



## Queen's Park CE / URC Primary School

### Inclusion and Special Educational Needs and Disability (SEND) Policy

September 2019

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September, 2014.

Ofsted Section 5 Inspection Framework January, 2014.

Equality Act 2010.

Education Bill 2011.

Children and Families Act 2014.

#### Inclusion Statement

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

We aim for all children with additional needs to access quality first teaching, all day, every day. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children have a full access to the school curriculum.

Special Educational Needs (SEND) might be an explanation for delayed or slower progress, but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities

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are provided for children who are learning EAL as part of our provision for vulnerable learners.

We focus on individual progress as the main indicator of success.

Some pupils in our school may be underachieving, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

Other pupils will have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

### The aims of our inclusion policy and practice in this school are:

To provide curriculum access for all.

To secure high levels of achievement for all.

To meet individual needs through a wide range of provision.

To attain high levels of satisfaction and participation from pupils, parent and carers.

To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.

To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships.

### Identification, Assessment and Provision for pupils with Special



## Educational Needs

A child may be identified as requiring SEND support if he or she has a learning difference (i.e. a significantly greater difference in learning than the majority of children of the same age, or a disability which makes it difficult to use education facilities generally provided in school), and if that learning difficulty calls for special educational provision (i.e. provision additional to, or different from, that made generally for children of the same age in local schools).

### Decision making in different areas of Special Educational Needs

When looking at the needs of pupils to decide whether to place them on the SEN Register the 2014 Code of Practice identifies four broad areas of special educational needs:

- ❑ Communication and Interaction.
- ❑ Cognition and Learning.
- ❑ Social, Mental and Emotional Health.
- ❑ Sensory and/or Physical.

In all circumstances, we must ensure that we are providing good, quality first teaching. The quality and appropriateness of the overall provision must be kept under regular review and its impact on the number of children identified with SEND should be monitored.

Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND. Behavioural difficulties are not classified as a category of need in the Code of Practice 2014.

The identification of SEND should be built into the overall approach to monitoring the progress and development of all pupils. Class and subject teachers, supported by the Leadership Team, should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support.

Where pupils continue to make inadequate progress, despite high-quality teaching



targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEND support that is required to support the child. From September 2014, our first step will be putting a child on the school's differentiation and concerns register, stepping up to SEND Support with an Individual Provision Plan if and when necessary.

Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place -Assess, Plan, Do, Review -this is the graduated approach called SEND Support.

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the school will consider involving specialists, including those from outside agencies.

Where a pupil is receiving SEND support, the school will meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the school. When external agencies are involved and the child is in receipt of additional funding from St Helens Local Authority through a provision agreement then this level support is labelled as Enhanced SEN support. Additional funding is usually allocated for a set period and school should submit evidence for a provision review panel for a decision as to whether funding should continue.

### Differentiation and concerns

The following triggers for intervention at Queen's Park CE / URC Primary School, are when a child:

- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school, thereby impacting upon positive social



interaction

- ❑ makes limited or no progress across core areas
- ❑ has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- ❑ has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

### SEND Support

The following triggers for intervention at SEND Support are suggested within the Code of Practice:

- ❑ continues to make little or no progress in specific areas over a long period
- ❑ continues working at National Curriculum levels substantially below that expected of children of a similar age
- ❑ continues to have difficulty in developing literacy and mathematics skills
- ❑ has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning
- ❑ has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- ❑ has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

### Enhanced SEND Support

This is in addition to the support which the school has already put in place.

Schools in St Helens can apply for enhanced SEN Support funding from the Local Authority (LA) should they feel that additional support is needed, e.g. the use of named support assistant for a child or funding to complete particular intervention programmes or put support packages in place.



Schools can apply for a provision agreement from the LA setting out clearly why additional provision is needed. Should this be approved by the authority panel, strict and comprehensive targets are set which are reviewed regularly to assess their effectiveness and impact. This is reviewed annually via the provision review panel at the local authority.

### Provision at Queen's Park CE / URC Primary School

All learners will have access to Quality First Teaching.

Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress, but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum -not a special intervention for pupils with SEND.

All children who receive enhanced SEND support will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

Plan strategically to meet the needs of children and to audit how well provision matches need.

Recognise gaps in provision.

Highlight repetitive or ineffective use of resources.

Cost provision effectively.

Demonstrate accountability for financial efficiency.

Demonstrate to all staff how support is deployed.

Inform parents, LA, external agencies and Ofsted about resource deployment.

