

Winwick Church of England Primary School



SEND & Inclusion Policy ***Autumn 2017***

Introduction

All members of staff at Winwick C E Primary School are committed to providing a high quality education for all of its pupils. We believe that all children have a common entitlement to a broad, balanced academic and social curriculum.

All children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We will endeavour to respond to learners in ways which take account of their varied life experiences and needs.

Aims

At Winwick C E Primary School we aim to identify and meet the needs of children who experience barriers to their learning which may relate to sensory or physical impairment, learning difficulties, social or emotional development, or may relate to factors in their environment; including the learning environment they experience in school. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We endeavour to:

- Include all children in all aspects of school life no matter what their additional and/or special needs.
- Maintain a concern for the whole child and to encourage positive self-esteem.
- Give every child the opportunity to succeed.

The development and monitoring of the school's work on inclusion will be undertaken by the SEND Coordinator and the Governor for Special Educational Needs and Disabilities.

The SEND co-ordinator is Mrs Farrell

The SEND Governor is Mrs Cath Fenerty

SEND and inclusion is a standing agenda item at all governor curriculum meetings and will be reported on at full governing body meetings.

Objectives

- To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality, to eliminate prejudice and discrimination against children with Special Educational Needs, disability and additional needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve children, where appropriate, in planning and in any decision making that affects them.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers and to value and celebrate diversity.
- To ensure that we are able to meet the needs of all children who live in our catchment area.
- To ensure children are well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

How do we identify SEND?

Pre-school visits take place prior to the child starting reception class. These are carried out by the school's foundation stage teacher (s) and teaching assistant (s). Discussions and consultations are held between parents and practitioners to establish any medical or learning needs. If a care plan has been put in place for any medical needs then the school nurse will liaise with staff and parents to discuss suitable provision.

Following pre-school visits, an admissions meeting is held at school during the summer term. Parents are invited to meet staff and discuss any medical, social, physical or learning difficulties. Medical and contact forms are completed and signed by parents; any relevant information is passed onto the head teacher and SENDCo.

The schools system for regularly observing, assessing and recording the progress of all children is used to identify those who are not progressing adequately and who may have additional needs. Assessments include: pre-school records of achievement, foundation stage learning-journey profile scores, baseline assessment results, end of year assessments as well as ongoing teacher assessments, p-scale descriptors, b-squared descriptors and observations of behavioural, emotional and social development. Assessments by specialist services may also be necessary including: educational psychologists, speech and language therapists, paediatricians and occupational therapists.

Based on assessment outcomes and following discussions with class teachers, parents and the SENDCo, the child may be recorded as needing extra support. The support is delivered through a graduated approach.

Winwick's Graduated Approach

Quality First Teaching- a differentiated, challenging and balanced curriculum that is inclusive for all children.

Every teacher is required to deliver Quality First Teaching. They will adapt the curriculum to ensure access to learning for all children in their class. We believe in trying to meet all learners' needs through this approach.

Intervention- additional intervention programmes (for a fixed term) to enable children to work at age related expectations or above.

Through our rigorous tracking and assessment system, children who are not making expected progress will receive additional group or individual intervention provided by the class teacher or teaching assistant. Interventions are timed and monitored at least once a term.

SEND Support- highly personalised provision that is additional to or different from the normal differentiated curriculum and intervention programmes.

Children identified as having a SEND will have additional personalised provision. This is in the form of a learning plan which will identify the child's learning needs, personal views and individual short term SMART or SOFT targets. Learning plans will be written with the child, will be shared with parents and will be evaluated regularly (at least once a term).

Specialist Support

Following sustained, individualised intervention, a child still remains a significant cause for concern then the school will request involvement from the Local Authority and other agencies. These agencies may include:

- Educational Psychologist
- Speech and Language Therapists
- Attendance Officers
- School Health Adviser
- CAMHS (child and adolescents mental health services)
- Inclusion Team
- Health and Social care
- Occupational Therapy
- New Horizons
- St Joseph's Centre

In some cases, the SENDCo may discuss the possibility of asking the Local Authority to identify a child's needs through a formal assessment / document called an Education, Health and Care Plan (EHCP). The process and implications for this will be fully discussed with parents and their views will be paramount. Each child and family's needs are different and require individual consideration.

Arrangements for Parents

- Parents have access to the School's Special Educational Needs/Inclusion Policy via the school's website.
- Class Teachers are available to discuss parental concerns on an appointment basis.
- Parents are kept informed of and involved in any intervention by external agencies.
- Two formal parent-teacher evenings are held each year, in addition to informal open classroom events and annual written reports. Targets are shared during parents evening.
- Programmes of work are shared with parents and their involvement encouraged.

The school advocates a partnership with parents and aims to fully include and support them in working on targets for improvement with their child. During the admissions meeting prior to a child starting school, a Home School Partnership Agreement is shared, discussed and signed. The purpose of the agreement is to strengthen the parent/school partnership.

Existing statements of SEND or EHC plans must be reviewed at least annually. The SENCO will invite parents/guardians, child (if appropriate), class teacher, support staff, a representative from the local authority and any other person considered appropriate. The aim of the review is to assess the child's progress against personal targets, set future targets and evaluate the effectiveness of the provision.

Recording

All information relating to an individual child will be regarded as confidential and will be shared only with those who have a direct relationship with the child. The request for confidentiality made by the parents will be respected at all times. All records held on an individual will be available for inspection by the child's parents.

Conclusion

Staff at Winwick C E Primary School value all pupils and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs and within each class, teaching and learning styles and organisation will be flexible to ensure effective learning.

This policy was agreed by all members of staff on: _____

Accepted by Governors on: _____

Signed by: _____ (Chair of Governors)

Review date: _____