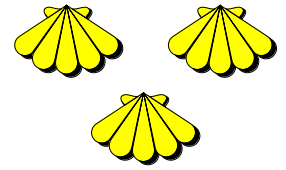


High Wych CE Primary School



High Wych SEND/Inclusion Policy

At High Wych CE Primary School we are committed to giving all our children every opportunity to achieve the highest standards and to take part in all aspects of school life. We believe that all children, including those identified as having 'special educational needs' or defined as 'vulnerable pupils' have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be included in all aspects of school life. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by anyone. We believe that all children should be equally valued in school and we will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Reference to statutory legislation

This policy refers to part 3 of the [Children and Families Act 2014](#), the [Equality Act 2010](#) and the [Special Educational Needs and Disability Regulations 2014](#). Full consideration has been given to the [Code of Practice SEND 0-25 Years \(January 2015\)](#).

Definition of Special Educational Needs & Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Definition of Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, disability, gender, ethnicity and social background, and the maximising of resources to reduce these barriers, ensuring equal opportunities for all pupils.

Equality and inclusion

We are committed to giving all our pupils every opportunity to develop to their full potential. In this School, inclusion recognises every child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to his/her individual ability, talents and personal qualities.

Inclusive Provision

All teachers are responsible for meeting the needs of all pupils in their class through adapting the curriculum in a meaningful way and using a variety of teaching styles and information communication technology. Additional support is available in all classes which is provided by Teaching Assistants (TAs), support teachers, volunteers and the Special Educational Needs Co-ordinator (SENCO). This additional support is targeted at individual pupils and small groups of children that are identified during our Pupil Progress Meetings (PPMs).

Aims and Objectives

High Wych CE Primary School aims to be an inclusive school and this means that equality of opportunity must be a reality for our children. We ensure this through the attention we pay to the different groups of our children within our school.

- Different genders
- Minority ethnic and faith groups
- Children with special educational needs
- Children with physical disabilities
- Gifted and talented children
- Children who may have medical needs, young carers and children from families under stress
- Children who are at risk of disaffection or exclusion
- Children 'looked after' by the local authority
- Travellers and asylum seekers

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges and targets for learning.
- Responding to children's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of children.
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and programmes to develop gross and fine motor skills.)

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing children to live in a diverse society?

Teaching and Learning Style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving their potential. We also make ongoing assessments of each child's progress. This information is used by teachers to plan for all abilities. For some children we use the programmes of study from earlier key stages. When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Teachers use BSquared to accurately assess what year group or level the child is working at and then target the gaps in their learning through adaptation to enable them to make progress. Children may be taught in a lower age group and where this is the

case it will be decided with the parents and reviewed on a yearly basis to see if the child can go back into their chronological year group.

Where attainment of a child significantly exceeds the expected level of attainment teachers use materials from a higher level or Key Stage, or they extend the breadth of work within the area or areas for which the child shows a particular aptitude. Children may be taught in a higher age group.

Teachers are familiar with the relevant equal opportunities legislation on covering race, gender, age and disability. Teachers ensure the children:

- Feel secure and know that their contributions are valued.
- Appreciate and value the difference they see in others.
- Take responsibility for their own actions.
- Participate safely in clothing that is appropriate to their religious beliefs.
- Are taught in groupings that allow them all to experience success.
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping.
- Have common curriculum experience that allows for a range of different learning styles.
- Have challenging targets that enable them to succeed.
- Take part in activities that are adapted by task as well as differentiated by outcome.
- Are encouraged to participate fully, regardless of disability or medical needs.

Children with Disabilities

The school is committed to providing an environment that allows children with disabilities full access to all areas of learning for example most classroom entrances are wide enough for wheelchair access, and the points of entry for our school also allow wheelchair access.

Where appropriate, teachers modify teaching and learning. For example, they may give additional time to children to complete certain activities. In their planning teachers will ensure that they give children the opportunity to develop skills in practical aspects of the curriculum.

Teachers will ensure that work for all children:

- Takes account of their pace of learning and the equipment they use.
- Takes account of the effort and concentration needed in any learning.
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or to use certain types of materials.
- Allows opportunities for them to take part in educational visits and other activities linked to their studies.
- Includes approaches that allow hearing-impaired children to learn about sound in science and music and visually-impaired children to learn about light in science and to use visual resources and images both in art and design in design and technology.
- Uses assessment techniques that reflect their individual needs and disabilities.

