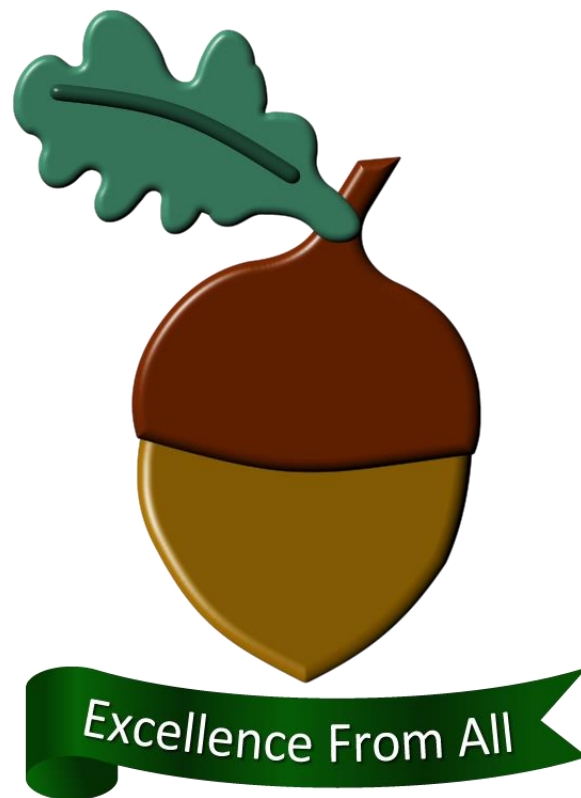


Inclusion/SEND Policy

Cliffe Woods Primary School



Approved by: The LGB

Date: February 2024

Last reviewed on: February 2024

Next review due by: February 2025

Aims and Objectives

- To ensure that all pupils attending Cliffe Woods Primary School have full access to a broad and balanced education.
- To identify pupils with special educational needs and ensure that their needs are met.
- To ensure that all pupils of whatever ability, achieve their full potential.
- To promote equality of opportunity.
- To ensure that parents are informed of their child's special needs and provision and that there is effective communication between parents and school.
- To promote effective partnership and involve outside agencies where appropriate.
- To work within the guidance provided in the SEND Code of Practice 2015.

At Cliffe Woods Primary School, we believe that every child has a right to education and that they should be given the opportunity to achieve and maintain their learning at the highest level possible within an inclusive school environment

Every child has unique characteristics, interests, abilities and learning needs and through a creative approach to learning, known as All Round Learning (ARL), we endeavour to meet these needs.

We believe that everyone has a right to equal opportunities. We believe that all children, adults and families should feel welcome and should have an equal chance to benefit from our school and everything it provides. We value the individuality of all children and families. We are committed to giving all of our children every opportunity to achieve the highest of standards, including those with diverse needs, and it is our aim to develop the full potential of individual pupils, including those with additional educational needs to prepare them for their roles as adult members of society.

At Cliffe Woods Primary School, we admit all pupils irrespective of their ethnicity, beliefs, attainment, educational needs or background. The school believes in developing every child's potential as fully as possible. All children have full access to the environment, resources, out of hours activities and staff. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. Every teacher is a teacher of every child including those with Special Educational Needs.

We have procedures in place to celebrate the diversity within our school community and aim for excellence amongst our pupils. We aim to develop a supportive and encouraging environment that will raise their self-esteem and promote achievement for all. We recognise and understand that inclusivity involves identifying the physical, emotional, environmental and attitudinal barriers that some children face and which prevent them from achieving their full potential. At Cliffe Woods we work together with the child and their family to remove any such barriers.

At Cliffe Woods Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. Pupils have Special Educational Needs if they have significantly greater learning difficulties than their peers, including social, emotional or mental health difficulties, physical disabilities or sensory impairments, which call for additional special educational provision to be made for them.

At Cliffe Woods Primary School, the Special Educational Needs Co-ordinator, is Mrs Rachel Galea-Baker. She is an experienced qualified teacher, with an additional MA in social justice and Education, in addition to National Certificate in SEN Coordination.

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This policy should be read in conjunction with all other school policies, particularly the SEND Information Report, Equal Opportunities, Teaching and Learning, Child Protection/Safeguarding, Accessibility Plan and the Equality Policy. It is an essential part of all curriculum policies. These can be accessed through the school website or as a paper copy, if requested, from the school office.

