

Endon Hall Primary & Nursery School

'Inspire today to achieve tomorrow'



Special Educational Needs & Disability (SEND) and Inclusion Policy

Reviewed: November 2023

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Introduction

Endon Hall Primary & Nursery School is committed to providing an appropriate and high quality education to all. We believe that all children, including those identified as having a special educational need or disability (SEND) have a common entitlement to a full, 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 all children can flourish and feel safe.

Endon Hall Primary & Nursery School is committed to inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We are committed to giving all our children every opportunity to achieve their potential. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

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.

We believe that educational inclusion is about equity and equality for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

Equality – Equality is about sameness; it promotes fairness and justice by giving everyone the same thing. It can only work if everyone starts from the same place.

Equity – Equity is about fairness; it gives people access to the same opportunities. Our differences and/or history can create barriers to participation, so we must first ensure equity before we can enjoy equality.

We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- Looked After Children
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion
- those from disadvantaged backgrounds and therefore in receipt of Free School Meals

This policy describes 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 children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many children, 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.

At Endon Hall Primary & Nursery School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential.

The SEND Coordinator is Mrs G Fairhall. All staff are responsible for children with SEND.

Aims and Objectives

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

- Do all our children achieve as much as they can?
- 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?

Our aims and objectives are:

- To ensure that SEND are identified as early as possible and needs met through inclusive classroom practice.
- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To enable children to acquire skills, concepts and knowledge relevant to future life.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.
- To offer all children access to a broad, balanced curriculum that provides every child with the opportunity to experience success in learning and to achieve their full potential.
- To deploy a range of teaching and learning styles so that all children can take part in lessons fully and effectively, providing equality of opportunity.
- To ensure equality and/or equity of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs and disabilities.
- To continually monitor the progress of all children in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical development, identifying needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum* through a differentiated curriculum involving class teachers, SENDCo and support staff as appropriate.

(*Except where disapplication, arising from an Education Health and Care Plan (EHCP), occurs. Disapplication is rare, and we aim to offer the full curriculum to all of our children.)
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those children recorded as having a Special Educational Need or Disability. Children may access additional support where this, as a strategy, is effective and impacts upon progress.
- To liaise with outside agencies to ensure high quality provision.

Areas of Special Educational Need/Disability

Cognition and Learning

- Specific Learning Difficulties (SpLD) – where there is a mismatch between the child’s potential and their actual performance in specific skills areas. Often children demonstrate an erratic profile of strengths and weaknesses. SpLD encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
- Moderate Learning Difficulties (MLD) – characterised by low attainment across the curriculum
- Severe Learning Difficulties (SLD) – where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication
- Profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health difficulties

- Where learning is interrupted as a result of behavioural patterns

Communication and interaction difficulties

- Speech and Language difficulties
- Autistic Spectrum Disorder

Sensory and physical difficulties

- Hearing Impairment (HI)
- Visual Impairment (VI)
- Multi-sensory impairment (MSI)
- Physical and/or sensory difficulties

Roles and responsibilities

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement through ensuring that staff adhere to their roles and responsibilities. When planning their work, teachers take into account the abilities of all children and make reasonable adjustments to provision as required. For some children, we use the objectives from earlier key stages, to enable children to access learning at their level and move forward.

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. In some cases, this may require mixed age teaching.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

The class teacher:

- Will provide quality first teaching for all children
- Will recognise, build upon and celebrate individual strengths and contribute to the Time to Shine mapping document for SEND and disadvantaged pupils
- Will liaise with families to ensure sight and hearing checks are up to date to eliminate physical barriers to learning
- Will make reasonable adjustments, where appropriate, to provision prior to identification of a child’s special educational need or disability and log these on the class *Reasonable Adjustments Overview*
- Is responsible for the initial identification of a child’s special needs through observation, screening and on-going assessment, including the use of the standardised assessments
- Must inform the SENDCo of their concern and decide if the school needs to support the child through a pupil plan
- Should follow the Graduated Approach to support through the four-part cycle of Assess, Plan, Do and review (for both SEND and Emotional and Wellbeing support) and where appropriate the Enhanced Assess, Plan, Do and Review cycle/s.
- Should devise ambitious and stretching SMART targets for individual pupil plans, with support and guidance from the SENDCo where required, which will be in addition to an already differentiated curriculum and based on assessment of the child’s needs.
- Should involve parents at each assessment stage and use their views to inform the individual pupil plans
- Consults with the child and actively supports them to share their views when creating and reviewing individual pupil plans