School Activities

At High Wych we believe that all our children should have access to any school activities. These activities may include:

- School trips
- School journeys
- Local outings
- Clubs

At times we may need to consult with parents or other authorities and it may be necessary, on occasions to impose certain restrictions, if it is deemed that a child may pose a risk to themselves, or others during the activity. Clear risk assessments will be taken before decisions will be made. It is our policy that a physical disability should not exclude a child from any school activities, although in certain circumstances it may be necessary to ask a parent to accompany their child.

If there is cause for concern about a child going on a school trip or journey the Head Teacher will consult the child's parents. However, our intention is that unless there are extreme circumstances all children will be able to go on school trips and journeys. Before any school journey or trip is undertaken, clear guidelines for conduct and behaviour will be given to both children and parents.

Arrangements for monitoring and evaluation

The success of the school's SEN offer and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the Head, SENCO and subject coordinators.
- Monitoring of children's progress and attainment through pupil progress meetings.
- Analysis of pupil tracking data and test results for individual pupils and for cohorts.
- Progress data for pupils on the SEND register.
- Progress data using Bsquared for children that are working PRE their chronological year group.
- Termly monitoring of procedures and practice by the SEND governor.
- Feedback from parents and staff, both formal and informal, following meetings to produce OPPs and targets, revise provision and celebrate success.

Roles and responsibilities

The Governing Body ensures that:

- The School follows the SEND Code of Practice 2014 when carrying out its duties toward all pupils with SEND.
- The necessary provision is made for any pupil identified as having SEND and that these pupils make good or better progress relative to their starting point.
- Parents/ carers are informed that SEND provision is being made for their child.
- The Special Educational Needs Information Report (SENIR) is discussed regularly with parents/ carers of children with SEND where possible.
- There is an identified governor who has specific oversight of the school's provision for pupils with SEND. This governor liaises with the school and reports back to the governing body.
- The SEND provision, including the deployment of funding, equipment and personnel is reported back to the governing body.

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision for children with SEND as a result of ongoing assessment/ feedback and pupil progress meetings.
- Revising the support in light of the pupils progress and development and decide on any changes in consultation with the parent/ carer and pupil.
- Liaising with the relevant Designated Teacher where a Child Looked After (CLA) has SEND.
- Informing and liaising with governors on SEND provision.
- Advising on the graduated approach (i.e., assess, plan, do, review) to providing SEND support.

- Liaising with parents/ carers of pupils with SEND and co-ordinating One Page Profile and provision plan (OPP) meetings.
- Evaluating the quality and impact of the support and/ or interventions along with the views of the pupil and parent/ carer.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents/ carers are informed about options and a smooth transition is planned.
- Working with the Headteacher and School Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.
- Giving and arranging practical help and training to members of staff on how to deal with special needs issues.
- Ensure Pupil Support Files are maintained and up to date.

The Headteacher is responsible for:

- Managing the strategic development of the SEND Policy and provision.
- Ensuring that complaints regarding SEND provision are dealt with in accordance with the Local Authority guidance for school-based complaints procedures.
- Ensuring all staff are trained in SEND where appropriate to provide adequate support for SEND pupils and to allow for personal and professional development.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from TAs or specialist staff. This includes:

- Identifying children with possible SEND and working with the SENCO to gain a good understanding of the child's barriers to learning.
- Devising and implementing learning strategies and support for individual children.
- Adapting the curriculum in a meaningful way to meet individual children's needs.
- Reviewing and setting new targets with parents/ carers and children during OPP meetings.
- Liaising with the SENCO to ensure the needs of individual pupils are met through the implementation of the identified strategies/ interventions.
- Undertaking any training suggested or supplied by the school.
- Remaining responsible for working with the child on a daily basis.
- Working closely with TAs, Learning Support staff and specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Ensuring that the Pupil Support Files are kept up to date.
- Implementing the school Special Educational Needs and Disabilities Policy.
- Reporting on B Squared assessment system for children who are working two or more years behind their chronological age group (PRE).
- Using B Squared data to plan adapted lessons and tasks for children working at pre-curriculum expectations of their year group (PRE).

Schools approach to identification

The Code of Practice identifies four broad areas of need:

Communication and Interaction

Conditions may include children who have speech, language and communication needs and / or autism. This may present as a child: having difficulty in communicating with others, having difficulty saying what they want to, or having difficulty understanding what is being said to them. The child may be delayed in using language and shy away from talking.

