

School Policy for
SEND & Inclusion
Braunstone Community
Primary School
2017-2018



Compliance

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

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (July 2014)
- Child Protection/Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)

Aims

The policy reflects the school ethos and mission statement. We are committed to inclusion, meeting individual needs, and provision of the highest quality for all students in our school:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs and disabilities
- children with social, emotional and mental health difficulties
- looked after children
- children in receipt of free school meals
- gifted and talented children
- children who are at risk of disaffection or exclusion
- travellers and asylum seekers
- lesbian, gay, bisexual and transgender

We aim to identify needs as they arise and provide teaching and learning contexts and the efficient use of resources to enable every child to achieve his or her full potential.

We aim to work in partnership with pupils and parents to ensure the highest quality of teaching and learning and the highest levels of achievement for pupils of all ages and abilities within the community of Braunstone. *UNICEF UNCRC: Article 28/29*

Braunstone Community Primary School is committed to providing an inclusive and high-quality education for all children living in our local area. We believe that all children including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

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

We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, sexual orientation, religion, culture, ability and attainment. We provide a curriculum which presents an accurate reflection of the world today, provides positive and balanced images and is accessible to all children. *UNICEF UNCRC: Article 20/23*

We endeavour to make every effort to achieve maximum inclusion of all pupils including those with SEN, whilst meeting pupil's individual needs. This is to support inclusion, which emphasises the importance of providing effective learning opportunities and offers these key principles:

All adults set high expectations for every pupil. They plan challenging work for pupils whose attainment is significantly above the expected standard. They plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers and support staff use appropriate assessment to set targets which are deliberately ambitious.

All adults take account of their duties under equal opportunities legislation that covers race, disability, gender, sexual orientation, religion or belief.

A wide range of pupils have special educational needs; some of them also have disabilities. Lessons are planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full National Curriculum. The SEND Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEND Code of Practice outlines what needs to be done for them.

With the right teaching, that recognises individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers plan lessons so that these pupils can study every National Curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work.

Teachers also take account of the needs of pupils whose first language is not English. Monitoring of progress takes into account the pupil's age, length of time in this country, previous educational experience and ability in other languages.

The ability of pupils for whom English is an additional language to take part in the National Curriculum may be in advance of their communication skills in English. Teachers plan teaching opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subjects.

(National Curriculum, Section 4-Inclusion July 2014)

The policy provides the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment including the learning environment they experience in school.

We recognise that pupils learn at different rates and there are many factors affecting their achievement including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Within the school, staff are constantly involved in the best ways to support the needs of all pupils and there is flexibility in approach to find the best placement for each child.

Where appropriate, links with partner special schools or pupil referral units can be made and children included into mainstream school on full or part-time dual placement.

Objectives

The objectives of our SEND / Inclusion Policy are:

- To identify and monitor pupils' special educational needs at the earliest possible stage and make provision for them so that their attainment is raised and they achieve the best possible outcomes.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- To provide good Quality First teaching and intervention (where appropriate), matched to individual and group needs, in addition to differentiated classroom provision, for those pupils on the SEN Record to enable all children to participate in lessons fully and effectively.
- To plan an effective and creative curriculum to meet the needs of pupils with SEND and ensure that all targets are SMART: S – Stretching, M – Monitored, A – Aspirational, R – Relevant and T - Time limited.
- To involve the children in their own learning: making choices, setting targets and reviewing their progress.
- To work in close partnership with parents/carers and families of pupils who have special educational needs and involve parents in the identification and review of their child's targets.
- To give parents/carers the opportunity to participate and play an active and valued role in their child's education including informal contact and review meetings.
- To inform parents and carers about the extended and external services available to support their child's needs both in school and in the local community.
- To raise the self-esteem of pupils with special educational needs, acknowledging their strengths and the progress they have made.
- To ensure that all who are involved with pupils with SEND are aware of the procedures for identifying, supporting, teaching and assessing them.
- To provide support and advice for all staff working with pupils who have SEND.
- To work in close partnership where appropriate with outside agencies to support the needs, provision and inclusion for children with SEND.
- To ensure that all staff have access to training and advice to support Quality First teaching and learning for all pupils.
- To work closely with the Advisory Board to enable them to fulfil their statutory monitoring role, with regard to this document.

Roles and Responsibilities

All staff at Braunstone Community Primary School have a responsibility for inclusion and meeting the needs of vulnerable children.