Identifying Special Educational Needs

The school is committed to early identification of special educational needs. When a child has been given targeted short term provision within the class and yet they are still making insufficient progress, has had difficulties noticed through formal assessment (FSP, Phonics Screening, KS1 SATs, NTS Assessments) or the teacher has other general concerns about a child, they may inform the SENDCo. A range of evidence is collected and a decision is made whether additional and/or different provision is necessary. The purpose of identification is to work out what action the school needs to take, to promote progress. Through the identification process we consider the needs of the whole child and not just the Special Educational Needs of the child.

There are four broad areas of need where children with significant difficulties (within these areas) will require additional support. These areas are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

There is no need for pupils to be identified as having special educational needs unless the school is taking additional or different action. The first response should be High Quality Inclusive Teaching within all lessons. Other aspects that may influence a child's progress and attainment but are not necessarily due to Special Educational Needs include:

- Disability (the Code of Practice outlines the Reasonable Adjustments duty for all settings and schools provided under the current Disability Equality legislation, these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After or Formerly Looked After Child
- Being a child of Service Personnel
- A child with a medical need

Definition of Inclusion/SEND

At Cliffe Woods Primary School, we have identified the following categories within our inclusion umbrella including following the guidance of the SEND Code of Practice 2015:

‘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.’ (6.15 Special Educational needs and Disability Code of Practice 0 to 25 years 2015)

‘Special Educational Needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.’

Other groupings to be considered for Inclusion

- Pupils who are academically more able
- Looked After or formerly Looked After Children
- Traveller children
- Children from an ethnic background, including those for whom English may be an additional language (EAL)

We aim to provide for pupils who are academically more able and recognise that they may need special provision in order to meet their specific needs. This policy is in keeping with the schools aims.

Planning and Learning

Our staff plan a curriculum that meets the specific needs of individuals and groups of children. When planning, teachers set high expectations and provide opportunities for all pupils to achieve. Teachers are aware that pupils bring different experiences, interests and strengths to school which influence the way they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

To ensure that they meet the full range of pupils' needs, teachers are aware of the requirements of the equal opportunities legislation that covers race, gender and disability.

Teachers aim to ensure that teaching assistants have access to relevant planning so that they can support the children appropriately. Teachers take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments;
- Securing their motivation and concentration;

- Providing equality of opportunity through teaching approaches;
- Using appropriate assessment approaches;
- Setting targets for learning;
- Developing positive relationships with students;
- Setting appropriate learning challenges;
- Responding to the diverse needs of the children;
- Overcoming potential barriers to learning
- Assessment for individuals and groups of pupils;
- Providing other curricular opportunities to meet the needs of individuals or groups of children.

Teacher lesson plans include details of differentiation for pupils who are academically more able and pupils with special educational needs. This can take many forms including:

- Access to the Mastery Curriculum;
- Tasks which demand higher-order thinking skills; ·
- Access to advanced resources and materials which support the level of challenge;
- Extension – not ‘more of the same’ but more appropriate work;
- Stimulating lessons that have pace so that pupils are motivated by challenge;
- Creative learning tasks that have a degree of open-endedness and uncertainty to permit pupils to impose meaning, make reasoned judgements or produce multiple solutions.

SEN - as above, but in addition:

- Adaptive teaching strategies (such as chunking and dual coding
- Scaffolding; visual, verbal and written
- Metacognition support
- Manipulatives and hands on equipment
- Adapted and differentiated printed text to improve access and understanding;
- Multi-sensory learning opportunities;
- Additional adult support;
- Additional visual and verbal prompts;
- Learning opportunities which to support School-based Support plan targets
- Specialised targets which are reflected in planning; ·
- Accessible Homework

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

Cliffe Woods Primary prioritises early identification of special educational needs. This is done through monitoring of achievement and teacher observation. It is the role of the teacher to inform the SENDCo of concerns regarding a child’s learning. The SENDCo then ensures further assessment and support.

We achieve educational inclusion by continually reviewing what we do, by asking ourselves these questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

A Graduated Approach to SEN Support

The Graduated Approach involves four steps within a cycle; these are **Assess, Plan, Do** and **Review**.

Class teachers are responsible for the progress and development of the pupils in their class, including where pupils access support from Teaching Assistants or specialist staff. They will ensure high quality inclusive teaching within lessons and adapt tasks for individual pupils. Teachers regularly track the progress of each of their pupils and give targets to any that are at risk of underachievement. Staff receive training where necessary to increase their SEN knowledge and strategies to support children.

