of all through valuing and accepting differences. All Staff to respond to children's needs by:

- *providing support for children who need help with communication, language and literacy;*
- *planning to develop children's understanding through the use of all available senses and experiences;*
- *planning for children's full participation in learning, and in physical and practical activities;*
- *helping children to manage their behaviour and to take part in learning effectively and safely;*
- *helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.*

#### **4 Class records of concerns**

4.1 Records are kept of children teachers are concerned about. Class teachers have a Red Book in which notes are kept on parent interviews, problems observed in the classroom or playground and the action taken. The class teacher hands over the Red Book to the new teacher at the end of each academic year. The Red Book is also used by the class teachers to record bullying incidents, which are then reported to a member of the management team.

4.2 Each term class teachers meet with the Principal to discuss concerns, progress and further action. The support teachers are deployed accordingly.

4.3 The school keeps a register of Highlighted SEND children. Highlighted children need some support and monitoring but do not come under the heading of special educational needs, as defined by the SEND Code of Practice (2015). Notes about these children are stored in the SEND filing cabinet in the SEND room. The school follows guidelines on SEND protection, preserves confidentiality and gives parents/carers access to records on request.

4.4 The school has a separate register for children who fall within the Special Educational Needs and Disability category, as defined by the Code of Practice 2014. Records of these children are kept by class teachers in the class SEND folder. Some copies are stored in the SEND filing cabinet. Here the class teachers and SENCO keeps records of any additional provision made. The school updates these records at least three times a year when the class teacher, SENCO, parents/carers and the child concerned meet to contribute to setting goals, discuss support and review progress. (IEP reviews)

4.5 Class teachers have SEND folders where IEPs, assessments and reports are kept for children in their class with SEND and notes and reports are kept for children on the Highlighted list. Teaching Assistants (TA's) have access to these records. Class teachers are responsible for the progress and development of all

children in their class, even where pupils access support from teaching assistants or specialist staff.

4.6 Records are transferred when children change classes. SEND reports are passed on to the next class. When a child moves to a different school records are passed on with the permission of parents/carers.

## **5 Special Educational Needs and Disabilities (SEND)**

5.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

5.2 At Goodwyn School, we identify the needs of pupils by considering the needs of the whole child which will include not just their special educational needs. Other factors which need to be considered will include aspects such as: attendance and punctuality; health and welfare and English as an Additional Language (EAL).

There are four areas under which special educational need or disability are identified:

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing

behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties.

- 5.3 Some of the children who join Goodwyn School have already attended an early education setting. In a few cases children join us with their needs already assessed by the Pre-School Teaching Team (PTT.) All children are assessed when they join this school, so that teachers can build upon their prior learning. This information is used to provide starting points for the development of an appropriate curriculum for all our children.
- 5.4 If these early assessments show that a child has SEND there are a range of strategies used that make full use of all available classroom and school resources. This is termed SEN support. The child's class teacher will provide interventions that are different from or additional to the level of support normally provided as part of the school's curriculum delivery.
- 5.5 The child's class teacher will plan interventions that are different from or additional to the level of support normally provided as part of the school differentiated curriculum and teaching strategies.
- 5.6 The class teacher and Special Educational Needs Co-ordinator (SENCO) will work with parents and SEND children to provide support that facilitates that child's progress. The graduated approach of Assess-Plan-Do-Review adopted by the school recognises that there is a continuum of needs. This is recommended in the Code of Practice 2014. The SEND Code of Practice encourages an 'assess, plan, do, review' approach to support pupils with SEND.

**Assess** - The class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This will include drawing on the teacher's assessment and experience of the pupil, their previous progress and attainment.

**Plan** - The teacher and SENCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The SENCO may decide to seek advice from external agencies in agreement with the parent.

**Do** – The class teacher is responsible for overseeing the implementation of what has been agreed at the planning stage. They will work closely with any specialist or identified staff to plan and assess the impact of support and interventions.

**Review** – The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and

quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. If adequate progress has not been made, revisions will be made to the plan and this 'plan, do, review' cycle will continue.

Where a child is seen to have made sufficient and sustained progress and it is felt that they are able to maintain this with quality first teaching, they will be removed from the SEND register.

5.7 Teachers will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term or more frequently if appropriate. Parents/carers and the child are invited to attend all reviews and share in setting further targets.