The Inclusion Manager's responsibilities are detailed in a job description. This can be summarised as over-seeing of special needs support, day-to-day organisation and advice to staff. The Inclusion Manager is allocated administration/support time. Currently, the Inclusion Manager is Sharon Rushin, who is a qualified teacher and member of the Senior Leadership Team (SLT).

The Advisory Board of Braunstone Community Primary School appoints a governor for Inclusion.

The designated lead for safeguarding is Sharon Rushin (Assistant Head). Other members of staff with DSP training are Jatinder Mahil (Headteacher), Nicky Ball (Deputy Headteacher), Dee Beesley

(Business Manager), Helen Westwater (Attendance Officer) and Jayne Lister (Traded School Family Support Worker). The designated teacher responsible for Looked After Children is Sharon Rushin.

The school nurse is Jo Broad. The school health visiting team are allocated to families depending upon where the family lives.

Identifying Special Educational Needs

The 2014 Code of Practice says that:

“A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools “.

Taken from 2014 SEND Code of Practice: 0 – 25 Years

The SEND Code of Practice 2014 identifies four areas of need in relation to SEN. These four broad areas give an overview of the range of needs that should be planned for. They are:

- **Communication and Interaction** (to include autistic spectrum and language disorders)
- **Cognition and Learning** (to include dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
- **Social, Emotional and Mental Health** (to include ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
- **Physical and Sensory** (to include hearing or vision impaired)

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At Braunstone Community Primary School we identify the needs of pupils by considering the needs of the whole child, not just their special educational need.

The following factors are not special educational needs but may well impact on a pupil's progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for schools provided under current Disability Equality legislation- but disability alone does not constitute SEN.
- Health
- Welfare
- Being a Looked After Child (LAC)
- Attendance and Punctuality
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium

A Graduated Response

At Braunstone Community Primary School, teachers are responsible and accountable for the attainment and progress of all pupils in their class, including those pupils who may access support from teaching assistants or specialist staff. We aim to meet every individual pupil's needs within the classroom through Quality First teaching. We do this by ensuring that our planning, teaching and approaches address those needs. If a child is still not reaching his/her full potential through these methods, the class teacher will make further adjustments, personalising the curriculum to maximise the pupil's engagement and progress and providing high quality targeted interventions.

The quality of teaching at Braunstone Community Primary School is regularly reviewed through our monitoring and evaluation cycle. The progress of all pupils, including those at risk of

underachievement and those who have, or may have, SEN is also reviewed at our pupil progress meetings.

We believe that additional support and interventions, while they have their place, cannot compensate for a lack of good quality teaching. If extra interventions are necessary, teachers will identify groups of pupils or individuals and specify the help to be given. This will then be recorded by each class teacher on their class provision map.

Interventions may take the form of children spending time working in small groups or being withdrawn from the classroom, to work in an allocated, suitable space for specific activities related to their needs. This may be delivered by the teacher, or teaching assistant and will complement work done in the classroom so that skills, knowledge and understanding will be transferred to their work back in the classroom.

If a child has made little or no progress, the child's needs will be reviewed through completion of the school's "Early Monitoring Process: Whole School Identification of Needs" proforma and an informal discussion with the Inclusion Manager. A child may be placed on the SEN record with involvement of parents at either a routine parent evening or at a specially called meeting.

If the decision is made to place a pupil on the SEN record, the Inclusion Manager is responsible for coordinating the support offered to the pupil. The school may also decide to seek advice and support from outside agencies.

It is never our intention to keep pupils on the SEN record indefinitely and if sufficient progress has been made and the child is consistently meeting their targets, the child may be removed from the SEN record.

Education and Health Care Plans (EHCPs)

Following consultation between families, school and relevant outside agencies, we may consider applying for an Education, Health and Care Needs Assessment if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEN
- The child has a disability which is lifelong and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.

This may, or may not, result in the LA issuing an Education, Health and Care (EHC) plan.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

Once an application has been successful, at some point during the process, the Local Authority will request information from those professionals involved with the child and will call an Integrated Assessment Meeting (IAM) for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the findings of the IAM will be taken back to the panel and the LA will decide if it is appropriate to produce an EHC Plan which will record the decisions made at the meeting. The Plan will be reviewed at least annually and school will invite families and all agencies involved with the child. This is called an

Annual Review meeting and the outcomes are recorded on an Annual Review return and sent to the Local Authority.