If a teacher or parent has concerns for the child and their development, the first step is to respond to their needs through High Quality Inclusive Teaching where the implementation of classroom-based strategies will personalise and adapt the curriculum. Progress will be monitored and reviewed by the class teacher for 6-8 weeks. If these strategies have been successful, this approach will continue. If, however, there is no improvement, class teachers will identify additional equipment or support. Parents will be kept informed and these class-based interventions will be reviewed after 6-8 weeks. Again, if there is an improvement, these strategies remain in place. However, if they are unsuccessful, the class teacher will involve the SENDCo and the Graduated Approach will be implemented.

Assess - When deciding if a child should have special educational provision, the teacher will involve the SENDCo to gather information on a pupil's progress, observations and formative assessments.

For higher levels of need, more specialised assessments may be carried out by external agencies and professionals. Information and concerns from the parents will be gathered from meetings with the teacher/SENDCo (after school as well as parents evening) and the contact book, to get a whole picture of the child and their needs.

Plan - Through the assessing process, barriers to learning may be highlighted. The information gathered will aid the class teacher to identify clear outcomes that are to be achieved within 12 weeks. The extra provision will be recorded by the class teacher on the Year Group's Provision Map, monitoring progress.

Do - The targeted support will be carried out and the effect monitored by the class teacher. If necessary, the provision may change within the 12 weeks to adapt and reflect the needs of the child.

Review - After 12 weeks, the teacher will review the child's progress. In discussion with the parents about their child's progress, a decision will be made as to whether further support is necessary. If it is decided that further support is necessary, the cycle for the Graduated Approach begins again.

Education Health Care Plan (EHCPs)

Some children will have a higher level of need and therefore have difficulty progressing within SEN Support thus requiring a higher level of support. For these children, the Local Authority will carry out a Statutory Assessment and, through this process, decide if the child requires an Education Health Care Plan (EHC) and/or give extra funding to ensure the child's needs are met within the school.

A child with an EHCP will have their progress and support outlined in their plan, which will be reviewed annually through their annual review meeting with relevant agencies and the local authority. A report will be written to reflect the successes and needs of the child and targets set for the next year. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Liaison with the SENDCo of the next school will ensure that effective arrangements are in place to support pupils at the time of transfer.

In School Reviews

Every two terms an In School Review is held which involves the Head teacher, SENDCo, class teacher (where possible), the Educational Psychologist and any other relevant agency.

The purpose of this meeting is to gather information and advice about individual children and to discuss whole-school issues where relevant. This enables the school to seek advice to remove barriers to learning from other professional agencies.

Needs Other than SEND

Sometimes a child or family require extra support but does not necessarily require SEND Support. These needs may be met through 'Family Solutions' (formerly Early Help Assessment), where an appropriate agency may offer additional support.

Exiting SEN Support

When children receive SEND support, this is not necessarily for the whole of their school life. If children close the gap with their peers and their needs can be met through High Quality Inclusive Teaching, the child will be removed from SEN Support. This will be in response to the Review process of the Graduated Approach, where the progress of the child will be discussed between the class teacher, parent and SENDCo. When all agree that the child no longer needs the extra assistance with their learning, SEN Support will cease.

Supporting Pupils and Families

The Local Authority has produced a Local Offer. This is information (which can be found on Medway Council's website - <https://www.medway.gov.uk/localoffer>) that gives everything you need to know and services you might need to access that support children and young people with Special Educational Needs and Disabilities (SEND).

At Cliffe Woods Primary School, we have published a SEND Information Report to give further information about how we support children with SEND.

Transition

We endeavour to make transition between schools a positive experience and use a variety of strategies to prepare your child for this change in their life. Similar strategies are used for children who need more support for transition between year groups within the school. These are explained within the SEND Information Report.

Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. A medical condition does not necessarily mean a child has a special educational need. 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. If a child has a particular medical need, a Care Plan will be put in place which is agreed between the parents/carers and staff.

Some children may have an Education, Health and Care Plan (EHCP) that brings together their health and social care needs, as well as the special educational provision that would be followed in line with the SEND Code of Practice (2015).

Monitoring and Evaluation of Special Educational Needs

Class teachers regularly monitor the progress of children with SEND through their lesson evaluations, class assessments, observations, children's work/comments and outcomes of interventions through discussion with the relevant staff involved. It is a continual process, where provision is modified where and when necessary.

