Special Education Needs & Inclusion Policy

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Introduction

This policy is written in line with the SEN Code of Practice 0-25 (2014), and in response to the Children and Families Act 2014, The Special Educational needs and Disability Regulations 2014.

Richard Avenue Primary School (RAPS) is committed to providing an appropriate and high quality education. We believe that all children, including those identified as having 'special educational needs' have a common entitlement to a 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.

RAPS is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and

belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

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 equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs take account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Our responsibility

At RAPS we fully accept our responsibility that 'Every teacher is a teacher of every child including those with SEND'.

Aims and objectives

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;

- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Educational Inclusion

At RAPS, we aim to offer High Quality teaching to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, and to take part in learning.

Inclusion Ambassadors

At RAPS, we have a small group of pupils who are our ‘Inclusion Ambassadors’ and represent our school at events held by the local

authority, alongside ambassadors from other schools within the city. They are pupils trained to champion equality, kindness, and belonging so that every classmate feels valued and heard. Their roles and responsibilities include:

- Promoting fairness
- Supporting peers
- Voice and feedback
- Modelling good behaviour
- Raising awareness

Early Identification

See (Appendix 1) Guidelines for Identification of SEN.
Early identification information gathering should include a discussion with the pupil (where possible) and their parents/carers. This does not necessarily mean there is or will be a special educational need in the future.

These early discussions should be structured in such a way that parents/carers develop a good understanding of the pupil's areas of strength and difficulty, parents' concerns, agreed outcomes sought for the child and the next steps.

A record of these early discussions should be kept in the RAPS SEN.

The Graduated Approach

RAPS adopts the Assess, Plan, Do, Review approach, to ensure that the needs of SEND pupils are met in an organised and planned manner to effectively respond to the needs of the pupil. This is also identified in the 'Schools SEND Information Report', which is published on the school's website.

Assess	Class teacher and SENDCo should clearly analyse a pupil's needs before identifying him/her as needing SEN support.
Plan	Class teacher and SENDCo should agree to the support to be put in place. Parents must also be notified and consulted. The support will be set out in the SEND Support Plan.

Do	Class teacher remains responsible for working with the pupil on a daily basis. The Pupil may also receive additional interventions outside the main curriculum, but the focus should be on integration and continuing to use high-quality, differentiated teaching.
Review	Class teacher and SENDCo should review the effectiveness of the support regularly and agree to any changes needed.

Throughout the whole process of the graduated approach, the SENDCo will support staff with advice and guidance.

Teachers who have a concern about whether or not a pupil in their class may have a Special Educational Need will meet with SENDCo to discuss concerns and initial observations and/or assessments will begin.

This will form the first step in ensuring that the graduated approach is being used appropriately, to identify and understand the concern in a structured and considered manner, with a focus upon differentiated planning.

Further actions may be necessary within the class setting, alternatively the services of an outside agency may be required. Note: all outside agencies ask for clear evidence of 'the graduated approach' being applied in school as a trigger for their involvement on all referral forms. If an outside agency is engaged the SENDCo will work with the agency concerned and class teacher to ensure that appropriate advice is given. Any advice provided in reports as targets/strategies will then be implemented in the class practice and identified on the child's SEN Support Plan.

In the longer term, if a pupil is deemed as needing an EHCP, all the evidence of the school's graduated approach will be used as part of the evidence submitted to the LA. It is imperative that this is accurate.

Definition of SEND (as defined in the Code of Practice 2014)

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

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

For children aged two or more, special educational provision is educational or training provision that is ***additional to or different*** from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Broad Areas of Need

- **Communication and Interaction**
  - Autistic Spectrum Disorder (ASD)
  - Speech and Language delay or disorder (SLCN)
- **Social Emotional and Mental Health Difficulties (SEMHD)**
  - Challenging, Disruptive or Disturbing behaviours
  - Emotional Difficulty
  - Social Difficulty
  - Underlying Mental Health Difficulties
- **Sensory and or Physical Needs**
  - Hearing Impairment (HI)
  - Visual Impairment (VI)
  - Multi-Sensory Impairment (MSI)
  - Physical Disability (PD)
- **Cognition and Learning**
  - Specific Learning Difficulty e.g. Dyslexia, Dyspraxia, Dyscalculia (SpLD)
  - Moderate Learning Difficulty (MLD)
  - Severe Learning Difficulty (SLD)

- Profound and Multiple Learning Difficulty (PMLD)

RAPS defines SEN pupils using the Sunderland TFC SEND range descriptors.

The SEND Ranges

- will provide a core framework for all professionals working with the pupil and will give greater clarity for parents, families and carers in terms of what their child's needs are, and what each child is receiving.
- are based on the best practice covered by the Children and Families Act
- descriptors are based on national best practice in determining the needs of pupils with SEND.
- are based on the four areas of the SEND Code Of Practice (2014/15).
- are also based on the golden thread; of the graduated approach of assess, plan, do, review.
- have been co-produced between education and SEND colleagues in other LAs incorporating parent, carer and family views. They provide a helpful reference point in relation to identifying level of need, and will support children and young people with additional needs with consistency across schools.

