

Carlyle Infant and Nursery School

SEND and Inclusion Policy



Headteacher:

L Besenzi

Laura Besenzi

Chair of Governors:

L Puszczynski

Leszek Puszczynski

Date – September 2016

Mission Statement

Carlyle Infant School aims to create a positive and stimulating environment where members of our school community can develop to their full potential. The school encourages all children to become enthusiastic, effective learners and confident, caring and responsible members of our society.

Aims

- To provide a broad, relevant, balanced and challenging curriculum for all children.
- To develop productive partnerships between school, home and the wider community.
- To encourage pupils to value themselves and others as individuals and as part of a diverse world wide community.
- To expect and provide support for high standards of achievement and behaviour.

Date of Policy	September 2016
To be reviewed	September 2018
Member of Staff responsible for the Policy	Mrs Helen Roebuck SAHT

This policy reflects the 2014 SEND Code of Practice, 0-25 guidance and should be read in conjunction with school policies on:

- Safeguarding and other associated policies
- Personal, Social, Health and Citizenship
- Equality and Diversity
- The Service Level Agreement with the Local Authority

At Carlyle Infant and Nursery School we believe that all children have an entitlement to learn and that they should be given an opportunity to achieve their potential.

All children are unique in terms of their characteristics, interests, abilities, motivation and learning needs and these wide diversities are taken into account at this school. Those children with additional needs will be included in the pursuit of excellent education.

We understand that inclusion is a process and a lifelong issue, linked to enhanced participation in society.

The SEND Objectives for the school

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability so that they reach their full potential
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that SEND pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To create an environment where pupils can contribute to their own learning, where they feel safe and listened to

Responsibility

- The SEND Co-ordinator is Mrs Helen Roebuck, who is the Senior Assistant Head teacher and a member of the Senior Leadership Team.
- The teaching of children with SEND is the responsibility of all teaching staff.
- Speech and language programmes are implemented and managed by class teaching assistants and overseen by class teachers.
- Medical/Health care plans are managed by the SENDco.
- The Governor with responsibility for SEND is Mr Paddy Stanley.

The SEND team can be contacted by e-mail at admin@carlyle.derby.sch.uk

Responsibilities of the SEND Co-ordinator:

- Overseeing the day to day operation of the SEND policy
- Coordinating provision for children with SEND
- Liaising with teachers and teaching assistants
- Overseeing and monitoring the records of children with SEND
- Liaising with parents
- Contributing to in-service training of staff
- Liaising with the Local Authority psychology service
- Liaising with the LA health and social services
- Ensuring that the statutory annual review of EHC plans take place as notified by the LA

Definition of Special Educational Needs

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for others of the same age in mainstream schools

Special education provision means:

- Educational provision which is additional to, or different from the educational provision made generally for children of the same age in maintained schools (other than special schools)
- Children must not be regarded as having learning difficulties solely because their language, or form of home language is different from which they are taught.
- Our practice is guided by the Special Needs Code of Practice 2014 when carrying out duties towards all pupils with special education needs or disabilities, and ensures that parents are notified when SEN provision is being made for their child.

Special educational needs could mean that a child has difficulties in:

Communication and interaction

Cognition and learning

Social, emotion and mental health difficulties

Sensory and /or physical needs

Children make progress at different rates and have different ways they learn best. Teachers account for this when they plan teaching and learning activities. Pupils making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed.

Identifying Special Educational Needs

All teachers are responsible for identifying pupils with SEND, and in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified.

Initial identification may be through:

- Evidence obtained by teacher observation.
- Analysis of progress and results of teacher assessments through tracking.
- Performance against national expectations in National Curriculum and against early years 'Ages and Stages.'
- Speech and language assessments.
- Information from parents.
- Records from previous settings.

The school recognises that lack of progress within school may not be an indicator of SEND and may be a result of a variety of other factors. Early Help Assessments will be carried out if this is a more appropriate response to the individual child's needs. Likewise a child who is making progress may still have SEND and this will be considered by the teacher in conjunction with the SENCO.

A Graduated Approach to SEND Support

The school believes that all children are entitled to quality first teaching. However we recognise that for some children a more individual approach may be needed. The school adopts the levels of intervention as described in the SEND Code of Practice.

The Code of Practice advocates a graduated response to meeting pupils' needs.

SEND Initial Concerns & Monitor

Any pupils who are falling outside of the range of expected academic progress will be monitored and assessments will be made as described above to determine if further intervention is required.

The class teacher will first take steps to further differentiate the learning to better support the pupil and this may require an adjustment to the style of teaching adopted with that pupil.

The SENCO should be informed and consulted to provide any support or advice and may observe the pupil. Parents will be fully informed so they can share any information and knowledge with the school to help better understand the needs of the child.

The child is recorded as having initial concerns and monitored carefully. They may not be placed on the SEND register at this point.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision to add the pupil to the SEND register is made. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove any barriers to learning.

The support consists of a four part process.

Assess

Plan

Do

Review This is an ongoing 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 interventions which are most effective in supporting the pupil to achieve good levels of progress and outcomes.

Assess This involve clearly analysing the pupil's need using class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of the parents. Advice from external support services and staff will be sought where appropriate and with the agreement of parents.

Plan Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. This plan will be recorded in the form of an SEN Support Plan document which will be shared with staff, parents and where appropriate the pupil. Support Plans will be completed with SMART targets which breakdown longer term outcomes into achievable, manageable steps.

Do The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibly even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with any teaching assistants to plan and assess the impact of any support or interventions and ensure links are made with classroom teaching. The SENCO will support and advise if necessary.