Children's needs should be identified early and met by:

□ the analysis of data including entry profiles, Foundation Stage Profile



- scores, reading ages, other whole-school pupil progress data;*
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review);*
- following up parental concerns;*
  
- one page profiles*
- tracking individual children's progress over time;*
- liaison with feeder nurseries on transfer;*
- information from previous schools;*
- information from other services;*

*Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:*

- teachers differentiate work as part of Quality First Teaching;*
- keep up, not catch up programs*
- other small group withdrawal;*
- individual class support / individual withdrawal;*
- bilingual support/access to materials in translation;*
- further differentiation of resources;*
- IPP Meetings;*
- Specific and timetabled intervention programmes to cover specific need, e.g. Beat Dyslexia, Better Reading*

*The monitoring and evaluation of the effectiveness of our provision for children on the SEND register is carried out in the following ways:*

- classroom observation by the SENCO and Leadership Team;*
- ongoing assessment of progress made by intervention groups;*
- work sampling on a termly basis, including monitoring of Personal Progress books;*
- scrutiny of planning;*
- teacher interviews with the SENCO/Leadership Team;*
- informal feedback from all staff;*
- pupil interviews when setting new IPP targets or reviewing existing targets;*



- *pupil progress tracking using assessment data (whole-school processes);*
- *annual reviews with our Inclusion Officer for children in receipt of enhanced SEND support;*
- *involvement and collaboration with the school's Inclusion Officer;*
- *liaising with other SENCOs to share good practice through SEND network meetings;*
- *monitoring IPPs and IPP targets, evaluating the impact of IPPs;*
- *regular meetings about pupils' progress between teacher, the SENCO and the Headteacher*

*Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.*

*Queen's Park CE / URC Primary School will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and proactive additional SEN Support using our allocated SEN budget at an earlier stage.*

*Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with St Helens Local Authority guidance - particularly with regard to the timescales set out within the process.*

*The SEND and Disability Code of Practice (DfE / DoH, 2014: 142) sets out that the purpose of the Education, Health and Care Plan is to:*

- *establish and record the views, interests and aspirations of the parents and pupil*
- *provide a full description of the pupils with SEND and any health and social care needs*
- *establish outcomes across education, health and social care*
- *specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes.*



## English as an Additional Language (EAL)

### **Definition**

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have SEN, but are seen to benefit from the ability to live and learn in more than one language.

### **Ethos**

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

### **Admissions**

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school.

## Looked after children (LAC)

Our school recognises that:

Children who are looked after in local authority care have the same rights as all children, but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report: 2003] why children who are looked after in local authority care often



fail to make expected progress at school:

Placement instability.

Unsatisfactory educational experiences of many carers.

Too much time out of school.

Insufficient help if they fall behind.

Unmet needs - emotional, mental, physical.

There is a statutory requirement for all schools to have a designated teacher for looked after children. (The name of the current designated teacher at our school is Miss Bailey - Assistant Headteacher/SENCo).

The responsibilities of our designated teacher include:

- monitoring the progress of children who are looked after and ensuring access to the full range of opportunities in school;
  - ensuring that children who are looked after are offered appropriate support;
  - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months;
  - ensuring that information concerning the transferred between agencies and individuals;
  - preparing a report on the child's education review.
- Giving feedback from meetings

The school will also undertake a Common Assessment Framework (CAF) document, conduct Family Action Meetings (FAM) and undertake all of the necessary Child Protection procedures should this be deemed necessary. Please access the school's Child Protection Policy for further detail. The school also has two designated officers for Safeguarding - Mrs Kellett (Head Teacher) and Mr Curran (Pastoral Manager).

### Management of SEN and Inclusion at Queen's Park CE / URC Primary School

#### SENCO

Miss Jennie Bailey

#### Head Teacher

Mrs Justine Kellett

*Having faith in God, ourselves and each other as we strive to reach our potential*



**Pastoral Manager**

Mr Russell Curran

*All of the above can be contacted on 01744 678202 or via the email link on the school's website.*

**Queen's Park CE/ URC Primary School's Inclusion Officer**

Mrs Carmel Stewart based at St Helens Local Authority - Atlas House, St Helens

**Queen's Park CE/ URC Primary School's SEN Governor**

Mrs Horsley - St Helens Governor Services - St Helens Local Authority - Atlas House, St Helens

*Class teachers, SEND teaching assistants, general teaching assistants and the school's nurture base leaders are also accountable for the provision of SEND at Queen's Park CE / URC Primary School and work in collaboration with the school's SENCO and Senior Leadership Team.*

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