- Initiates review meetings as required with the SENDCo, parent and the child, until such time as the school decides that the child no longer requires the intervention to be in place or that the child needs to gain support from the next stage in the graduated approach process
- Provide a copy of the pupil plan to the parent following each review meeting
- Should select the most appropriate evidence based interventions and strategies for pupil plans using the *Endon Hall Interventions* shared electronic folder for reference and seek SENDCo advice and guidance where required
- Liaises closely with ISAs/teachers delivering interventions to monitor progress, celebrating successes and adjusting support where required
- Should supply the SENDCo with all the information necessary in order to assist them in devising EHCNAs (Education Health Care Needs Assessments) and reviewing EHCPs (Education Health Care Plans) for the child, which will be in addition to an already differentiated curriculum
- Must inform the parents of the decision to move a child onto or off the SEN register
- Informs the SENDCo of any problems that may arise between reviews
- Organises the timetable, class grouping and all available resources so that the child receives all possible support to reach the targets
- Teach established transference of skills and long-term memory approaches
- Promote positive outcomes in the areas of personal and social development

The special educational needs and disabilities co-ordinator (SENDCo):

- Co-ordinates and monitors the Graduated Approach to support through the four-part cycle/s of Assess, Plan, Do and Review (APDR) and Enhanced Assess, Plan, Do and Review (EAPDR) where appropriate
- Ensures that APDR and EAPDR cycle/s are timely, reviewed regularly (at least three times per year) and that the views of parents and children are gathered and used to inform effective planning
- Works with outside agencies and other professionals, including the local SEND Hub, to ensure that the most effective provision is in place to support children as part of the APDR and EAPDR cycle/s
- Collects all relevant evidence in order to make Education, Health and Care Needs Assessment (EHCNA) applications following the Enhanced Assess, Plan, Do and Review cycle/s
- Organises and holds timely Education, Health and Care Plan (EHCP) reviews, ensuring that parents, the child and all professionals involved are consulted with in order to review and set the most effective outcomes.
- Co-ordinates and attends any required meetings
- Ensures required paperwork is completed
- Maintains a record of provision and progress for children with SEND
- Ensure the school's register of SEND needs is up to date and that mechanisms are in place to ensure that all staff are aware of needs and how to support
- Utilises a range of methods to track progress including standardised scores, book scans, learning walks, pupil voice interviews and the analysis of pre and post intervention data
- Ensures that transitions are planned effectively
- Ensures that there are adequate resources within the school to meet the needs of all children who are experiencing difficulties
- Co-ordinates training and provides guidance and advice to staff
- Monitors the impact of training, advice and guidance
- Works strategically with the Headteacher and SLT (Senior Leadership Team) to ensure the most effective support for children is planned, implemented and monitored
- Informs parents that the school's Special Educational Needs & Disability Policy and SEND Information Report is available
- Informs the parents of the Staffordshire SEND Family Partnership Service, ensuring parents have access to information, advice and guidance relating to the educational needs of their child
- Provides signposting to the Staffordshire Local Offer page and other helpful sources of information and/or training

The Governing Board:

- Ensures that provision is made for children who have SEND
- Ensures that the needs of children with SEND are known to all who are likely to teach them
- Ensures that teachers are aware of the importance of identifying and providing for children with SEND
- Ensures that children with SEND join in with all activities, so far as is reasonably practical and compatible and that they receive the SEND provision required with resources used efficiently
- Reports on the implementation of the school's policy for children with SEND

- Has regard to the Code of Practice when carrying out its duties to children with SEND
- Ensures parents are notified of the decision of any extra provision being made for their child

The governor with responsibility for Special Educational Needs and Disabilities is: Mrs D Pierpoint

The Headteacher:

- Has overall responsibility for management of the policy, for assessment and provision for children with special educational needs and for keeping the governors informed. Any complaints about general or specific provision will be referred to the Headteacher in the first instance.

Co-ordination of SEND provision

We follow the Staffordshire Local Authority Graduated Response and criteria for Special Educational Needs and Disabilities. To meet additional learning needs we use personalised learning approaches and evidence based intervention programmes as well as stage (not age) appropriate groupings for targeted support.

Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEND. The SENDCo attends the cluster meetings, sharing good practice within the locality and we refer into to the local SEND Hub where appropriate. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA. We may commission specialist services directly. Such specialist services include, but are not limited to:

- Educational Psychologists
- Learning Support services (Entrust)
- Behaviour Support services (Entrust)
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)
- Special schools offering outreach training and development

Management of SEND within the school

Parents will always be kept informed of any additional or different provision being given, reflected in the child's highlighted provision map and/or plan, and are invited to contribute to reviews of their child's progress as part of the Assess, Plan, Do and Review cycle/s.

Children who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children working in partnership with the school.

Early identification, assessment and intervention are the key to meeting the needs of the individual children.

Strengths as well as weaknesses are recognised and we endeavour to involve all children in the activities of the school.

Identification, assessment and review

Identification and Assessment:

- We are committed to early identification and intervention for children who may have SEND
 - More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from previous schools the children may have attended
- If further assessment is required, we use a range of formal and informal assessments to help us determine the child's strengths and area for development. The following assessments are utilised to help us identify and implement the appropriate strategies for the child:

- Accelerating Reading Assessment (for sight words, phonic skills and generalisation of reading skills)
 - Accelerating Spelling Assessment (for sight words, segmenting skills and generalisation of spelling skills)
 - Vernon spelling test
 - Salford Reading Test
 - British Picture Vocabulary Scale (BPVS)
 - Digit Memory Test
 - Independent, assessed work
 - Teacher assessments
 - IDP screening checklist and Entrust Early Years screening checklist to identify dyslexic tendencies
 - Neurodiverse SpLD checklist
 - Time to Talk Early Years communication screening assessment
 - Nuffield Early Literacy Intervention screening assessment
 - Standardised tests (including the GL norm-referenced tests in Maths and English)
 - Use of PIVAT's/P-Levels to level children's attainment, where appropriate
 - Samples of children's work annotated to show area of difficulty or progress
 - The Boxall Profile
 - Strengths and Difficulties Questionnaire to monitor pupil self esteem
 - Guided Functional Behaviour Assessment
- We follow the Graduated Approach which is based on the four-part cycle of Assess, Plan, Do and Review. This is recommended in the SEN Code of Practice and is in line with Local Authority policy.

Quality First Teaching

Quality first teaching is about what should be on offer for all children: the effective inclusion of all children in high quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; new vocabulary will be carefully explained; lively, interactive teaching styles will be used and maximum use made of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. We work with parents/carers to ensure that there are no physical barriers to accessing the curriculum and that sight/hearing checks take place if required. In addition, **reasonable adjustments** may also be made at this stage to support learning. These may include strategies such as allowing increased thinking time, chunking information or certain resources being made available such as pencil grips and sloped writing boards.

Class/School SEN Support

SEN Support describes class strategies for personalising learning, whether this be targeted small-group intervention for children who can be expected to catch up with their peers, effective resourcing enabling children to access reminders and/or prompts; a buddy system to enable further practice of key skills; small group support across different ages and phases and/or advice and support sought from external agencies. This level of support is designed for children whom require approaches which are additional to or different from that provided at the Quality First Teaching stage. Therefore, the nature of this support is personalised to the child requiring the support and will usually be documented in a personal plan.

Individual/ Education, Health and Care (EHC) Plan

This stage is about intervention for children for whom Quality First Teaching, reasonable adjustments and SEN Support intervention are not enough. It may need to be a more intensive programme, involving more individual support and/or specialist expertise.

- The support or plan in place is continually under review to ensure that the appropriate targets set provide success for the child and progress is being made. The parents/carers and children are involved in this review.

Resources:

- A proportion of our budget is allocated for resources, which includes identified materials for use to support children who need additional or different activities
- The provision of additional support is made, as appropriate, from the school budget
- We develop our resources to support children with SEND, in line with priorities stated in the school's strategic development plan

Staffing, policies and partnership with external agencies

Professional development for staff:

- We plan for all staff and the SENDCo to be involved with training in line with the priorities identified in the schools' strategic development plan
- We have regular staff meetings where SEND provision is discussed. These are related to specific areas and/or relevant to the needs identified or in ensuring that staff keep up to date with information and legislation

- The SENDCo attends relevant training and disseminates the details to all the staff as appropriate or individuals can access training that is necessary for their professional development
- There is an induction procedure for ECTs and new staff

Support services available:

- Advice and support from outside agencies is available if requested by the school
- We believe that effective action on behalf of children and other professionals depends upon close co-operation between the school and other professionals

