

Leading Learning Trust – Inclusion and SEND Policy

**This Teaching and Learning Policy
applies to Selwyn Primary School**

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| Date reviewed/initiated: | October 2019 |
| Reviewed by: | Leadership team |
| Next review planned for: | January 2023 |
| Policy ratified by CEO (as per Scheme of Delegation): | January 2020 |



**Leading
Learning Trust**



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1. OVERVIEW OF THE POLICY MANAGEMENT PROCESS

1.1. Document history

| Date | Document title | Version |
|-----------|---|---------|
| Oct 2016 | Initial release as a policy separately applicable to Selwyn Primary School. | 1.0 |
| July 2019 | Review after 3 years of operation of the policy. | 2.0 |
| Dec 2019 | Review by SEND team and updates made. Applicable to Selwyn Primary School. | 3.0 |
| Jan 2020 | Ratified by the CEO and published | 3.0 |

1.2. Review and approval

The Leading Learning Trust trustees have overall responsibility for the policy.

The CEO is responsible for the operation of the policy within the schools, as well as for the maintenance of a record of concerns raised in accordance with this policy and the outcomes.

This policy is reviewed every 3 years by the School Leadership Team, and is then ratified by the CEO.



2. THE POLICY

2.1. Introduction

This is the SEND Policy for Selwyn Primary School. It describes the arrangements we make that are 'additional and 'different' for pupils with SEND. This information has been produced together with parents/carers and our children and young people. The policy takes into account statutory practice as detailed in the 'Special education needs and disability code of practice: 0 to 25 years'.

The following information outlines the support and provision pupils with SEND can expect at Selwyn Primary School.

2.2. Aim

At Selwyn Primary School we aim to:

- Meet the individual needs of every child within the school.
- Help each child to develop to their full potential and ensure they have equal access to the curriculum.
- Support children not only in terms of academic achievement but also in their social, moral, spiritual and physical development.
- Provide a broad, balanced and relevant curriculum which is differentiated to meet a variety of needs and learning styles.
- Promote equal opportunity regardless of race, gender, class or ability.
- Work in partnership with children, parents and carers, link schools, support services and the wider community to support personal development, resilience and life-long learning.
- Create a warm and friendly environment in which everyone feels safe, secure, valued, happy and able to achieve.
- Celebrate our children's achievements with others in a positive and supportive manner.

This Policy provides detailed information about how we support children at our school who have a range of special educational needs.

2.3. How does the school know when a child has learning difficulties or special educational needs?

At Selwyn Primary School, children are identified as having a learning difficulty or a special educational need (SEND) through a variety of ways including the following:



- Liaison with previous school or nursery.
- Information gathered from home visits.
- Child performing below age related expectations.
- Concerns raised by parent / carer.
- Initial concerns raised by teacher
- Liaison with external agencies.
- Health diagnosis through paediatrician and other outside agencies.

2.4. How is the curriculum matched to children's needs? In addition, how does the school approach personalisation in the classroom and how will that help my child?

- All work within class is pitched at an appropriate level so that all children are able to access the curriculum according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class; however on occasions this can be individually tailored through further support and further challenge.
- Reasonable adjustments to meet specific needs, eg. large print.
- Planned additionality and provision.

2.5. How does the school know whether children are making progress?

As a school we measure children's progress in learning against age related expectations. In addition:

- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery through to Year 6, using a variety of different methods including age related expectations.
- Children who are not making expected progress are identified in half termly assessment conversations with the class teacher and members of the leadership team. In this meeting, a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's termly progress is reviewed during assessment conversations, next steps are identified and the appropriate additionality is put in place.



2.6. What opportunities will there be for me to discuss my child's progress?

- We offer an open-door policy where you are welcome at any time to make an appointment to meet with either the class teacher, SENCo or SENCo assistant and discuss how your child is getting on. We can offer advice and practical ways that you can use to help your child at home.
- Your child's education is a partnership between parents/carers and teachers, therefore we keep communication channels open and communicate regularly.
- Learner Conferences take place once a term.
- If your child receives higher needs funding a review will be held annually.
- We operate a home / school link book for identified children which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.
- If your child has complex needs (SEND) they may have an Education, Health and Care Plan (EHCP), this will be reviewed at the child's Annual Review meeting.