Guidance for identification using the SEND range descriptors

1. Read the descriptors in each document and identify those that best describe your child. You may find it useful to print off a copy of these and highlight ones that apply.
2. Use the SEND guidance descriptor information (Presenting Behaviours) in the first column of each range to think about how the child's individual profile affects their access to the curriculum and setting. These statements support a decision about whether the child is mildly, moderately, severely or profoundly affected and give guidance about how contexts and support needed affect placement at a range.
3. Steps 1 and 2 above should enable professionals to make a judgement about which range the pupil is at currently. It is important to recognise that these ranges can alter either

because the child's profile changes or because of context changes such as times of transition/ school/setting placement.

Range	Definition
Range 1	Mild – school setting Pupils who are showing signs of SEN concern, but do not meet the criteria for outside involvement. The needs of these pupils are met wholly within class through a differentiated curriculum.
Range 2	Mild-moderate – school setting Class teacher requires specialised guidance on targets/strategies to help meet the pupils needs: Pupils whose needs are such that an outside agency is involved with i) assessing them or ii) providing direct input to support their needs or iii) have targets and or strategies identified to help support them, based on any outside agency assessment/involvement.
Range 3	Moderate – school setting The same as Range 2 but have HIGH NEEDS requiring significant input from SENDCo and Class Teacher. Outside agency involvement from Autism Outreach Team (AOT) for children with an ASD diagnosis.
Range 4a Range 4b	Significant – school setting + EHCP Significant – school setting + EHCP / specialist provision + EHCP Pupils who have been allocated an EHCP by the LA with an individualised plan for their education.
Range 5	Severe – specialist provision
Range 6	Profound – specialist provision

Support Plans

SEND Support Plans are used for pupils who are on the SEN register at Range 2 and above.

The specific need or needs of the child should be reflected in the outcomes on a Support Plan. All staff working with the child should be aware of needs, outcomes support and teaching strategies

Range	Support Plan	When Reviewed
Range 2 and above	**SEND Support Plan** (incorporating OA targets)	Termly: Oct, Feb, June
Range 4a/4b EHCP	**SEND Support Plan &** **Child Centred Support Plan** (incorporating outside agency targets.) **Lead by SENDCo**	Termly: Oct, Dec, Feb EHCP: Annual review

Provision Maps

Provision maps will be used to identify the provision provided to all children on the SEND register. Provision Maps enable school to adopt a holistic approach to the provision allocated to each year group, but on an individualised basis to meet the needs of pupils. These are reviewed alongside Support Plans by the SENDCo. Provision maps also provide information relating to how school spends the annual SEND budget.

Transition

We recognise that transitions can be difficult for a pupil with SEND and take steps to ensure that any transition is as smooth as possible.

1. **Pupil Transfer:**
   1.1. It is essential that the SENDCo's have professional dialogue for any pupil transferring.
2. **When moving classes in school:**
   2.1. A professional dialogue meeting is held between teachers to share information. Support Plans will be shared with the new teacher. SENDCo has further discussion regarding Range 3+ & EHCP pupils.
3. **In Year 6:**
   3.1. The SENDCo will discuss the specific needs of pupils with the SENDCo of their secondary school.
   3.2. Pupils will undertake focused learning about aspects of transition to support their understanding of the changes ahead.
   3.3. Pupils will visit their new school, some pupils may require additional visits and in some cases staff from the new school will visit pupils at RAPS.

The role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body endeavours to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for this for pupils. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

The SENDCo reports termly to governors regarding the SEN code of practice.

Allocation of funding for SEND (including EHCPs) is discussed with HT, SENDCo and Governing Body.

Assessment

Early identification is vital. The class teacher/SENCo informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

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

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

SEN pupils will be tracked on the school assessment system (OTrack) using age related expectations. Those pupils who are pre-national curriculum, working in Y1, will continue to be assessed using the Early Years framework for reading, writing and number.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated through Quality First Teaching to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw pupils from the classroom. There are times, though, when to maximise learning, we work with pupils in small groups, or in a one-to-one situation outside the classroom.

Additional Resourced Provision (ARP)

At Richard Avenue Primary School we offer an alternative SEND provision for children within our Early Years and Key Stage 1 who are unable to access a mainstream curriculum due to their significant level of additional needs.

Little Explorers supports children with communication and interaction needs, such as Autism Spectrum Disorder (ASD) and Cognition and Learning needs.

We follow a play based, semi-formal curriculum with a higher staff ratio to ensure our children are given the best possible opportunity to achieve their potential and receive the level of support they need.

Partnership with families

The school works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership

through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for pupils with special educational needs.

The School SEN Information Report contains details of our policy for SEN, and the arrangements made for these pupils in our school; these documents are published on the school's website.

There are meetings, when necessary, with parents of all SEN pupils together with formal, more regular meetings to share progress of children assessed as range 2 and above and those pupils with an EHCP.

Pupil participation

In our school, we encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Pupil's views are sought, at an appropriate level, for SEN range 2 and above and EHCP review meetings. Pupils are encouraged to make judgements about their own performance against their SEND Support Plans/Child Centred Support Plans.