5.8 The stages of the IEP are as follows:

1. Class teacher/TA/specialist teacher identifies concerns by filling in a Pupil Concern Form. (Appendix 3)
2. The Pupil Concern Form is given to the SENCO who arranges a time to observe the child and discuss any interventions.
3. Observations are fed back to the class teacher and strategies or interventions are put into place. These can be delivered by TA or SENCO. Clear records are kept and the impact is discussed.
4. If progress is still not being made, the SENCO will call parents to voice concerns.
5. Parents are invited to have a meeting with the SENCO and class teacher to discuss the possibility of the child having an IEP for specific targets. If necessary external support and advice from outside agencies will be included.
6. Once the parents have agreed to the child having an IEP and being included on the Special Educational Needs register, the SENCO, together with the class teacher, will give the child targets and plan interventions.
7. The parents will be invited to have a meeting with the SENCO to discuss the targets and give input.
8. Once the parents have agreed on the targets, they will sign the IEP. The teacher will sign and the targets will be read through with the child. The child will sign to indicate they know their targets.
9. These targets are reviewed in October, February and June. The teacher/TA reviews them as well as the child.
10. Once they have been reviewed, the SENCO meets with the class teacher to discuss outcomes and whether the targets have been achieved or are ongoing.

11. Next steps are discussed and new targets (or a continuation of existing targets) are written.
12. The SENCO writes the targets and a meeting is arranged with the parents/carers to agree on the targets and discuss the review of the previous targets.

The cycle continues.

5.9 If the IEP review identifies that support and advice is needed from outside services, parents/carers will be consulted and their consent sought prior to any support being requested. Goodwyn School is committed to effective joint working with external agencies (see Appendix 1). Liaison is ensured using a variety of means including telephone contact, email, written correspondence and meetings. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new IEP including suitable targets and strategies. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

5.10 If the child continues to demonstrate significant cause for concern by not making adequate progress after all the interventions/ adjustments and quality personalised learning, a request for an Education, Health and Care Assessment will be made to the LEA by the SENCO with the parent's/carer's agreement. A range of written evidence about the child will support the request and if in the child's needs are considered severe and complex an Education, Health and Care Plan may be issued by the LEA..

5.11 At Goodwyn School the SENCO:

- *manages the day-to-day operation of the policy;*
- *co-ordinates the provision for and manages the responses to children's special needs;*
- *acts as the link with parents/carers;*
- *acts as link with external support agencies/professionals including private and LEA educational psychology services, health and social services and voluntary bodies;*
- *supports and advises other practitioners in the school;*
- *oversees the records of all children with special educational needs;*
- *ensures the appropriate IEPs are in place;*
- *liaises with the class teacher in further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs;*
- *liaises with the class teacher in monitoring and reviewing any action taken to support the child;*
- *monitors and evaluates the special educational needs provision and reports to the management team;*
- *assists the Bursar and Head of Academics in managing a range of human resources, to enable appropriate provision for children with special educational needs;*
- *manages a range of material resources to enable appropriate provision for children with special educational needs;*
- *contributes to the professional development of all staff;*
- *ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement / Education, Health and Care Plan;*
- *ensures that parents/carers are notified of a decision by the school that SEN provision is being made for their child;*

- *consults the LEA and other schools, when appropriate;*

5.12 There are regular staff meetings where SEND issues are discussed. These are related to specific concerns relevant to needs identified or in ensuring that staff keep up to date with information and legislation.

5.13 The SENCO attends relevant training and disseminates the details to all staff as appropriate or individuals can access training that is necessary for their professional development.

## **6 The role of the management team**

6.1 The management team has due regard to the SEN and Disability Code of Practice 0-25, 2015 and when carrying out its duties toward all pupils with special educational needs.

6.2 The management team is committed to securing the necessary provision for any pupil identified as having special educational needs.

6.3 The management team has identified a person to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Principal.

6.4 The management team is responsible for the school's SEND provision, including the deployment of funding, equipment and personnel.

6.5 The Principal will deal with complaints. He will discuss any complaint with the member of staff involved. Every effort is made to resolve the complaint within school. Parents/carers are kept informed of the progress of the complaint procedure. The management team is informed of the complaint. Parents are encouraged to use the Parent Partnership service for support and advice.

6.6 SEND provision is an integral part of the School Development Plan.

## **7 Allocation of resources**

7.1 The bursar is responsible for the operational management of human resources for special needs provision within the school, including the provision for children with statements of special educational needs and EHC Plans.

7.2 The SENCO is responsible for the ordering and management of material resources for special educational needs provision within the school, including the provision for children with statements of special educational needs.

## **8 Assessment & Identification**

8.1 The Code of Practice emphasises the importance of early identification of SEND. A Pupil Concern Form is filled out by class teachers or any member of staff highlighting initial concerns. It is then passed onto the SENCO. The class teacher informs the parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation. Parents are continually kept informed and involved.