2.7. What arrangements does the school make to support children transferring from another school?

- We encourage all new children to visit the school prior to starting and they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- We also carry out a home visit to see the children in their home environment. For children with SEND we would also visit them in their current school.
- We liaise closely with staff when receiving children from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. This could involve a transition meeting in either school.
- Learning Mentor Support where required/appropriate.
- Children with medical needs will have a care plan put in place in liaison with the school nurse.

2.8. How will the school prepare and support children who are transferring to a new school?

- We attend all transition meetings arranged by the new school.
- We have a clear transition plan in place which will include visits, professional meetings and staff from the new school will visit us.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.



- We write social stories with children and provide visuals if this will support the transition.

If your child has complex needs then a professionals meeting will be used as a transition meeting during which we will invite staff from both schools and other agencies to attend.

2.9. How do we manage the transition to secondary school?

- We attend the borough transition meetings where we get the chance to meet staff from the new school.
- We arrange visits in the summer term to familiarise your child with the new environment.
- We arrange professionals' meetings to share information
- We arrange meetings for you to meet the new staff.
- If your child receives higher needs funding discussions will take place during annual reviews.

2.10. How are decisions made about how much additional support individual children receive?

- The class teacher alongside the SENCo and leadership team will discuss the child's needs and what support would be most appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age related expectations.
- Advice given from outside agencies.
- Support is reviewed termly.
- Reviewed during Annual Review meetings.

2.11. How does the school know if the additional support is helping pupils to make progress?

- The child is making progress academically against age related expectations and the gap is narrowing – they are catching up to their peers or age related expectations.
- By reviewing children's targets and ensuring they are being met.
- Verbal feedback from the teacher, parent/carer and child.
- Children may move off the SEND register when they have 'caught up' or made sufficient progress.

2.12. How are parents/carers informed about their child's needs and what support they are receiving?

- Learner Conferences



- Annual review meetings
- Professionals' meetings

2.13. What expertise and training do the staff who support SEND children have?

- Staff receive training from professionals in implementing specific programmes such as speech and language and occupational therapy.
- A number of teachers and TAs are Team Teach trained to support children with challenging behaviour.
- All of our TAs have had training in delivering reading and spelling / phonics programmes.
- Training is ongoing throughout the year to address the needs of all of our children for whole staff and/or individuals.
- A register of training is kept on school electronic data management systems, and by the Leadership team.

2.15. What specialist support or services does the school access for children with SEND?

- Our SENCo is fully qualified and accredited.
- Assistant SENCo.
- SEN Teacher
- As a whole school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:
 - Learning Support Services;
 - Behaviour Support Services;
 - Language, Communication and Interaction team.
 - Complex Needs team.
 - Health including – GPs, school nurse, clinical psychologist and Paediatricians;
 - Speech & language therapists;
 - Occupational therapists;
 - Educational Psychologists; and
 - Attendance Management Service.

2.16. How are classrooms and other areas of the school adapted to meet children's individual needs?

- The school site is wheelchair accessible with a number of disabled toilets large enough to accommodate changing. The school is all on one level with ramps at specified fire exits.
- We have a sensory room and two hygiene rooms.



- We have access to cooking facilities and sensory equipment to support our children with complex needs.

2.17. What arrangements are made to support children with SEND taking part in after school activities outside the classroom, including school visits/residential?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school visits/residentials. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised (our Educational Visits Policy provides further details). In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

2.18. How does the school support children's overall well-being? What is the pastoral, medical and social support available in the school?

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore the class teacher is the parents'/carers' first point of contact. If further support is required, the class teacher liaises with the SEND team and the SENCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Services.

2.20. Roles and responsibilities of school staff

2.20.1. SEND lead & SENCo

- Contributing to the Leadership Team, actively contributing to the overall development of school policies and procedures.
- Monitoring the day-to-day operation of the SEND Policy.
- Raising whole school awareness of SEND through regular communication with all school staff.
- Overseeing the records of all pupils with SEND.
- Liaising with, advising and supporting all staff and pupils.
- Co-ordinating provision for pupils with SEND both internally and externally.