Children's progress for reading, writing and maths is tracked by the class teacher, SENDCo and Head of School three times a year and actions for progress are reviewed. Interventions are monitored and their outcomes are recorded on an individual school-based support plan every two terms in which the parents receive a copy, and the SENDCo monitors and analyses the progress made.

Parent views are shared with the class teacher and SENDCo at the beginning of the academic year and recorded. This is reviewed with the parent by the class teacher in Terms 4 and 6. The children's views on their strengths and weaknesses are also discussed and noted too.

Parents may discuss any concerns with the class teacher at the end of the school day or write them within the contact book or share electronically via the school's communication APP See Saw. They can also make an appointment to see the SENDCo during the school day. Parent Consultation evenings are also an opportunity for discussion with the class teacher and SENDCo. The SENDCo is available on the school gate three mornings a week. SEND Coffee Mornings are held termly and offer another opportunity for parents to network, share any concerns and seek support.

Management & Support Structure

Each member of the school has an important influence on the education and welfare of the child with special needs, however it is the class teacher's responsibility initially to plan to meet child's needs. Then, following assessment periods, the class teacher may meet with the SENDCo to discuss further strategies for teaching and learning to ensure that the needs of all the children are met. This may involve small group work that is different from or in addition to other class planning. Pupil Progress Meetings are also used to discuss all children's progress and any barriers to their learning.

Training and Resources

In order to maintain and develop the quality of all teaching and provision to respond to the strengths and needs of all pupils, all staff undertake relevant SEND training and development either together or individually.

All staff are kept up to date with new Government initiatives by the SENDCo. In staff meetings, training may focus on specific areas of SEND, for example supporting children with dyslexia or autism. In addition, strategies to remove barriers to learning in the classroom are also shared, along with a focus on High Quality Inclusive Teaching strategies.

Occupational Therapists and the Speech Therapist also come into the school to model and advise staff on how to carry out the programmes they devise for specific children. Training for staff may be identified within a teacher's performance management meeting, by the SENDCo or requested by an individual staff member.

Teachers and support staff taking up a new post will meet with the SENDCo to discuss the needs of individual pupils and explain any systems and structures in place around the school.

The SENDCo regularly attends the SENDCo network meetings held by the Local Authority, SEND support groups, and Best Practice Meetings with the Trust in order to be advised of local and national updates for SEND. The SENDCo will also attend any other relevant training that will benefit the pupils or staff of the school.

Governing Body

The school's Governors have statutory responsibilities to ensure that all aspects of Inclusion are adhered to by the school. They are responsible for providing a named Governor responsible for Special Educational Needs and for academically more able provision. They are required to report annually to parents on the fulfilment of the school's Inclusion Policy.

Cliffe Woods Primary School aims to cater for the full ability range of all of our pupils regardless of their academic or physical needs. In line with guidance from the Government, we have an Accessibility plan.

Relevant staff have received first aid training and can administer the Epipen for those children who have been identified as being at risk of anaphylactic shock.

The Role of the Governor for SEND

- Helping to raise awareness of SEND issues at Governing Body meetings
- Ensuring that the school's notional SEN budget is appropriately allocated to support pupils with SEND
- Giving up-to-date information to the Governing Body on the quality and effectiveness of SEND and disability provision within the school
- Helping to review the school's policy on provision for pupils with SEND
- Assuring the Governing Body that the school website publishes the school's SEND offer in accordance with the new Code of Practice
- Meeting the school's SENDCo on a termly basis, to learn about the school's SEN provision and monitor the implementation of the SEND policy.

The Role of the SENDCo

- The SENDCo is an experienced Primary Teacher with a Masters degree in Education and Social Justice and has also achieved the National Award in Special Educational Needs Co-ordination.
- Works with the Governors, Head of School and senior leadership to determine the strategic development of SEND policy and provision in school, as well as ensuring the school meets its responsibilities under the Equalities Act (2010) with regard to reasonable adjustments and access arrangements.
- Oversees the day-to-day implementation of SEND policy.
- Coordinates the provision of SEND.
- Advises on the Graduated Approach to providing SEN support.
- Liaises with parents and is the key point of contact for parents, early years providers, other schools, Educational Psychologists, health and social care professionals and other external agencies including the Local Authority.
- Ensures that the school keeps the records of all pupils with SEND up to date.