Review Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO, will revise the support outcomes and based upon pupil's progress and development make any necessary amendments going forward, in consultation with parents and pupils.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo an Education, Health and Care Needs assessment which may be requested by the school, parent, health or social care. This will occur where the complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an EHC plan will be taken at a progress review.

The application for an EHC plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care (where applicable)
- Health Professionals

Information will be gathered relating to the current provision provided, action that has been taken and the outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council which includes professionals from education, health and social care, about whether or not a child is eligible for an EHCP Plan. Parents have the right to appeal against a decision made by the EHC panel.

Education, Health and Care Plans

Following statutory assessment, an EHC Plan may be provided by Derby City Council, if it is decided 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 developing and producing the plan. Parents have the right to appeal against a decision not to issue an EHC 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, professionals external to the school, representatives from the Local Authority 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 the levels of support. It could also involve consideration of the current placement and whether this is meeting the needs of the child.

Further information about EHC Plans can be found via the Derby City website:

<http://www.derby.gov.uk/education-and-learning/special-educational-needs-assessmet/>

Managing Pupils Needs on the SEND Register

It is the SENDCOs responsibility to manage the process of placing children on the SEND register and making the decision to exit the register if, after review, it is deemed that the child's needs can be met without any SEND provision.

These decisions are made through a review of the child's progress, the information is gathered through:

- Pupil progress meetings
- Analysis of performance data
- Observations of the child within the classroom
- After reviews of the SEN Support Plans
- During Statutory reviews
- Through discussion with professionals from outside the school
- Discussions with parents

Supporting Pupils and Families

We firmly believe in developing a strong partnership with parents and that this will enable pupils with SEND to achieve their potential. We recognise that parents have a unique overview of the child's needs, and that this gives them a key role in the partnership.

The school aims to work in partnership with parents and carers by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.

- Ensuring that all parents and carers have appropriate communication aids and access arrangements.
- Providing information in an accessible way.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Agreeing targets for their child.
- Making parents aware of other services which may help them.
- Supporting the transition process from school to school, across phases and from class to class.

Our **SEND Information Report** can be found on our website at: www.carlyleinfantschool.org.uk

Admission Arrangements

The admissions arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND. The local authority, Derby City Council, administers admissions into the school.

The Key Principles of Inclusion

- **Valuing diversity:** All children are equally valued. They present a rich and diverse range of strengths and needs which is recognised and regarded positively.
- **Entitlement:** All children are entitled to receive a broad, balanced and relevant curriculum with appropriate support, advice and resources.
- **Participation:** All children and their parents are treated with respect and are actively encouraged to make their views known so that they can be taken into account.
- **Individual needs:** A range of flexible responses is used to meet the needs of individual children and to accommodate their diversity, including inter-agency planning.
- **Collective responsibility:** It is the responsibility of all staff.
- **Professional development:** Inclusion requires the application of existing skills and the development of new ones. All staff have access to a range of appropriate courses, advice and resources within the available budget.
- **Equal opportunities:** All pupils' needs will be planned for, regardless of factors such as ability, gender, or race.

Supporting Pupils at School with Medical Conditions

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. 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. Some may also have special educational needs and may have an EHC Plan which brings together health and social care needs, as well as their special education provision and the SEND Code of Practice 2014 is followed.

Evaluating the Success of Our SEND and Inclusion Policy

The SEND Governor will meet at least termly with the SENCO and will report on the success of the policy against the 'SEND Objectives for The School' stated within this policy. The school will review its approach to ensure that our provision is successfully meeting the needs of SEND pupils and parents. This process will also identify any training needs for staff.

Pupil progress will provide evidence for the success of the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting targets when reviewed.
- Use of standardised tests
- School tracking information

The link between Inclusive Education and Catering for Diversity

At Carlyle Infant and Nursery School we recognise the links between inclusive education and catering for diversity. We promote a whole school ethos that values all children and their families through:

- Fostering a climate that supports flexible and creative responses to individual needs.
- Recognising inclusion as part of the school's equal opportunities policy with clear arrangements for implementation, funding and monitoring.
- Ensuring that all school improvement developments and policies take account of inclusive principles.
- Ensuring that the admission of pupils with Special Educational and Disability Needs is handled positively and sensitively. All parents and children should be made to feel welcome.
- Ensuring that appropriate assessment and support arrangements are in place (including appropriately trained staff), both within the school and from external agencies, so that children's needs are properly addressed.
- Working collaboratively with local authority officers and the local agencies to identify any existing barriers to inclusion and consider how these may be best overcome.
- Recognising that inclusion is the responsibility of all school staff who are consulted and involved in developments.
- Enabling all staff to have access to suitable professional development opportunities to support the development of inclusive practice.

Complaints Procedure

The school's complaints procedure can be found on the school's website at: www.carlyleinfantschool.org.uk

The SEND Code of Practice outlines additional measures which the Local Authority must have in place to prevent and resolve disagreements. These will be explained to parents if required.

Links with External Agencies/Organisations

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEND pupils. Derby City Council's Local Offer webpage is a good source of support and information about local services that can be very helpful to families and will signpost you to other useful agencies and services. www.derby.gov.uk/sendlocaloffer

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical practitioners
- Speech and Language therapists
- Physiotherapists
- Occupational therapists
- Hearing impairment services
- Visual impairment services
- Physical impairment services
- School nurse
- Social care workers
- Education Welfare Officers
- Behaviour support advisors
- Umbrella
- SENCOs in other Derby schools

SEND Policy Review

The school considers the SEND policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice as identified in the School Development Plan.