



Inclusion Manager: Mrs Nicola Kendrew (NASENCo Award, BA Honours)

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Beliefs and Values around SEN

Every teacher is a teacher of every child or young person including those with Special Educational Needs (SEN). All children have a right to fulfil their potential.

Policy development

This policy was written by the Inclusion Manager. Consultation took place with the Senior Leadership Team (SLT), teachers, Learning Support Assistants (LSAs), Teacher in Charge of Language Additionally Resourced Provision (Lang ARP), Nursery staff, parents and governors.

Contextual Information

We are a two form entry primary school and nursery, within the vibrant and diverse community of Totteridge in High Wycombe. Our school reflects this diversity and we pride ourselves on an ethos which promotes mutual respect and values every individual.

We place children's learning and well-being at the centre of all we do and offer a well-resourced and attractive environment in which to learn and grow.

Our aim is to provide a rich and stimulating, skills based, curriculum for our children, which promotes aspiration, independence and good citizenship. In this way we hope to enable every child to achieve their full potential.

The school has a 15 place Additionally Resourced Provision for children with speech and language difficulties (Lang ARP). As part of this, the Language ARP has an attached Speech and Language Therapist provided by the NHS. The Language ARP is overseen by the Teacher in Charge who is line managed by the Inclusion Manager. The allocation of places is the decision of Buckinghamshire Council's SEN Team.

Most importantly King's Wood is a happy place and our children love coming to school.

SECTION TWO

Aim

To raise the aspirations of and expectations for all pupils with SEN we focus on outcomes for children and young people. To achieve this we adopt a variety of methods to remove any barriers to learning and further each child's progress. It is important for all children to feel part of the school community and their class. We operate many different types of support, including in class, small teaching groups and one-to-one sessions which enable all pupils to feel engaged with the curriculum, appropriate to their needs. In this way, all pupils feel included in the school. We are a Nurture School and hold the Marjorie Boxall Quality Mark Award.

Objectives

1. To identify and provide for pupils who have SEN and additional needs.
2. To work within the guidance provided in the SEND Code of Practice 2014.
3. To operate "whole pupil whole school" approach to the management and provision of support for SEN.
4. To provide an Inclusion Manager who will work with the SEN Inclusion Policy.
5. To provide support and advice for all staff working with SEN pupils.
6. To liaise effectively with Outside Agencies and act upon their recommendations.

SECTION THREE

Identification of SEN

The SEN Code of Practice 2014 describes four main categories of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or Physical Needs.

King's Wood School and Nursery's identification of SEN is outlined below:

- Concerns raised by parents/carers.
- On entry to school, all children are assessed. This can be used to determine any SEN.
- Feedback from feeder schools/nurseries.
- An Initial Concerns Sheet (ICS) is completed by class teachers who have concerns with a pupil's educational needs. This is then discussed with the Inclusion Manager and a plan of action formed.
- If a child is considered to be at risk of SEN and the school does not have enough evidence to support this or has recently been removed from the SEN Support Plan Register then they are placed on the school's Record of Concern (RoC). This is an internal ranked register used to support monitoring and provision for those children who are causing concern.
- Throughout the school, children are regularly assessed and SMART targets set accordingly.
- Six times a year pupil progress meetings take place – this is an opportunity to assess those children that are falling behind and for discussion between class teacher, Inclusion Manager and Head teacher.

- Standardised testing is used to provide a Suffolk and Salford reading age to every child twice a year.
- Pupil progress in reading skills is also monitored by RWI levels and testing throughout KS1 and for lower achievers in KS2.
- Teachers monitor children's progress through marking their work and discuss any concerns over lack of progress or particular difficulties with the Inclusion Manager as they arise.
- The Educational Psychologist can be requested by the Inclusion Manager to assess children to determine learning needs and suggest strategies to support them further.
- The Inclusion Manager may refer to outside agencies for support e.g. SALT and OT.
- For social, emotional or mental health needs the Inclusion Manager may refer pupils to the Woodlands Pupil Referral Unit/ School Nurse/CAMHS or the school's Learning Mentors.
- The Learning Mentors and Inclusion Manager can assess children for social, emotional or mental health needs using Boxall profiles or Strengths and Difficulties Questionnaires (SDQ).
- Diagnostic screening by Cognition and Learning Team or by Inclusion Manager.

Other factors that may influence progress and attainment

King's Wood School and Nursery recognise that they are other contributing factors that may affect a child's progress and attainment. Children who have a disability may need reasonable adjustments to their curriculum and this is done in consultation with class teacher, parents and Inclusion Manager. Attendance and punctuality are regularly reviewed by the school's Attendance Officer and parents are informed of concerns. In addition to this the school has a Family Liaison Manager (FLM) who may support the family if there is a need. The Inclusion Manager closely monitors those children who have English as an Additional Language (EAL), those who are in receipt of Pupil Premium and Looked After Children (LAC). Whilst these children may not be SEN we ensure that they are making the expected progress and monitor closely.