Cognition and Learning

Cognition and Learning difficulties affect a child's ability to learn and achieve at school. Specific Learning Difficulties (SpLD) include a range of conditions such as Dyspraxia, Dyslexia and Dyscalculia. Children who have needs in 1 or more of these areas are classed as having 'Complex Needs'. They may also be described as having moderate learning difficulties depending on the degree of need and how this impacts their daily life. Support for pupils with learning difficulties is needed when a pupil is learning at a slower pace than their peers.

Social, Emotional and Mental Health (SEMH)

Pupils experiencing social, emotional, and mental health difficulties may present as: withdrawn or isolated, hyperactive or lack concentration, immature in relation to social skills, displaying behaviour that challenges which could be masking other complex needs. They may be frustrated and struggle with school routines, boundaries, and relationships. Pupils may experience feelings of anxiety or depression. They may find school routines, boundaries and relationships a challenge or they may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), or attachment disorder.

Sensory and/ or Physical

Children with sensory or physical needs may have a disability, such as: physical disability, visual impairment, hearing impairment, multi-sensory impairment (both hearing and vision difficulties), dyspraxia- Developmental coordination disorder (DCD). They may need specialist equipment to support them with their learning and we make sure that we do our best to accommodate all reasonable adjustments that are required to help with daily tasks such as eating or travelling.

At High Wych we seek to identify children that may fall into one or more of these categories as early as possible when they arrive at our school.

SEND support

Children identified with SEND, in agreement with parents/ carers, will be placed on the school SEND register. In Delivering Special Provision Locally Area 3 (DSPL3) the Primary SENCOs agreed that pupils to be included on the Department For Education (DFE) census for SEND Support included:

- Pupils identified with learning needs, SEMH, Speech, language, Communication Needs (SLCN) or physical need that impacts on their ability to access teaching and learning and maintain emotional and social wellbeing.

And/ or

- Pupils who receive targeted support over and above Quality First Teaching (QFT) and reasonable adjustments.

And/ or

- Pupils where an external professional is offering ongoing guidance and strategies.

And/ or

- The SENCO is offering regular and ongoing targeted guidance and strategies to teaching staff to meet the needs of the pupil.

And/ or

- Pupils who receive additional interventions as part of an assess, plan, do review cycle.

And/ or

- Pupils who are accessing mental health support, e.g., Child & Adolescent, Mental Health Service (CAMHs), STEP2, counselling via school or health.

The School uses a **graduated approach** to SEND, which includes **assess, plan, do and review** for our children on the register with an OPP.

Assess:

In identifying a child as needing SEND support the class teacher, working with the SENCO and Senior Leadership Team (SLT), will carry out a clear analysis of the pupil's needs and barriers to learning. This will draw on the teacher's assessment and experience of the child, their previous progress and attainment, the views and experience of parents/ carers, the child's own views and, if relevant, advice from external support services. In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO will contact them (if the parents/ carers agree.)

Plan:

Where it is decided to provide a pupil with SEN support, a meeting will be held by the class teacher and/or SENCO with parents/ carers to discuss this and if agreed, the child will be placed on the SEND Register. The teacher and the SENCO will set, in consultation with the parent and the pupil, targets to address the barriers to learning. The outcomes will be **SMART** (specific, measurable, achievable, relevant and time based), taking into account the needs and ability of the child. Where appropriate, OPPs will seek parental involvement to reinforce or contribute to progress at home. This will be signed by parents/ carers and kept as a record.

Do:

The support and intervention provided will be implemented to meet the outcomes identified for the pupil and will be provided by staff with sufficient skills and knowledge. The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review:

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/ carers. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Children with an OPP are closely monitored and regular, termly targets are set and reviewed with parents/ carers, the child where possible and the class teacher(s). These children will have reasonable adjustments that are made and discussed at pupil progress meetings (PPM). They will also be part of group and or individual interventions, which are intended to fill any gaps in their learning and to hopefully accelerate progress so that they can access learning in line with their peers at their chronological age.

Education, health and care plans (EHCP)

If after a period of ongoing support, at least one year of assess, plan, do, review, a child is continually not making adequate progress (i.e., expected for their individual circumstances), then the School, in agreement with the parents/ carers, may request the Local Authority to make an Education, Health and Care (EHC) needs assessment to decide whether it is necessary for provision to be made in accordance with an Education, Health and Care Plan (EHCP).

