



# **SEN and Inclusion Policy**

## **Warboys Community Primary School**

Responsible Committee: Standards & Achievement

Date Policy Adopted: September 2017

Date Policy to be Reviewed: September 2018

## **Section 1**

At Warboys School, our SENco is Mrs C McKeating.

Her contact details are

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Mrs McKeating is also the Deputy Headteacher and is a member of the Senior Leadership Team (SLT)

## **Policy for Special Educational Needs (SEND)**

This policy was written in consultation with parents and governors and it reflects the SEND Code of Practice, 0 - 25 guidance

Warboys School is located on the edge of the Fens. It is slightly larger than an average Primary. It serves the village of Warboys and surrounding smaller villages. Pupils enter the school at a level slightly below that expected for the Foundation Stage, this was supported in the last OFSTED inspection. Although the deprivation index suggests it is below the national average in Warboys, the data takes account the neighbouring school and catchments which are distinctly different.

## **Section 2**

### **Aims**

At Warboys Community Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad, balanced and creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act 2010.

Together we take pride in making a positive contribution to our school and the wider community.

## **Objectives**

We want to provide every child access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. In order to do this we :

1. Identify and provide for pupils who have special educational needs and additional needs.
2. Work within the guidance provided in the SEND Code of Practice, 2014.
3. Operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
4. Provide a Special Educational Needs Co-ordinator (SENco) who will work with the SEN Inclusion Policy.
5. Provide support and advice for all staff working with special educational needs pupils.

## **Section 3**

### **Identification of Special Educational Needs**

The purpose of identification is to work out what action the schools needs to take to meet the needs of all children. At Warboys, we identify the needs of pupils by considering the needs of the whole child which will include not just their academic needs.

As stated in the Code of Practice, there are four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.

The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and good quality personalized teaching.

## **Section 4**

### **A Graduated Approach to SEN Support:**

Arrangements for coordinating SEN provision

In order to decide whether a child requires special educational provision the SENCo will meet with the class teacher and child's parents and consider all of the information gathered from within the School about the pupil's progress alongside national data and expectations of progress. This includes high quality accurate formative assessment. The child will then be placed on the Schools ' SEN register if they are seen to require support which is additional or different to that of their peers.

For higher levels of needs, the SENco may have to refer the child, in consultation with the child's parents to external agencies and professionals. These may include :

- Specialist Teaching Service
- Educational Psychologist
- Speech therapy
- Physiotherapy; and
- Occupational therapy.
- Community Paediatrician
- School Nurse
- Education Welfare Service
- Social care

The external specialist may act in an advisory capacity, extend the expertise of the teaching staff, provide additional assessment, be involved in supporting the child directly and consult with all parties involved with the child.

Links with outside agencies are well established and transition to and from our feeder and transfer schools is very good due to our close liaison with these schools.

## **Managing Pupils needs on the SEN Register**

A child receiving SEN Support will be placed on the SEN register and will have an Individual Education Plan (IEP). This document forms an individual record of the identified needs of the child and the strategies that are going to be used to effectively remove their barriers to learning. The class teacher is responsible for setting achievable targets. IEPs are currently reviewed three times a year at a meeting with parents, the child and school staff. At this meeting, if the child is not making sufficient progress, a request for support from other external agencies or professionals may be discussed. Alternatively, a child may also no longer require SEN support and could be removed from the SEN Register.

### **School request for an Education Health Care Plan**

For a child who is not making adequate progress, despite a period of support and in agreement with the parents/carers, the school may decide to apply to the LA for an **Education Health Care Plan**.

The school is required to submit evidence to the LA, whose County Learning Support Panel makes a judgement about whether or not the child's need can continue to be met from the resources normally available to the school. This judgement will be made using the LA's current Criteria.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Statement of Special Educational Needs**

A child who is in receipt of an **Education Health Care Plan**) will have additional support that is provided using any extra funds made available through the **Education Health Care Plan**

If a child has an **Education Health Care Plan** this must be reviewed annually. The Annual Review will be chaired by the SENco. Reports will be submitted by the Class Teacher, Teaching Assistant and anyone else working with the child, for example the Speech Therapist. If there are concerns about the progress or behaviour of a pupil with a Statement then an Annual Review can be held at anytime during the year and more than one can be held in the course of a year. The Annual Review can be used to request additional support or changes to the **Education Health Care Plan**

## **Section 5**

### **Supporting Pupils and Families**

The Local Offer

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cambridgeshire that have an Education Health Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private voluntary and community sectors.

Cambridgeshire's Local Offer can be found at :

[www.cambridgeshire.gov.uk/SEND](http://www.cambridgeshire.gov.uk/SEND)

It is also on the School's website at : [www.warboys.cambs.sch.uk](http://www.warboys.cambs.sch.uk)

The school publishes a SEN Information Report on an annual basis. This is published on the school website at the end of each academic year.

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are recorded as having additional needs. This may be part of regular parent evenings, or a separate meeting if required. The SENCO will attend this meeting if the school, or the parent/carer, thinks this is appropriate.