- Liaising with parents/carers, involving them in supporting their child and in understanding the policy.
- Identifying training needs and providing in-service training for all staff both teaching and non-teaching.
- Attending cluster meetings and disseminating information to school staff.
- Supporting parents to request an EHCP assessment.
- Liaising with curriculum coordinators to identify appropriate assessments to give a clear picture of pupil's current achievements and experiences.
- Ensuring that ongoing observation and assessment provide regular feedback to teachers and parents and that the outcomes of assessments form the basis for planning next steps of the pupil's learning.
- Co-ordinating the implementation of consistent approaches to behaviour management throughout the whole school (details of which are published in our Behaviour Policy, which is available on our website).
- Arranging and chairing meetings including annual reviews.
- Track the progress and achievement of cohorts of pupils in order to identify groups who may be underachieving and to plan further support to address the needs of these pupils.
- Liaising with the SEND link members of the Local Governing Body.
- Building and maintaining links with feeder secondary schools.
- Ensuring transition between Key Stages EYFS, 1, 2 and 3 is planned according to individual pupil needs.
- Consulting with the Head teacher and Finance Director on allocation and use of SEND budget.
- Ensure that the Resourced Provision for Hearing Impaired pupils meets the needs of all children.
- Liaising with external agencies and LA officers.
- Keeping the Public Sector Equalities Duty information up to date, and ensuring that the school Accessibility Plan is accurate and workable, especially for disabled pupils. All this information is published on our school website.

2.20.2. Class Teacher

- In order to create conditions conducive to successful learning in the diverse classroom, class teachers are expected to establish an environment that supports and enables this approach. Additional support will be provided by the SENCo, SEN Teacher, SENCo Assistant, Learning Mentor and outside agencies where appropriate. It is expected that teachers will:
- Individualise planning to include all children with SEND and their additional needs through further support and further challenge.
- Familiarise themselves with the child's background and gather and collate relevant information.
- Involve and work with parents at all stages.



- Be aware and use supporting guidance from external agencies.
- Be aware of a child's SEND Support Plan and ensure that provision directed in an EHCP is taken into account.

2.20.3. Teacher of the Deaf (TOD)

- To work in partnership with the class teacher and support staff to ensure that the specific needs of the deaf children are met and that appropriate methods are embedded throughout the school day and curriculum.
- To offer support when requested by the class teacher, in producing further support and further challenge.
- To provide individualised support to deaf children.
- To assess and record pupil progress and provide reports as required and share information with professionals from outside agencies.
- To work with the Speech and Language Therapists and other multi-agency workers as necessary.
- To ensure that the audiological needs of the child are always met (checking and maintaining the children's equipment daily and troubleshooting any problems as necessary) and liaising with Audiological Clinics, Implant Centres and Medical Centres.
- To liaise with parents/carers of the deaf children to ensure that they are fully involved and aware of the educational needs of their child.
- To foster positive deaf awareness within the school to include the deaf children socially as well as educationally.

2.20.4. Support staff

All of our support staff report to the Leadership Team. They also receive daily instruction from classroom teachers.

Support staff are an important part of the SEND child's school day. They will work closely with the child and build up a good relationship with them. Their role is fundamental in ensuring children make progress.

Support staff assist children through:

- explaining instructions,
- ensuring the pupil is able to use equipment and materials provided,
- motivating and encourage pupils,
- making and maintaining appropriate resources,
- meeting the child's physical needs whilst encouraging independence,
- supervising at break or lunchtimes if required,
- supporting medical requirements with training and voluntarily,



- contributing to annual reviews and planning meetings,
- taking part in weekly in-service training,
- maintaining records on their observations and the learning and understanding of the child with reference to the children's personalised targets and learner profiles, and
- working in a confident and professional manner at all times.

2.20.5. Communicator

In addition to the duties of support staff outlined above, the key duties of the Communicator (who specifically works with deaf and hearing impaired children) are as follows:

- To support communication for deaf children so they can access the curriculum alongside their hearing peers.
- To support the children when they are working, if necessary to clarify the tasks to be undertaken.
- To work in partnership with class teachers and TODs to ensure that further support resources are provided for lessons as necessary for the deaf children.
- To meet with the TOD and class teacher prior to the lesson to clarify roles, responsibilities and learning to be achieved.
- To help TODs check and maintain the children's audiological equipment (batteries, wires etc.) and to carry out listening checks at the start of all lessons.
- To be included in setting up and maintaining good home/school links with parents of deaf children.
- To support the everyday running of the school through flexibility and initiative.