SECTION FOUR

A Graduated Approach to SEN Support

Teachers are teachers of all pupils including those with SEND. This is achieved through quality first teaching which includes effective differentiation and monitoring of all pupils. The class teacher is responsible and accountable for differentiating each lesson to ensure that the needs of all pupils are met effectively and adequate progress and development is achieved, including those pupils who are supported by LSAs and specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

Classroom observations and book scrutiny happens regularly within the school to ensure that teaching and marking is of the highest possible standard.

Managing pupils needs on the SEN Register

At the start of each academic term the Inclusion Manager, in consultation with the teachers and LSAs, create a provision map detailing the interventions, the short term outcomes and frequency for the term. The allocation is done in conjunction with baseline assessments such

as digit spans and SDQs. All Outside Agencies provision is also recorded on the Provision Map and details the frequency.

Initial training is held for any adult delivering an intervention and monitoring and evaluation sheets are provided by the Inclusion Manager or relevant outside agency.

The Inclusion Manager has an open-door policy for continuing feedback on individual children and interventions. The class teacher is expected to inform the Inclusion Manager of any concerns regarding the provision provided.

The Inclusion Manager has regular meetings with LSAs to discuss any amendments needed. The class teacher and Inclusion Manager meet with the Head teacher twice a term to discuss pupil progress. At the end of each term each LSA completes an evaluation, end of term intervention form and meets individually with the Inclusion Manager to evaluate the provision and plan the next term's outcomes. This is then shared with the class teacher who adds their input.

The Inclusion Manager is available at parents' evenings to meet with parents to discuss any concerns. Provision Maps and SMART targets are shared at this time. This is also an opportunity to discuss any outside agencies or external support that the school feel is necessary to support the child further.

If the Inclusion Manager and Senior Leadership Team feel there is a need to request High Needs Block Funding (HNBF) or an EHCP then parents are informed at any point during the academic year. Relevant referral forms are shared and where necessary signed by the parent/s.

Pupils with an EHCP receive the hours of support as outlined in their Education, Health Care Plan (EHCP). It is not always appropriate for a child to receive one-to-one support for the majority of their lessons as this may hinder their independent work skills; sometimes 'distant' support is best. This also helps to include the child as a full member of the class rather than being taught in isolation.

Children who do not have an EHCP may also receive specialist support as required. This could involve the following services:

- Speech and Language therapy
- Physiotherapy
- Paediatric referrals
- School Nurse
- Hearing and Sight Impairment Support Team
- Specialist Teaching Service (STS)
- Occupational Therapy (OT)
- Pupil Referral Unit (PRU)

- Nurture groups

Because we use a variety of small groupings children are made to feel included in their learning. There are 'booster groups' for children who benefit from an extra push, special needs groups, and nurture groups. All children move around to different groups for different things and so it is considered 'normal' to be in different groups. This helps our pupils with SEN as they then do not feel different from the rest of the class.

There is also 1 to 1 support or small groups for emotional or social difficulties with the Learning Mentors as required.

SECTION FIVE

Criteria for exiting the SEN Register

During Pupil Progress Meetings (PPM) SLT, Inclusion Manager and class teachers discuss every child's progress. If it is decided the child no longer has SEN then the child will be removed from the SEN Support Plan Register and the parents are informed. The child is then monitored on the school's internal Record of Concern (RoC) using a ranked system. The RoC is reviewed termly with the class teacher and Inclusion Manager.

SECTION SIX

Supporting pupils and families

Pupil Involvement

All pupils are aware of their targets as these are displayed in the classroom and regularly referred to.

Pupils are asked to comment on the progress they have made with these targets.

Pupils are also encouraged to attend the parent consultation meetings if appropriate; their views are gathered before SEN Support Reviews and they sign the parent form to show their attendance.

Where a child has an EHCP, in preparation for the Pupil Centred (PC) Annual Review, pupils' views are gathered ready for the review meeting.

Pupils with an EHCP will attend part of their PC Annual Review meeting, where appropriate.

Parental Involvement

Parents are always able to make an appointment to see either the class teacher or the Inclusion Manager to discuss their child's SEN.

Parent Consultation Evenings are held twice a year with all parents being invited.

The Individual provision map is shared with the parent at parent's evening for them to comment on, add to and sign or at SEN Support reviews

Where a child has an EHCP, in preparation for the Annual Review, parents are asked for written feedback 6 weeks prior to the Review meeting.

As part of the Inclusion Team the school has a FLM whose role it is to support parents of school-aged children. The parents are also directed towards the Buckinghamshire SEND Information, Advice and Support Service previously known as Parent Partnership. The FLM will support parents with referrals to other outside agencies and attend meetings to support

parents e.g. housing, food banks etc. We also have Parents As First Teachers (PAFT) worker who runs group meetings to support parents of pre-school and early years children. She also supports families of pre-school/early years parents in the home environment.

Supporting Pupils

Access arrangements for those pupils who need extra support at exam times are adhered to using the latest DfE guidelines.

Transition

Transition from class to class and across Key Stage One and Two is monitored and supported by the Inclusion Manager. Those children in Year Six who are identified as being vulnerable receive a transition support programme in the Summer Term. This is delivered by the Inclusion Manager and Learning Mentor who also liaise with the relevant staff at their Secondary School to aid transition. The children with an EHCP receive extra visits to facilitate the move. The Language ARP runs their own transition programme focusing on the specific needs of the children.

