

# St. Giles' C of E Primary School



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

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<b>Reviewed by</b>	<b>SF</b>
<b>Date agreed by Governing Body</b>	<b>25.4.18</b>
<b>Date of next review</b>	<b>Summer 2020</b>

## **Introduction**

At St.Giles' we value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. The purpose of this policy is to help to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, sexuality or background.

## **Key Principles of Inclusion at St.Giles'**

We, at St.Giles', believe that everyone has the right to succeed and the entitlement to develop their full potential. Diversity is valued at St.Giles' as a rich source that can contribute to the learning of all pupils and staff.

Inclusion at St.Giles' is an on-going process that celebrates diversity. It involves the identification and minimising of barriers to progress and participation that may be experienced by any pupil, irrespective of age, ability, gender, sexual orientation, ethnicity, language and social background and the utilisation of resources to reduce these barriers.

St.Giles' is a school in which the teaching and learning, achievements, attitudes, well-being and the happiness of every individual matter.

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

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils; and
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (these may include for example counselling, play therapy, art therapy, speech and language therapy).

## **Special Educational Needs and Disability (SEND)**

All children may have special needs at some time in their lives. Children have a learning difficulty if they demonstrate significantly greater difficulties in learning than the majority of their peers or they have a disability which means they are unable to access the same educational facilities that are provided for their peers.

## **SEND aims and Objectives**

At St.Giles' we aim to:

- create an environment that meets the needs of each child;

- ensure that children with a disability or special educational needs are identified, assessed and provided for;
- make clear the expectations of all partners in the process;
- identify the roles and responsibility of staff in providing for children's SEND;
- enable all children to have full access to all elements of the school curriculum;
- ensure that children are aware of this process and review their own progress; and
- ensure that parents are actively and appropriately involved in the process.

### **Inclusive Provision**

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 as much as they can. We also make on-going assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children and differentiate work appropriately.

To achieve this, teachers ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences 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 a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed; and
- participate fully, regardless of disabilities or medical needs.

### **Admission Arrangements**

All places at St.Giles' School are allocated in accordance our Admission Policy which can be found at [www.stGiles'.herts.sch.uk](http://www.stGiles'.herts.sch.uk)

### **Assessment and Provision of Support**

Early identification of disabilities or special educational needs is vital.

Children are assessed through the Early Years Foundation Stage 'Ages and Stages' upon entering school in nursery or reception, or other age appropriate measures if entering the school later, and we make continuing assessments throughout the year. This information is used to plan an effective and appropriate curriculum for all of the children.

Class teachers contact parents at the earliest opportunity about any concerns to inform them and enlist their active help and participation. Class teachers and the Special Educational Needs Coordinator (SENCo) assess and monitor the children's progress in line with existing school

practices. This is an on-going practice and staff meet termly with the Headteacher, Deputy Headteacher and SENCo to review progress of all pupils at a Pupil Progress Meeting.

If our assessments show that a child is making limited or no progress, a range of strategies and resources are available within school. The class teacher will note the strategies and interventions on the class Provision Map. If they are receiving support from the SENCo or further intervention from outside school, then it is noted on the Provision Map under SEND and a Pupil Provision Map will need to be written if this step is necessary.

Whilst some strategies will be implemented within the classroom setting, there are times when an external agency may advise that the child should be withdrawn for extra support.

Provision for all children is planned through a Provision Map. Each class has a Provision Map which is updated each term. Some children, notably those for whom external agencies are involved, will have a Pupil Provision Map known as the Graduated Approach which details the areas where the child is receiving additional support, what strategies are being used, by whom, when and how often. At St. Giles' we refer to this process as Assess, Plan, Do, Review where staff, parents and the pupil identify a target for the pupil to focus on and it will be reviewed at the end of a term. These targets are set and reviewed every term.

### **SEND funding arrangements**

If the school and parents believe that the child would benefit from extra intervention, the school can allocate funds from its delegated budget. This would give the child support either within or outside of the classroom, to help them access the curriculum and to develop their areas for development in a range of ways.

In a *very small* percentage of children where the help given through the SEN delegated budget may not be sufficient to enable the child to make adequate progress, we may apply for Exceptional Needs Funding. This process involves the school submitting detailed evidence demonstrating that its actions have been purposeful, relevant and sustained and that the child's needs would be considered 'exceptional' in the local area. If successful additional funding will be allocated to support identified specific learning needs.

Both school and/or parents can apply for an Education and Health Care Plan (EHCP) if it is thought that the child's needs are extreme. The EHCP process is independent of the SEND funding system in Hertfordshire i.e. if a child has an EHCP the school will be expected to fund the required support via the delegated school budget.

### **External Support & Specialist Provision**

At St. Giles' we aspire to create positive working relationships with external agencies to ensure the progress of children with additional needs. Meetings are planned in advance and 'multi-disciplinary' work is carried out where possible.

## **Parent Partnership**

The school aims to work closely with parents in support of the children with SEND, through an on-going dialogue with them. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We hold two parent consultations each year, in the autumn and summer terms, as well as providing termly reports on progress. Pupil's Assess, Plan, Do, Review targets are reviewed with parents and the pupil on a termly basis. We inform parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with SEND.

## **Monitoring and Evaluation**

Each member of staff is responsible for completing a termly Whole Class Provision Map for the children in their class. The SENCo then collates this information and creates a whole school provision map to show the interventions and provision used throughout the school.

The SENCo can be involved with supporting teachers involved in drawing up Provision Maps or Assess Plan do Review targets. Regular meetings are held between the SENCo and the Headteacher to review the work of the school in this area. The SENCo and the named governor with responsibility for special needs also hold termly meetings.

## **Complaints**

Any complaints about issues relating to inclusion, disability or special educational needs at St.Giles' should be made in accordance with our complaints policy.

## **The Role of the SENCo**

In our school the SENCo:

- manages the day to day operation of this policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues and contributes to the continuing professional development of all staff;
- maintains the school's provision maps;
- contributes to and manages the records of all children with SEND;
- completes the documentation required by outside agencies and the Local Authority;
- supports teachers, where necessary, in their links with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as a link with external agencies and other support agencies; and
- monitors a range of resources, human and material, linked to children with different needs.

### **Continuing Professional Development (CPD)**

The SENCo identifies any staff training needs and can suggest continuing Professional Development courses for staff to go on. CPD can also be identified through the Self Evaluation Form Action Plan. The SENCo also leads staff meetings when required to bring staff up to date or organise whole school inset delivered by a professional from an external agency e.g. the Visual Impairment Team.

### **Allocation of Resources**

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher informs the governing body of how the funding allocated to support SEND has been employed.

The SENCo works closely with teachers and parents to plan an appropriate programme of intervention and support.

### **Governor Oversight**

The Governing Body has identified a governor to have specific oversight of the school's inclusion provision, including the provision for children with SEND. The Inclusion Governor ensures that all governors are aware of the school's provision; including funding, deployment of staff and resources.

### **Reviewing and Evaluating the Inclusion and SEND Policy**

The inclusion policy is reviewed every 2 years by the SENCo and then taken to the Senior Leadership Team (SLT) and Governors for their views. The amended policy is then taken to a staff meeting for information/dissemination. That the policy has been amended will be included within the Annual Report to Governors.

### **Other relevant policies:**

Race Equality  
Safe Guarding of Children  
Teaching and Learning  
Behaviour Policy  
Anti-Bullying Policy  
Gifted & Talented Policy  
Disability Equality Policy  
Complaints Policy  
Admissions Policy  
Accessibility Policy