Inclusion Principles

Staff at RAPS value pupils of different abilities and support inclusion. Within the school, staff and pupils will be constantly involved in the best ways to support all pupil's needs within the school. There is flexibility in approach in order to find the best placement for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Access to the environment (see also Single Equality Scheme)

RAPS is a single-site school, with Foundation stage, Key Stage 1 and Key Stage 2, joined by the hall. The school is built on one level. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

There is one accessible toilet for children or adults in the Key Stage 2 area. This contains a sluice, a ceiling hoist, a changing bed and toilet.

We have made sure that there are good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, blinds, quiet areas).

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving environmental access and for providing access to learning and the curriculum are contained in the SES policy and objectives.

The school will ensure that all children have access to a ‘balanced and broadly based’ curriculum, and that the National Curriculum’s programmes of study are flexible enough to meet every child’s needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer support and collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as Computing equipment where this is appropriate.
The school will ensure that the 'hidden curriculum' and extracurricular activities are barrier free and do not exclude any pupils

Admission Arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will be matched to each class to ensure a balance of both provision and opportunity.

Admission to reception is on a part-time basis for the first weeks. Prior to starting school, parents/carers of children with an EHCP will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity.

The library resources are regularly reviewed to ensure they include books that reflect the range of 'special educational needs' issues and come from a disability equality perspective, and priority is given to

the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

Terminology, imagery and disability equality

We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to 'special educational needs' or disability under our Pastoral Care and Discipline Policy.

We aim to promote positive images of disabled children and adults in displays, resources etc.

Working with parents/carers who are disabled

RAPS recognises that there will be a number of parents with a disability who have children within the school, and we work to try to ensure they are fully included in parents'/carers' activities.

Monitoring and review of the School's SEN and Inclusion Policy

Key areas of focus include:

- Identification
- Provision (inc. staffing and finance)
- Quality of Teaching and Learning.
- Attainment and Progress.
- Impact of outside agency involvement

Information is gathered, shared and next steps actioned, through:

- Termly discussion with year groups and HT.
- Termly planning meeting with Ed.Psy
- Regular meetings with outside agency i.e. SALT, AOT.
- Report to Governors termly.

Role of the SENDCo

- To coordinate the day to day operation of the school's special educational
- needs policy
- To be responsive to requests for advice from other teachers

- To co-ordinate and monitor the quality of SEN provision
- To maintain a SEN register, with records on pupils with special educational needs
- To liaise with parents of children with special educational needs
- To establish the SEN in-service training requirements of the staff, and contributing as appropriate to their training
- To liaise with external agencies
- Managing change of settings where appropriate

Role of the Head Teacher

- The day to day management of all aspects of the school; this includes the support for children with SEND
- She will delegate responsibility to the SENDCo and class teachers but she, the governing body and local authority also have responsibility for ensuring that the needs of all children are met
- She must make sure that the governing body is kept up to date about any issues in the school relating to SEND
- She will track the progress of children with SEND separately, as well as tracking the progress of all of the learners in the school
- She will talk to you about your child with SEND if class teachers and SENCO
- She will escalate concerns about provision for your child or if you feel the class teacher and SENCO have not been able to meet your child's needs.

Appendix 1 Guidelines for identification of SEND

EYFS Nursery & Reception	**Specific Areas of Learning and Development**						
	Specific Areas			**Prime Areas**			
EYFS Assessment & Teacher Assessment	Personal, Social & Emotional Development	Communication & Language	Physical Development	English	Maths	Understanding of The World	Expressive Art & Design
	- Making relationships - Self Confidence & Self Awareness - Managing Feelings & Behaviour	- Listening & Attention - Understanding - Speaking	- Moving & Handling - Health & Self Care	- Reading - Writing	- Numbers - Shape, space & Measure	- People & Communities - The World - Technology	- Explore using Media & Material - Being Imaginative
Nursery	At the end of Nursery 22-36 months Dev or below						
Reception	At the end of Reception 30-50 months Dev or below						

	R, W, Sp & L, M	**Personal and Social Development**
End of Y1	Child is achieving ELG exp or below.	Reaching final sanctions in school Pastoral Care & Discipline Policy. Behaviour that restricts own/others access to the curriculum on a daily basis.
End of Y2	Outcome of end of Key Stage 1 assessment/teacher assessment indicates the child is working at one year below expected for the year group.	Reaching final sanctions in school Pastoral Care & Discipline Policy. Behaviour that restricts own/others access to the curriculum on a daily basis.
End of Y3 Y4 Y5 Y6	If working at more than one year below expected for the year group.	Reaching final sanctions in school Pastoral Care & Discipline Policy. Behaviour that restricts own/others access to the curriculum on a daily basis. Requires adult support to organize self to complete familiar tasks. Unable to work without peer/adult Support for more than 15 minutes.

The Criteria map is a guide, for the purpose of making clear to parents/carers, children and school staff, about the levels at which children might be considered for extra help. The actual decisions, however, will depend on assessment of the child's rate of progress, as set out in the Code of Practice. The SENDCo will ensure through discussion with staff, that pupils are correctly identified as SEND.