SECTION SEVEN

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. 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.

Those children who have an Education, Health and Care (EHCP) Plan which brings together health and social care needs as well as their SEN provision the SEND Code of Practice (2014) is followed.

Initially, the Inclusion Team would meet with the child's parents to ensure that practises are adhered to and followed rigorously. If it is deemed necessary the school will contact the School Nurse and relevant health care specialists and complete a Health Care Plan. This will then be displayed in the medical room, child's classroom and a copy kept on file and shared with relevant staff. If deemed necessary training will be sought and members of staff dealing with the child will be trained accordingly.

SECTION EIGHT

Training and Resources

Staff are supported by the Inclusion Manager to meet the needs of SEN pupils in the class. They are regularly updated on SEN Developments by the Inclusion Manager. Staff are offered training on specific needs as appropriate to the pupils in their class from Outside Agencies or internal support. Feedback on their training is given during staff meetings to skill up all staff. The Inclusion Manager is a member of the SEN liaison groups and attends regular meetings held by Buckinghamshire Council.

SECTION NINE

Roles and Responsibilities

SEN Governor

There is a Governor appointed to SEN with responsibility to inform the full Governing Body of current SEN practice in the school, liaise and be part of policy writing. In addition they meet with the Inclusion Manager termly where they receive an update on SEN within the school.

Class Teachers

Class Teachers are responsible for all the children in their class and they are expected to alert parents and the Inclusion Manager of any concerns they may have. It is their responsibility to provide a differentiated curriculum designed to meet the needs of the pupils in their class. They consult and work with the Inclusion Manager and other outside agencies to the benefit of the pupil. Class Teachers are responsible for co-ordinating and overseeing the work of LSAs within their classroom, modelling effective support of children where necessary. The class teacher is responsible for initiating, monitoring and updating the SMART targets and they review a child's progress at parents evening and SEN Support Plan meetings and at other times as necessary.

Learning Mentors

Under direction of the Inclusion Manager the Learning Mentors deliver small group and one to one interventions aimed at supporting pupils with social and emotional development. They also support behaviour management across the school and support pupils in learning how to manage their emotions.

Learning Support Assistants (LSAs)

LSAs are line managed by the Inclusion Manager. They work closely with class teachers to deliver programmes of support either to individuals or small groups. Consultation with the Inclusion Manager occurs as and when it is appropriate on strategies and support programmes. The LSAs contribute towards the review of child's progress at the end of an intervention.

Safeguarding

The designated Safeguarding Officer is the Head Teacher, Mrs Janice Freeman. The Deputy Officer is the Deputy Head Teacher, Mrs Lara Virgo. In addition, Miss Erika Searle, Mrs Nina Martin and Mr Michael Hickey have responsibility for safeguarding in the absence of the Head teacher and Deputy.

Medical Needs

The person responsible for managing the medical needs of children within the school is the Office Manager, Mrs Pauline Burton.

SECTION TEN

Storing and Managing Information

Confidential information regarding children is stored in a lockable filing cabinet located in the Inclusion Office. This room is also locked when not in use.

SECTION ELEVEN

Reviewing the policy

This policy will be reviewed annually from the date of publishing, or where necessary sooner in light of changes to SEND.

SECTION TWELVE

Dealing with complaints

Any complaints regarding SEN should be directed initially to the Inclusion Manager who will seek to resolve it and if necessary seek advice from the link SEN Officer at County Hall. If dissatisfied with this outcome the parent/carer should be directed to the Head Teacher and/or Governors as per Buckinghamshire Council Complaints policy.

SECTION THIRTEEN

Appendices

Appendix A – Blank copy of County SEN Support Plan

Appendix B - Initial concern sheet

Appendix C - SMART target sheet

Appendix D - Behaviour target sheet

Appendix E – Link to the Buckinghamshire Family Information Service

Appendix F – Language ARP criteria for entry

Appendix G – Glossary of SEN terms

Appendix G – Glossary of terms

Abbreviation	Meaning
SEND	Special Educational Needs and Disability
SEN	Special Educational Needs
SLT	Senior Leadership Team
Lang ARP	Language Additionally Resourced Provision
LSA	Learning Support Assistant
ICS	Initial Concern Sheet
SMART	Specific, Measureable, Attainable, Realistic Timely
SENCo	Special Needs Co-ordinator
RoC	Register of Concern
EHCP	Education, Health, Care Plan

PRU	Pupil Referral Unit
RWI	Read, Write, Inc
SaLT	Speech and Language Therapy
OT	Occupational Therapy
CAMHS	Child and Adolescent Mental Health Services
SDQ	Strength and Difficulties Questionnaire
FLM	Family Liaison Manager
EAL	English as an Additional Language
LAC	Looked After Child
HNBF	High Needs Block Funding
PPM	Pupil Progress Meetings
PCAR	Person Centred Annual Reviews
PAFT	Parents As First Teachers
DfE	Department for Education