Monitoring and Evaluation of SEND

At Braunstone Community Primary School, we regularly and carefully monitor and evaluate the quality of provision we offer to all pupils, including those with SEND. We do this in the following ways:

- Lesson observations and SEN specific learning walks
- Planning scrutinies to ensure targets are considered and tasks differentiated
- Book scrutinies to reflect progress over time
- Consulting parents and pupils on their view of progress and making them fully aware of any additional provision
- Tracking of pupil progress by class teachers, the Inclusion Manager and Leadership Team
- Pupil Progress Meetings
- Intervention impact reports
- Evaluation of the Provision Maps
- Monitoring and evaluation of procedures and practice by the SEN Governor.
- Academy Monitoring and Evaluation visits
- OFSTED inspections
- All of the above are built in to the current Inclusion Action Plan

Supporting Pupils and Families

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. All admissions will be made through Leicester City Council Admissions Team.

<http://www.leicester.gov.uk/your-council-services/education-lifelong-learning/about-schools/school-admissions/>

Prior to starting school, parents/carers of children with an EHC plan, will be invited to discuss the provision that can be made to meet their identified needs. Prior to admission to Foundation Stage 1 (Nursery), staff visit all parents/ carers and their children in their family home to discuss their individual needs. Contact will be made to supporting agencies if required - Children's Centre /Early Years Teaching Service.

Parents are sign posted towards the LA Local Offer. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Local Offer is available from the website <https://families.leicester.gov.uk/send-local-offer/>

The school also publishes its SEND information report which outlines the support parents/carers can expect to receive for their child with SEND. Links to this document are provided on the school's website <http://www.braunstone.leicester.sch.uk/our-school/send>

Braunstone Community Primary School acts as a link between parents and any outside agencies which may be asked to provide support, advice or assessments on their child with SEND. The Inclusion Manager will meet with outside agencies at joint planning meetings twice a year to ensure that the needs of individual children are met by:

- early identification
- supporting the assessment process

- helping to develop interventions aimed at addressing a child's continuing barriers to achievement
- advising on effective provision to prevent the development of more significant needs

These agencies may include:

- Learning, Communication and Interaction Support Team (LCI)
- Visual Support Team (VS)
- Hearing Support Team (HS)
- Primary Social, Emotional and Mental Health Team (Primary SEMH team)
- Speech and Language Therapy (SALT)
- Educational Psychology Service- LA or EPIC
- Early Years Teaching Service (EYTS)
- Surestart and Children Centres
- Traveller Support Service
- Virtual Schools Team for Looked After Children (VST)
- Social Services
- Health Services
- Voluntary Action Leicestershire (VAL)
- Education Welfare Officer (EWO)
- School Nurse
- Health Visitors

Parents/carers are consulted and permission requested if any outside agency is to be involved.

Liaison between parents and school will be fundamental to building up a complete picture of any child with SEND. At all meetings with parents and especially when a child first joins the school, a careful profile will be made of the strengths and history of the child's development.

Class teachers of children joining from other schools will usually receive information from the previous school; if there is an SEN concern, the Inclusion Manager will telephone to further discuss the child's needs. Children transferring from BCPS to new schools will have their SEN file forwarded and contact will be made by the Inclusion Manager or class teacher.

At the end of the school year, the school offers Transition Days to support children as they move from one class to the next. Enhanced transition arrangements are made for some pupils with SEND and some pupils may have transition booklets to take home for the summer holidays.

We also have good links with local secondary schools, all of whom have taster days and many of whom also offer enhanced transition packages for pupils with SEND. Outside agencies may also offer additional transition support for particularly vulnerable or anxious pupils. Individual Year 6 transfer meetings are organised for particular pupils with the receiving school's Inclusion Manager during the summer term prior to transfer.

Supporting Pupils at School with Medical Conditions

At Braunstone Community Primary School, we recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Children with medical conditions may require an Individual Health Care plan in order to ensure that their health care needs are fully met while they are in school.

Some children with medical conditions may also have special educational needs and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well

as their special educational provision. Where this is the case, the school follows the guidance in the SEND Code of Practice 2014.

Some children with medical conditions may be disabled and where this is the case the school complies with its duties under the Equality Act 2010. For further information on how we support pupils who need to receive medicines throughout the school day or those with medical conditions, please refer to the school's Administration of Medicines Policy and refer to the Health and Safety Guidance No.36A (October 2014) issued by the Local Authority.

Training and Resources

SEN is funded through an allocated budget from the Local Authority. Occasionally children may be allocated a special educational needs allowance by the local authority to enable them to receive individual support, as detailed in their Education, Health and Care Plan.