Links with other agencies:

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified as having a SEND.
- Records of all children are sent to the receiving educational establishment for their attention. The SENDCo endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Partnership with parents/carers:

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion
- We share information with parents/carers in informal conversations and/or individual meetings, as required
- Parents/carers are involved in reviewing progress and setting targets with appropriate intervention strategies to help the child both at school and at home
- Parents and carers are encouraged to use the Staffordshire SEND Family Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so
- We promote a culture of co-operation between parents, schools, LA's and others. This is important in enabling anyone with SEND to achieve their full potential
- We respect the differing perspectives of all parties concerned with children with SEND and seek constructive ways of reconciling different viewpoints
- We respect the differing needs of parents/carers such as disability or communication and linguistic barriers and provide alternative methods of communication if required

Participation of children:

- Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Children participate, where possible, in all the decision making processes, including setting targets and contributing to their plans, discussing their choices, assessment of needs and in the review procedures.

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs and Disabilities. As such, Endon Hall Primary & Nursery School adopts a 'whole school approach' to SEND which involves all the staff adhering to a model of good practice. Staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

Allocation of resources

The Headteacher, in consultation with the SENDCo, will manage the funds allocated by the governors to meet the differing needs of the children in the school with special educational needs and disabilities.

The governors require the Headteacher and Special Educational Needs and Disabilities Co-ordinator to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other children, providing there is no disadvantage to the children to whom they are nominally allocated.

Access to the Curriculum

The National Curriculum will be made available for all children. Where children have Special Educational Needs and/or a disability the graduated approach will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for children with SEND to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the child's development and progress, the action taken and the outcomes.

There will be flexible grouping of children so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual children. Teaching and learning styles and flexible groups will reflect this approach.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for children who have marked learning difficulties.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources and/or support. When necessary, we also support learning through appropriate external specialists. In such cases, the SENDCo and/or relevant staff work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's governor with responsibility for special educational needs would also be involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action. Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Evaluating Success

This school policy will be kept under regular review. The governing board will gauge the success of the policy informally, by the achievements of previously agreed targets outlined in the child's plan, progress review and/or annual review and formally, through pupil groups data analysis. The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy. In addition, evidence will be gathered by the SENDCo as part of the annual review regarding:

- Staff awareness of the individual needs of the child
- Success of the identification process at an early stage
- Academic progress of children with special educational needs
- Improved behaviour of the children, where this is appropriate
- The number of children participating in intervention programmes
- Attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-statemented special educational needs
- Consultation with parents
- Number of children moving between stages
- The awareness of each child in their targets and achievements
- Monitoring of pupil views

Arrangements for the Treatment of Concerns

Initial concerns or enquiries should be dealt with by the class teacher. Beyond this, the SENDCo, and then the Headteacher. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion.

In the event that these informal discussions fail to resolve matters, the complainant should follow the Concerns Procedure, setting out the precise nature of the complaint as specified in the school's Compliments, Comments and Concerns Policy. The concern will be dealt with in accordance with this policy.

Parents/carers are informed about the Staffordshire SEND Family Partnership Service and Local Offer so that they can obtain support, advice and information if they wish.

Appendix 1 – Intervention programmes currently available

Supplied by outside agencies Introduced 2011 Introduced 2012 Introduced 2013 Introduced 2015 Introduced 2016
Introduced 2017 Introduced 2018 Introduced 2019 Introduced 2020 Introduced 2021 Introduced 2022

- Counselling
- Behaviour Support
- Brain Gym
- The Respect Programme
- Chris Staunton Daily Diary
- Getting to know me
- Direct Phonics
- Rapid Reading
- Springboard
- Letters and Sounds Phonics
- Phonological Awareness Training
- Circle of Friends
- Better Reading Programme
- Wave 3 Literacy programme
- 1:1 Reading
- Pre-teaching
- Split exposition teaching
- Sensory Circuits
- Motor Skills United
- Pindora's Box
- Circle time games supporting communication development
- Precision Teaching (Reading, Spelling and Maths)
- Cross Peer Tutoring
- Happy Hands
- Touch Typing
- Alternative Provision nurture programme
- Be the Jellyfish
- How are you feeling?
- Cry heart but never break
- Badger's Parting Gift
- Nessy
- EPS Recommended Approach to Reading
- Nuffield Early Language Intervention (NELI)
- Time to Talk
- Lego intervention
- EPS Recommended Approach to Spelling