For an EHC needs assessment, the School is required to submit evidence to the Local Authority (Hertfordshire or Essex depending on the child's home address), and a decision is made regarding whether the child's needs can continue to be met from the resources normally available to the School.

If a child receives an EHC Plan, then the necessary provision is made for the specialist support needed. For a child with an EHC plan, there will be an Annual Review, chaired by the School and all professionals involved in the care of the child will be invited to attend. This meeting will review the appropriateness of the provision and the professionals involved in the care of the child will recommend to the Local Authority whether any changes need to be made to the Education Health Care Plan. If the needs of a child change dramatically over a short period of time, then the School may arrange an earlier review meeting to discuss whether the needs of the child can still be met at Reedings, or whether a specialised setting is more appropriate.

School's approach to involving parents/ carers

High Wych understands the importance of involving parents/ carers in all areas of support for their child as they know their children best and recognise that this leads to the best outcomes for children. We aim to build relationships with parents/ carers with sensitivity and confidentiality and welcome their views and comments. We meet at least three times a year with parents/ carers of children with an OPP and ensure that they are involved in decision-making processes regarding their child.

School's approach to actively listening to pupils' views

All children are involved in writing their OPP where possible and we believe that it is vital that they know what their targets for the term are and how they will know that they have achieved them. Teachers or TAs work to support children to complete parts of the OPP and to ensure that they understand their targets. Where possible, children can suggest things that they would like to work on for the term and things that they want to improve.

Working together with others, including health and social care and outside specialists

We work closely with many outside agencies and professionals in order to support the children's needs as best we can. We may refer a child if we feel it is in the best interests of the child. The type of agencies that we may use include:

- Social Services
- Educational Psychology (EP) Service
- CAMHS
- ASPECTS – Family Support
- AIO (Attendance Improvement Officer previously known as Educational Welfare Officers)
- Specialist Advisors for e.g. Hearing Impairment
- Behaviour Support (Rivers)
- Speech & Language
- Occupational Therapy
- School Nurse

When outside agencies provide reports with recommendations or targets, we use these to inform our planning or to support with writing our OPP's if the child has one where we deem it is appropriate and in the best interest of the child.

English as an additional language (EAL)

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. New children to the School who have English as an additional language will be given a buddy to support them with settling into school. Dual language labels will be used where appropriate around the class and texts will be purchased to support their transition where suitable. We make sure that we look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN and at High Wych we recognise this.

Transition

We have close links with our local secondary schools and in particular Leventhorpe School, where the majority of our Year 6 pupils move up to. The SENCO's from both schools know each other well and there is a meeting held in the Summer Term for SENCOs, class teachers and the Head of Year 7, where children are discussed in depth. Some SEND children move to different schools and when this is the case a meeting or a phone conversation will be undertaken by the SENCOs and or class teachers to discuss the children and their needs. SEND files are passed onto the relevant schools in accordance with UK Data Protection Act 2018 (incorporating GDPR) and these documents are listed and signed for by the receiving school.

Training and expertise of staff

The SENCO at the School is a fully qualified teacher and has successfully completed the National Award for Special Educational Needs Coordination as legally required. The SENCO is kept up to date with regular training courses throughout the year and attends termly briefings and meetings. Training courses are attended by staff as and when the need arises or where we can predict a future need. Some courses are recommended to staff and some are sought out by staff for their own continuing professional development. Sometimes staff will be asked to undergo specific training that will benefit a child in their class and staff are expected to complete this to the best of their ability.

SEND information report

The school has a separate SEND information report that can be found:
https://www.highwych.herts.sch.uk/parents/sen_support.html

Contact us

Enquiries about an individual child's progress should be addressed first to the class teacher since they are the person who knows the child best. Other enquiries can be addressed to the SENCo – Miss Jody Ling who works at the school on a Thursday and Friday. Please make an appointment with the school office if you wish to speak to the SENCo on 01279 722109 or at admin@highwych.herts.sch.uk

Complaints process

If you are in any way unhappy then please talk to us! We truly believe that an open, honest conversation is the best way to resolve any problem you might have.

If you do not feel able to do this, SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) may be able to answer any questions you have or support you in talking to us.

We have a complaints policy on our school website: https://www.highwych.herts.sch.uk/about_us/policies.html