8.2 The class teacher and the SENCO discuss with staff, keep records, make observations, assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

8.3 The SENCO works closely with parents and teachers to plan appropriate intervention and a programme of support outlined in the IEP.

8.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The child is involved, where possible, in assessment and target setting, expressing likes and dislikes.

## **9 Access to the curriculum**

9.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- *understand the relevance and purpose of learning activities;*
- *experience levels of understanding and rates of progress that bring feelings of success and achievement.*

9.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessments are used to inform the next stage of learning.

9.3 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision in the school. By breaking down the existing levels of attainment into finely graded steps and targets, it is ensured that children experience success. All children needing SEN support have an IEP.

9.4 Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when in order to maximise learning, the SENCO might work with small groups, or in a one-to-one situation outside the classroom.

9.5 Goodwyn School can make arrangements so that children with physical and sensory difficulties can move around safely and access activities. There is a ramp to enter the building and toilets and classrooms on the ground floor on a single level. There is access to an outdoor play deck and paved play area for Early Years. The playground has a soft safety surface. The school has experience in supporting children with a variety of needs including ADD, ADHD, dyslexia, dyspraxia, hearing impaired and ASC (Autism Spectrum Condition)

9.6 The school has due regard for the Code of Practice when it outlines the 'reasonable adjustment' duty for all settings and schools provided under the Disability Equality legislation.

## **10 Partnership with parents/carers**

10.1 The school works closely with parents in the support of those children with special educational needs and engages in ongoing dialogue with parents. Parents/carers have much to contribute to our support for children with special educational needs. Parents'/carers' concerns are recorded and acted upon. Parents/carers are made welcome in the school. The school offers informal chats as necessary and formal discussions by appointment.



10.2 We make arrangements to meet parents'/carers' needs e.g. providing an Interpreter when needed.

10.3 There are regular meetings each term to share the progress of special needs children with their parents. Parents are informed of any outside intervention, and the process of decision-making is shared with them by providing clear information relating to the education of children with special educational needs.

## **11 Pupil Participation**

11.1 Goodwyn School encourages children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

11.2 Children are involved in understanding their targets in their IEPs. Children are encouraged to make judgements about their own performance against their IEP targets. Success is recognised and children are encouraged to celebrate their own success and that of others.

11.3 Certificates, stickers, house points and tokens are given for achievement. Children are encouraged to comment on whether they enjoy activities. They are asked how they would like to be helped.

## **12 Links with other Schools/Settings**

12.1 The school passes records on to the next placement, with parent/carer permission, to ensure they contribute to the future planning for the benefit of all pupils.

12.2 The school makes arrangements to support transfer for all pupils by supporting visits, verbal liaison and inviting staff to reviews. The SENCO will discuss with receiving staff any children identified as needing additional or different provision (with the permission of parents/carers) to enable continuity of support.

12.3 Staff at Goodwyn is committed to sharing good practice with other schools/settings. The SENCO attends termly LEA SEN network meetings which provide support and professional development for SENCOs. The SENCO liaises with the relevant Early Years Area SENCO ensuring that children in Early Years with identified needs have a positive transition into our school or from our school to other schools.

## **13. Monitoring and evaluation**

**13.1** The SENCO monitors and records the progress of all SEND children and shares it with teachers and parents/carers regularly.

**13.2** The SENCO supports teachers involved in drawing up Individual Education Plans for children. The SENCO regularly discusses the development in special needs provision with the Principal, Bursar and Head of Academics.

**13.3** This policy is reviewed annually. The SENCO consults with the staff and SMT when considering any amendments in the light of the annual review findings and statutory guidance (SEND Code of Practice: 0-25).

Date	7 <sup>th</sup> December 2016
Author	S Bekhor-SENCO
Reviewed by	Senior Management Team
Next Review Date	December 2017

## **Appendix 1**

### **Outside Agencies**

Advisory Teachers - BPSI

Pre-school Inclusion Team

Pre-school Teaching Team

BPSI

Parent Partnership

CAMHS

Hope Centre

Educational Psychologists- LEA-Marina Costa

Amanda Rysman (Lead)

BINOH

Speech and Language Therapists- LEA-Kirsty Mansfield

NHS Marion Newman

Private-Judy Harris

Belinda Seeff-Gabriel

## **Appendix 2**

### **Staff**

#### Senior Management Team:

Principal, Struan Robertson- 'Responsible person'

Bursar- Glynis Hobden

Head of Academics – Lisa Woolfe

#### SEN team:

SENCO – Sheryl Bekhor

Support teacher- Simon Gray

Specialist Teachers for Games, French and Music

Teaching Assistants (TA's)

Lunchtime supervisors

Kitchen staff

