Whiston Junior and Infant School
Part of White Woods Primary Academy Trust

Engaging Minds Developing Lives

SEND (Inclusion) Policy

Reviewed by SENDCO & Inclusion Lead Teacher: 10th July 2019
Approved by the Full Governing Body including the SEND Governor: 17th July 2019
Review Date: 17th July 2020
SEND (INCLUSION) POLICY

INCLUSION LEAD: Mrs Sally Goodwin (Postgraduate Certificate for Special Educational Needs Coordination)
INCLUSION Senior Leadership Team staff: Mrs Tina Angell
Please note: as from September 2019 the acting SENCO will be Mrs Rachel Thompson-Plant
Mrs Thompson-Plant is also a member of SLT: Acting Assistant Head & KS1 Lead
Whiston-Junior-Infant@rotherham.school
INCLUSION Governor: Ms Amy Morrell

Whiston Junior and Infant School aims to provide quality education for children between four and eleven years of age.

Our aim is to provide high standards of teaching and learning through:

- A rich, broad, balanced and creative curriculum which sustains the engagement of all learners.
- Operating an environment which is safe, healthy, caring and supportive for everyone.
- Encouraging self reliance and pride in all achievements.
- Developing learning skills and a love of learning, including the ability to question, enquire and be independent in their approach to learning.
- Promoting the development of tolerance and respect for others, regardless of race, creed or gender and ensure that all learners have equality of opportunity.

It is important to remember that every teacher is a teacher of every child or young person including those with special educational needs, disabilities (SEND) or social, emotional and mental health needs (SEMHN).

The Policy has been shared via whole school staff training and is available on the school’s website for parents and carers to view at http://www.whistonjunior-infant.co.uk/ or a paper copy can be requested via the school office.

Aims
The aims of the Policy are:
• To ensure that there is a consistent approach throughout all key stages towards the identification of SEND, SEMHN needs and those with ‘High Learning Potential’
• To identify needs early and apply timely interventions.
• To ensure a smooth transition across Key Stages for all pupils by sharing information to meet needs.
• To involve parents, pupils and others, including members of staff and outside agencies, in developing a partnership of support and therefore enable full confidence in strategies adopted by the school.

Identifying Special Educational Needs and Social (SEND), Social, Emotional and Mental Health Needs (SEMHN) and High Learning Potential (HLP)
At Whiston J&I School we recognise that pupils are individuals with individual skills, strengths and needs. We will endeavour to meet the needs of all pupils through access to Quality First Teaching. We recognise that there are many factors which may impact upon attainment and progress including;
• Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
• Attendance and Punctuality
• Health and Welfare
• English as an Additional Language (EAL)
• Being in receipt of Pupil Premium Grant
• Being a Looked After Child
• Being a child of Serviceman/woman
Appropriate response and adjustments should be made for the above factors where appropriate, however they are not classified as SEN.
The SEN Code of Practice (2014) states that “A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

The Code of Practice outlines four broad areas of SEND need that will be planned for. The purpose of identification is to assess what action we need to take to meet the needs of the child. They are not to be used to fit a child into a category. In practice, individual pupils often have needs that span across all of these areas and pupil’s needs may change over time. The broad areas of needs are defined as:

**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 expressing themselves verbally, understanding what is being said to them or that 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 in 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 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, substance misuse, 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.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
It should be noted that slow progress and low attainment do not necessarily mean that a child has SEND or SEMHN and should not automatically lead to a pupil being recorded on the ‘Inclusion register’. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty, disability or social, emotional or mental health needs.

**Pupils with High Learning Potential (HLP)**

As well as identifying and supporting children with SEND and SEMHN needs we also we recognise that pupils are individuals with individual skills and strengths in particular areas. Therefore we identify those children who we feel have the ability to be ‘more able’ in particular subjects than their peers in the school and support them in the best way we can. The support is tailored according to the needs of the individual’s strengths initially by the school and then involve outside agencies where appropriate.

**A Graduated Response**

Teachers continuously assess the progress of all their pupils and ensure that provision is in place to meet their individual needs. In addition, regular pupil progress meetings and quality of teaching reviews are undertaken by the senior leadership team (SLT). This includes reviewing and improving teachers’ understanding of strategies to identify and support all pupils and ensuring they have an understanding of the SEND, SEMHN needs and HLP of children most frequently encountered.

Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where children access support from teaching assistants or specialised staff. High quality teaching, differentiated for individual pupils, is the first step we take in responding to pupils who have or may have SEND, SEMHN needs or HLP. Any concerns the class teacher has will be discussed with the child’s parents or carers.

The pupil will not be placed upon the Inclusion register at this point but, by request of the class teacher, will be placed on a list managed by the Inclusion Lead Teacher to ensure that progress is carefully monitored and extra support is given to the child within the class. Children who have recently been removed from the Inclusion register will also be monitored this way.

If the impact of a high quality teaching over a period of time together with some additional educational strategies is inadequate to ensure that a child on the monitor list who has or may have SEND, SEMHN needs or HLP is making progress, then a decision is made to draw on more specialised provision. The class teacher and Inclusion Lead Teacher will meet with the parents, the child, class teacher and teaching assistant to discuss the next steps to ensure the pupil can progress and develop. It is at this point that we will place the child on the Inclusion Register at the level of **Targeted school response**.

Children who are placed on the Inclusion register at targeted school response will continued to be assessed and monitored by their class teacher but in addition the Inclusion Lead Teacher will review the impact of the targeted support which the pupil is accessing. Class teachers will discuss the progress of the child with parents at ‘parents’ evenings’

If it is felt that the child is not making expected progress despite the extra timetabled support in class the class teachers will have a discussion with parents where permission will be sought to gain further advice from the Inclusion Lead Teacher. The child will then receive the extra support they require following the advice from the Inclusion Lead Teacher.
It is at this point that we will place the child on the Inclusion Register at the level of School Support. Parents will be formally invited in to discuss the progress of and support offered to their child once every term.

For higher levels of need, we may request advice from external agencies including:

- Learning Support Service (LSS)
- Educational Psychologist
- Speech and Language Therapists (SALT)
- Child Development Centre (CDC)
- Children and Adolescent Mental Health Service (CAMHS)
- Autism Communication Team (ACT)
- Behaviour Support Team

If a pupil needs to be supported by these agencies we shall place the child on the Inclusion register at Formal School Action Plus Response. The advice received from these agencies will be applied in school and reviewed on a termly basis, in a meeting to which parents and carers are invited and will be attended by the Inclusion Lead Teacher, class teacher and any external agencies.

Parents will be informed fully of every stage of their child’s development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

**Education and Health Care Plans**

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Lead Teacher
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, Rotherham Borough Council will provide an EHC Plan, if it is decided that the child’s needs are not being met by the support that is ordinarily available. The school and the child’s parents will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil’s formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.
Managing Pupils Needs on the Inclusion Register
The aim of formally identifying a pupil with SEND, SEMHN and HLP needs is to help school ensure that effective provision is put in place and so remove barriers to learning. The class teacher holds the responsibility for ensuring that the child is receiving and accessing the provision that has been recommended and evidencing progress according to the outcomes outlined in progress meetings.

Children who are placed on the register will be accessing interventions or personalised targeted support with specific outcomes. Each term a progress review meeting will be held for children on School Support Response and Formal School Action Plus Response. This will be between the class teacher, Inclusion Lead Teacher and parents or carers to review the progress of the pupil. This meeting may also include external agencies involved with the child.

During these reviews, we adopt an assess-plan-do-review cycle. This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those target groups and interventions which are the most effective in supporting the pupil to achieve good progress and outcomes. Target groups and interventions are monitored and evaluated termly by the Inclusion Lead Teacher and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Criteria for exiting the Inclusion Register
It should be noted that the Inclusion Register at Whiston J&I School is a fluid working document. Pupils can be placed on the Inclusion register as well as removed from the register. This will always be done in consultation with parents and where appropriate, pupils.

Support for Pupils and Families
The SEND Code of Practice states that Local authorities must publish a Local Offer, which sets out in one place information about the provision that they expect to be available across education, health and social care for children and young people in their area who have SEN, are disabled or have SEMH needs, including those who do not have Education, Health and Care (EHC) plans. The purpose of the Local Offer is to provide clear, comprehensive, accessible and up to date information about provision that is available and how to access it, plus to make the provision more responsive to local needs by involving all key stakeholders in its development and review.