Identification, Assessment & Record Keeping

Identification

At Cliffe Woods Primary School, we recognise the importance of early identification of pupils with Additional Educational needs (AEN) needs whether they are for Special Educational Needs (SEN), medical needs not previously identified, English as an Additional Language needs, or pupils who may be academically more able. We work closely with our local pre-school colleagues to ensure

continuity of provision in Year R and we work closely with other professionals already involved with pupils on entry to school when transferring from another school.

Identification is supported by a number of strategies both formal and informal:

Assessment - The assessment procedure is generally initiated by the class teacher. The class teacher and the SENDCo regularly monitor and assess pupil's progress through a regular cycle of observation, evaluation and both formal and informal assessment. Information from the parents is also sought and valued. Formal assessments may also be administered by outside agencies supporting the child after a request has been made at the In School Review (ISR).

Record Keeping - The SENDCo holds and updates SEND, Pupil Premium, EAL (when necessary) and Inclusion registers. The class teachers and the SENDCo are responsible for the completion of all appropriate paperwork relevant to the needs of the pupil. The SENDCo is responsible for completing the paperwork required for Education, Health and Care plans and the associated annual reviews. Where applicable, the SENDCo and class teachers are responsible for completing the paperwork relevant to supporting pupils with EAL needs at all stages of achievement. All records are considered to be confidential and are only accessible to concerned professionals and parents and are subject to GDPR rules.

Monitoring Progress

Pupil progress will be tracked at a number of levels by:

- The class teacher/TA responsible for the delivery and monitoring of SEND School-based support plans
- Reviews of the Provision Maps by the class teacher and TA for that class and conferenced with the SENDCo.
- Completion of records of provision for all children on the SEND register and the academically more able register
- Meetings between the TAs, the Pastoral Support team and the SENDCo and between the SENDCo and the class teacher following assessment outcomes and meetings between the SENDCo and the Head of School.
- Annual reviews of EHCPs.
- Use of school's tracking and monitoring process and focus group observations.
- Formal in school assessments including KS1 phonics, timestables check, Yr 2 and Yr 6 SATs.

Success Criteria

Pupil success can be measured by:

- Their completion of School-based support plan targets.
- Progress based on standardised scores in NTS assessments.
- A reduction in the quantity of support they require in order to continue progressing.
- Achieving the age-related National Curriculum expectations.

- A pupil's growth in self-confidence and positive attitude towards their learning.
- Achieving or overachieving their SATs targets.

Working With Support Services and External Agencies

The school promotes the value of and benefits from specialist advice and support from a variety of professional and voluntary services. The school also welcomes and positively promotes links with educational bodies who can promote pupils' learning and provide enhanced opportunities for our academically more able learners.

Working With Parents

Positive parental engagement is encouraged at all times at Cliffe Woods Primary School. We welcome the involvement of our parents for all the children in our school. We believe it is important for the success of all children but it is particularly important for children who may be at risk as part of a vulnerable category. In accordance with the Code of Practice, parents are involved from the initial stages and have the opportunity to meet with the class teacher and SENDCo on a minimum of three times throughout the year. Parents are given the opportunity to express their views, be active in decision-making and participate in their child's education at review meetings and at parent consultation opportunities. There is also a daily opportunity for parents and teachers to communicate with each other via the contact book. We also benefit from a proactive and welcoming pastoral support team

Staff Development

The Head of School, the SENDCo and other members of the Senior Leadership Team will review the needs of the teaching and support staff and provide INSET via external courses and in- school training. The needs of pupils and the interest areas of staff will also be taken into account when planning INSET.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2015). It has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE February 2013
- SEND Code of Practice January 2015
- Statutory Guidance on Supporting Pupils with Medical Conditions April 2015 (Updated 2017)
- The National Curriculum in England Key Stage 1 and 2 Framework document 2013
- Teachers' Standards 2012
- Children and Families Act 2014

This policy was created in consultation with governors, staff, pupils and parents of Cliffe Woods Primary School.

Complaints

Should a parent or carer have a concern about special provision made for their child, they should, in the first instance, discuss this with the class teacher and then the SENDCo. If the concern continues this should be referred to the Head of School, who will try to resolve the matter and can advise on formal procedures for complaint.

Reviewing the Policy

This policy will be reviewed annually and in reference to any changes to government legislation.