All staff will be encouraged to develop their SEN expertise through professional development, both within and outside school. Teachers, through the Performance Management procedures, and non-teaching staff through the Appraisal process, will receive regular professional support.

The induction process for new teaching and support staff includes the explanation of systems and structures in place around the schools SEND provision and practice.

Staff complete an audit of their training needs and appropriate CPD is planned and delivered through twilight sessions, attendance on relevant courses, staff meetings, working with other colleagues and support from outside agencies.

There are specialist areas within the school designated for working with SEN pupils. We also have several intervention rooms throughout the school to where children can be withdrawn for a variety of activities.

The school's Inclusion Manager attends SENDCo network meetings in order to keep up to date with local and national updates in SEND. They are also part of a local network of schools, within the same development group, that discuss a variety of topics relevant to the group's needs.

Accessibility

The Equality Act (2010), placed a duty on schools and LAs to plan to increase over time the accessibility of schools for disabled pupils.

Braunstone Community Primary School is a single site school, with Early Years Foundation Stage, Key Stage 1 and Key Stage 2 departments within the same single storey building. The whole building is suitable for wheelchair access. There are shower, changing, laundry and accessible toilet facilities in all departments. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised. Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the 2014 National Curriculum framework is flexible enough to meet every child's needs. (All children are included in any learning activity regardless of their impairment or learning difficulty unless detrimental to their health and well-being). Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a positive and inclusive way with the children they are supporting, and will encourage independence, peer tutoring and collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as IT where this is appropriate.

The school will ensure that the extended curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

As we are a Dyslexia friendly school, all children requiring information in formats other than print will have this provided. We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support. We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

We use a range of assessment procedures within lessons (such as role-play, drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

We recognise that there may be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities.

We try to ensure that alternative methods of communication are available for parents with disabilities or language difficulties. We also ensure regular telephone contact.

We try to make all trips inclusive by planning in advance and using accessible places. All children are welcome at our after school activities.

We published our last Accessibility Plan in February 2017:

http://www.braunstone.leicester.sch.uk/documents/parent_information/policies/braunstone_cps_accessibility_plan_2017_2020.pdf

SEN Admissions

Children with SEN but no EHCP

It is not lawful for an admission authority to refuse admission to a child who has SEN, but has no EHCP, on the grounds of the child's challenging behaviour (except in very limited circumstances), or because it believes the child requires a statutory assessment or requires additional support. In line with the Equality Act 2010, children with disabilities are not to be treated less favourably than others in the admission process. A school should make reasonable adjustments to prevent discrimination.

Children with EHCPs

All governing bodies are required by section 324 of the Education Act 1996 to admit to the school a child with a Statement of Special Educational Needs that names the school. Under section 37 of the Children and Families Act 2014 the school named in an Education, Health and Care Plan must admit the child. This is not an oversubscription criterion. Schools must admit such children regardless of

whether they have places available. Admission authorities must not imply in their published admission arrangements that they have discretion over the admission of children with an EHCP. Children with EHCPs are not admitted through the admissions arrangements and are placed in schools through the EHCP process.

Dealing with Complaints

If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Inclusion Manager, who will try to resolve the situation.

If the issue cannot be resolved, the parent/carer can make a formal complaint following the school's Complaint Procedures. Any complaints concerning SEN should be made in accordance with the school's Complaints Policy and procedures and/or the SEN appeals regulations at LA level.

A parent/carer can at any time consult the SENDIASS (Leicester Special Educational Needs and Disabilities Information, Advice, and Support Service), on issues of Special Needs.

Telephone: 0116 257 5027

Email: info@sendiassleicester.org.uk

Website: www.parentpartnershipleicester.org.uk

This policy is to be read in conjunction with the following school policy statements/National and Local Authority guidance:

- Positive Behaviour Management
- Child Protection/Safeguarding
- Accessibility Plan
- Equality and Diversity Statement
- Disability and Equality Scheme
- Administration of Medicines
- Health and Safety Guidance No.36A (October 2014)
- Special Educational Needs and Disabilities: Code of Practice 0-25 years (September 2014)

Reviewing the Policy

This policy will be reviewed annually and published on the school web site.

Category:	Inclusion
Purpose:	To set out the key requirements of the SEND Policy in line with the SEND Code of Practice 2014.
Date ratified:	March 2018
Review Date:	<i>This policy will be reviewed every year by the Inclusion Manager. Any suggested amendments will be presented to the Advisory Board for approval.</i> Spring 2019
Coordinator/s:	Inclusion Manager
Signed (&dated) by:	