The Local Offer can be found here by visiting this website: http://www.rotherhamsendlocaloffer.org/

Whiston J&I School has a statutory duty to provide an Inclusion Information report. This can be found on the school’s website. Whiston J&I School will liaise with outside agencies where appropriate, to provide a full package of support for the family and pupil.

Whiston J&I School has a clear admission’s policy, which can be located on the school website. Whiston J&I School is part of the Brinsworth Learning Community and the White Woods Academy Trust which allows work to take place across the schools. The Inclusion Lead Teacher’s within the learning community have forged positive working relationships. This also allows for information to be passed from one educational setting to the other.

For pupils in Year 6, transition days are organised at their next educational setting, introducing pupils to a variety of teaching staff, lessons and additional activities that they may expect in Year 7.
Supporting Pupils at School with Medical Conditions
At Whiston J&I School, we recognise that pupils at school with medical conditions should be properly supported so that they have access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the equality Act 2010. Some pupils may also have Special Educational Needs and they may have an Education Health and Care Plan (EHC) which brings together health and social care needs as well as their SEND provision. In these circumstances, the SEND Code of Practice is followed. Pupil’s medical needs are met through the school’s policy on managing medical conditions of pupils.

Monitoring and Evaluation of SEND and SEMH needs
It is recommended that the Inclusion Policy is reviewed annually, and Whiston J&I School will review its Policy under these recommendations. Whiston J&I School will contribute to the Local Offer published by the local authority. As part of this, the school will review and update its contribution at least once a year or sooner if deemed necessary. Pupils and parents views will be gained on Inclusion provision they are accessing before and during review meetings.

Training and Resources
Whiston J&I School, as part of a multi-agency academy trust receives funding directly to the school from central government to support the needs of learners with SEND, SEMHN and HLP. Whiston J&I School also receives funding from the Local Authority which is distributed as ‘top up’ funding for learners who require support which exceeds that available to the school. Whiston J&I School, together with the White Woods Academy group of schools is committed to working together to improve learning for all, and we are able to share resources, training and moderate provision for learners with SEND, SEMHN and HLP.

The training needs of staff are identified through appraisal. It should be noted that all staff are responsible for identifying their own training needs and seek support/advice as appropriate, whether this be from the Inclusion Lead Teacher and/or other staff with areas of expertise. The Inclusion Lead Teacher will regularly attend the Local Authority’s network meetings in order to keep up to date with local and national updates in SEND and SEMH needs.

Role and Responsibilities
The person responsible for overseeing the provision for children with SEND, SEMHN and HLP is Mrs Tina Angell (Head of School). The person co-ordinating the day to day provision of Education for pupils with SEND, SEMHN and HLP is Mrs Sally Goodwin (Inclusion Lead Teacher). The Inclusion Lead Teacher responsibilities include:

- Overseeing the day--to---day operation of the school’s Inclusion policy
- Co---coordinating provision for children with SEND, SEMHN and HLP
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND, SEMHN and HLP
- Liaising with parents of children with SEND, SEMHN and HLP
- Contributing to the in-service training of staff
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LA’s support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEND, SEMHN and HLP.

Class teachers are responsible and accountable for the progress and development of all the pupils in their class this includes monitoring and implementing the provision for SEND, SEMHN and HLP children. In
addition Class teachers are responsible for ensuring that their assigned teaching assistants are deployed effectively to meet the needs of the children within their class.

The named Governor responsible for Inclusion is Mr Brendan Frazier. The Inclusion Governor ensures that the school INCLUSION policy works within the guidelines and Inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

Reviewing the Policy
Due to the recent update of the SEN Code of Practice, this Policy will be reviewed annually.

Accessibility
The school complies with all the relevant accessibility requirements.

Complaints
The school works wherever possible in close partnership with parents and carers to ensure a collaborative approach to meeting pupil’s needs. All complaints are taken seriously and are monitored through the school’s complaints procedure.

Compliance
This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013 & April 2017
- SEND Code of Practice 0 – 25 (2014) updated January 2018
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions updated August 2017
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Equality Policies and Equality Statement
- Teachers Standards 2018