2.20.6. Learning Mentor

The Learning Mentor works with staff and children in the following ways:

- to integrate, including socialisation of, pupils into their classes,
- to provide ELSA additionality,
- to identify those pupils who would benefit from a longer period with a learning mentor and draw up and implement an action plan,
- to develop a 1:1 mentoring relationship with pupils for whom this support is judged appropriate,
- to prepare and carry out small group work for pupils,
- to work with families, and
- to be an active member of the school's child protection team.



2.21. New admissions to Selwyn

All requests for admission to Selwyn will be dealt with according to the school and Borough's and Admissions Arrangements, which are published on our school website and are updated annually. We recognise that all children have an equal entitlement to entry to Selwyn.

The following points apply in all cases:

- When a new child is admitted to Selwyn we will follow a transition programme.
- New admissions will be invited to an Admissions Meeting with the School Office Manager and Assistant SENCo to complete the relevant paperwork.
- An admissions form will be filled in by the parents/carers and the School Office Manager. Parents will be given help in filling in the form if they find it difficult.
- The SEND team will be informed of any child who is thought to have a special educational need or has been informed by the parent of additional needs.
- Records will be received/requested from the previous school. (If in the nursery, the SENCo and other agencies will make an observation and will be contacted if necessary).
- If a need is identified, a meeting will be held with the parents/carers to inform them of the need and provision being made for their child.
- External agencies will be contacted for advice if required.

2.22. Resourced Provision for hearing impaired pupils

Selwyn provides specialised educational provision for up to 32 for Hearing Impaired pupils. Our school philosophy is to promote oral communication. Specialist support is provided by Teachers of the deaf, Communication Support Workers, Speech and Language Therapists and an Audiology Technician/Family Support Officer. Pupils receive a personalised curriculum which is dependent upon need. Children receive a weekly 45 minute session of Speech and Language Therapy from a qualified Therapist with a specialism in hearing impairment or a qualified Auditory Verbal therapist.

The level of support required, and the amount of time spent with their mainstream class is decided by the teacher of the deaf and depends on the needs of the individual pupil. The pupils supported within the resource provision are all considered equal members of their mainstream class, they are on the class register and they are included in all appropriate activities offered to their peers.



2.23. Access arrangements

Our school has an Accessibility Plan which is updated annually and is published on our website. Key elements of our school's Accessibility Plan are described below.

- Ramps are present at Selwyn Primary School for any child who has a disability, which affects their mobility.
- We have an additional space for SEND children to complete activities which will support their academic, social and physical development.
- We have a sensory room to support children with their sensory curriculum and those who have complex needs.
- We have two hygiene rooms for children who need personal care. This is located in a safe area where children can have privacy.
- Through our staff training and INSET, Selwyn are committed to improving and extending the skills of teaching and non-teaching staff.

2.24. The school site

Our site comprises of two single storey buildings. There is full access throughout the building.

There is a toilet and washroom with shower in both Hygiene Rooms which are designed for the use of people who have a physical disability.

There is also a sensory room situated off the Key Stage 1 Hall. This is designed as a quiet, relaxing place in which pupils with language, communication and sensory needs can develop their skills.

We continue to improve our site, to enhance the learning experience of all our children.

2.25. Who should parents/carers contact if they have a complaint about the SEND provision in the school?

Parents and carers concerned about any aspect of their child's education at Selwyn Primary School should contact their child's class teacher, or, if the class teacher is not able to assist, the SEND Lead, the school's SENCo, or a member of the school's Leadership Team.

Should parents and carers have been through this process, and feel that their concerns have not been addressed, they should contact the Head teacher via the school office.



Should they feel that a meeting with the Head teacher has still not addressed their concern, they should review the school's Complaints Policy, which is available on the website.

For more information about the SEND provision at our school you can access the following documents on the school website:

- information about how the school complies with its duties under the Equalities Act 2010,
- our whole school provision map,
- our annual SEND Information report, and
- details of the school's pupil premium allocation and plans to spend it in the current year; and, for previous years, a statement of how the money was spent and the impact that it had on educational attainment of those pupils at the school in respect of whom grant funding was allocated.