We make sure that all parents/carers are given information about the local Parent Partnership Service as soon as a child has been identified as having special educational needs. This, and other relevant information on, for example, local and national support groups, is also made available through the school's regular information sharing systems.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and we try to ensure that all parents/carers go away from the meeting clear about the action to be taken, and the way in which outcomes will be monitored and reviewed.

IEP targets will include targets to work towards at home, where appropriate, and

parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate, and where a Disclosing Barring Service (DBS) clearance has been obtained.

Curriculum workshops may be offered for parents/carers to attend.

Parents/carers consultation evenings provide regular opportunities to discuss concerns and progress. The school operates an 'open door' policy which means that parents/carers can request other appointments as required with the class teacher or SENco.

Regular communication between school and home will ensure that concerns are promptly acted on. Where parents/carers feel this has not happened, they are able to make a complaint by following the schools complaints procedure.

## **Section 6**

### **Supporting pupils at school with medical needs**

The Children and Families Act 2014 includes a duty for schools to support children with medical conditions. Where children have a disability, the requirements of the Equality Act 2010 will also apply. Where children have an identified special need, the SEN Code of Practice will also apply. All children have a right to access the full curriculum, adapted to their medical needs and to receive the on-going support, medicines or care that they require at school to help them manage their condition and keep them well. We recognise that medical conditions may impact on social and emotional development as well as having educational implications. Our school will build relationships with healthcare professionals and other agencies in order to support effectively pupils with medical conditions.

Please also see policy for Supporting Pupils with medical conditions.

## **Section 7**

### **Monitoring and Evaluating SEND**

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress is monitored on a half termly basis and through IEP reviews in line with the SEN Code of Practice.

SEN provision and interventions are recorded on a provision map. They are monitored and evaluated by the Senior Leadership Team on a termly basis and this information is fed back to staff and governors. This helps to identify where provision is effective and what the next steps might be.

## **Section 8**

### **Training and Resources**

Staff training for additional needs and inclusion issues are included in the school's long-term goals and the School Development Plan.

In order to maintain and develop the quality of teaching and provision to respond to the needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENco to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENco regularly attends the LA's SENco network meetings in order to keep up to date with local and national updates in SEND.

## **Section 9**

### **Roles and Responsibilities:**

#### **Governors:**

- The link governor having responsibility for the implementation of the SEN policy.
- To be fully involved in developing and monitoring the SEN policy.
- To have up to date knowledge about the school's SEN provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that SEN provision is an integral part of the School Improvement Plan.
- To ensure that financial resources are available to carry out the SEN policy.
- To ensure the quality of SEN provision is continually monitored
- To ensure the SEN policy is subject to a regular cycle of monitoring, evaluation and review.
- To liaise with the Head teacher, SENCo and staff
- To report annually to parents on the implementation of the SEN policy and any changes during the school last year.

#### **Teaching Assistants:**

##### **Under the guidance of the class teacher and SENCo to:**

- Carry out activities and learning programmes planned by the class teacher and the SENCo.
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.

The Designated Persons with specific Safeguarding responsibility are the Headteacher, Mrs Stearne.

The member of staff with responsibility for managing LAC funding is Mrs Roebuck.

## **Section 10**

### **Storing and Managing Information**

In line with the school's confidential policy all information about individual children is private and is only be shared with those staff who have a need to know.

The SENCo keeps a copy of all information about a child in a locked cupboard. There is also a 'Secure Folder' on the school's computer system which is only accessible to members of the SLT. Each class teacher has an SEN file for each child who is placed on the SEN register.

## **Section 11**

### **Reviewing the Policy**

The SEN policy is reviewed on an annual basis.

## **Section 12**

### **Accessibility**

Warboys school have a separate Accessibility Policy.

***We at Warboys Community Primary School believe in providing every opportunity to develop pupils young people and adults full potential. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.***

We offer wheelchair access and disabled toilet facilities.

This policy and plan outlines how we promote disability equality for all disabled pupils, staff, parents governors and visitors to our school. We also have a duty to publish our Disability Equality Scheme and Accessibility Action Plan which explains how we are doing this now, and what we plan to do over the next three years.

## **Section 13**

### **Dealing with complaints**

If a parent/carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the class teacher or SENCO, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent/carer can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

## **Section 14**

### **Bullying**

Everyone at Warboys Primary School has the right to feel welcome, secure and happy. Only if this is the case will members of the school community be able to achieve their maximum potential. Bullying of any sort prevents this happening and prevents equality of opportunity. It is everyone's responsibility to prevent it from happening and this policy contains guidelines to support this ethos. Where bullying exists, the victims must feel confident to activate the anti-bullying systems within school to prevent further bullying. It is our aim to help build an anti-bullying ethos in our school. Our anti- Bullying Policy document outlines how we make this possible.

## **Section 15**

### **Appendices**

**The SEN Information report is published annually and can be found on our website:**

<http://www.warboys.cambs.sch.uk>