



SEND AND INCLUSION POLICY

Our Vision

“If children are happy they will achieve”

We seek to educate the whole child, paying particular attention to children’s emotional and intellectual well-being

Rationale:

Cromwell Primary School is committed to providing an appropriate and high quality education to all of our pupils whilst meeting their individual needs. We believe that all children, including those identified as having special educational needs, English as an additional language, and children from minority ethnic groups, 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.

Aims

- 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.
- Cromwell school follows the requirements outlined in the *Equality Act 2010*, *the Special Educational Needs and Disability Code of Practice 2014*, *The Children’s and Families act 2014*.
- Cromwell school is committed to inclusion for all pupils. 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 our different groups of learners:-
 - girls and boys
 - minority ethnic and faith groups,
 - learners who need support to learn English as an additional language (EAL)
 - learners with special educational needs
 - learners who are disabled
 - those who are gifted and talented

- those who are looked after by the local authority
- others such as those who are sick
- those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning in the following areas-

- Communication and interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory and Physical needs

We recognize that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognize that these may be long or short term.

At Cromwell Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Objectives

1. To ensure the guidance of the following legislation is followed and implemented across the school.
 - **SEN and Disability Act**
 - **Equality Act 2010**
 - **The Revised Special Educational Needs and Disability Code of Practice 0-25 2014**
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with Disabilities and Special Educational needs and Disabilities or English as an additional language.
3. To continually monitor and secure high levels of achievement for all pupils.
4. To provide full access to a high quality curriculum for all pupils.
5. To ensure that provision is appropriately matched to individual needs and leads to good learning outcomes for all SEND pupils.
6. To provide continuous professional development that ensures staff have a high level of expertise to meet the needs of all pupils with SEND.
7. To ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.

8. To enable children to move on from us well equipped in the basic skills in literacy, numeracy and social independence in order meet the demands of secondary school life and learning.
9. To involve parents and carers at every stage in plans to meet their child's additional needs.
10. To involve the children in planning and in any decision making that affects them.
11. To work in partnership with the Local Authority and other outside agencies, ensure there is a multi-professional approach to meeting the needs of all pupils with SEND.
12. To ensure that all pupils at school with medical conditions are properly supported so that they have full access to the curriculum and extra curricular activities.
13. To safeguard the welfare of every child and create a friendly and caring setting.

SEND SUPPORT

Universal Support (*Pupils are provided with well-differentiated 'quality first teaching'*)

- All learners, regardless of individual needs will have access to 'quality first teaching'
- All teachers are expected to plan effectively to meet pupils' identified needs and track their progress
- Audit the provision to ensure it matches the needs of their pupils' in lessons
- Identify gaps in their learning and put in place provision that addresses them
- Respond to continuing professional development and training and implement appropriate strategies that improve the progress and attainment by children.

Targeted support (Targeted intervention and support for pupils with SEND)

- Pupils needs should be identified and addressed as soon as possible through:-
- The analysis of data from formal assessments
- Classroom assessments and monitoring
- Tracking an individual pupils progress over time
- Addressing parental concerns
- Information from other setting
- Information from additional services
- Involvement of outside agency support services
- In addition to providing quality first teaching children may have access to the

following:-

- Additional differentiation of resources and equipment
- Individual or small group support within the class setting
- Targeted interventions
- Progress will be monitored through Work sampling, pupil conferences, tracking data, Monitoring of targets and effectiveness of interventions.

Specialist Support (Specific support for pupils in receipt of an Education Health and Care Plan-EHCP)

- Pupils with an EHCP will have access to all arrangements for pupils on the SEND register (as in Universal and Targeted support) and in addition will have an annual Review of their plan.
- Cromwell School complies with all arrangements and procedures when applying for additional funding or an EHCP.
- We ensure that all pre-requisites for application for EHCP have been met through thorough and productive additional Universal and Targeted support using our devolved SEND funding.
- Our review procedures fully comply with those recommended in Special Educational Needs and Disability Code of Practice 0-25 2014 and with LA policy and guidance.

Additional SEN Support in practice (Targetted and Specialist support)

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the personalized curriculum on offer for all pupils in the school i.e. they have a special educational need or disability as defined by the SEND Code of Practice June 2014.
- Under-achieving pupils (ie those pupils who are working slightly below the expected standard for their year group following formal assessments), are not added to the SEND register unless there are additional SEN needs as outlined in the Code of Practice. For those underperforming children, the class teacher will be responsible for setting up appropriate interventions to address any areas of weakness or gaps in the pupils learning.
- Those pupils who are newly arrived and/or pupils with EAL who do not have SEND will not be placed on the register of pupils being offered additional SEND support. As with all vulnerable learners/groups, intervention for pupils on the SEND register will be identified and tracked using a provision map.
- It may be decided that a number of the pupils on the SEND register will require additional ‘High Needs’ funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an

application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the local offer.

- On rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHC Plan).
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan (IEP) is required.
- We will continue to use Individual Learning Plans (ILPs) for all pupils on the SEND register. ILPs are child-friendly targets that facilitate the child in playing an active role in their learning and development.

The Head Teacher and SLT

- The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which maximize their ability to learn.
- The Head Teacher and the Governing Body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENCO).
- The Head Teacher will be informed of the progress of all SEND pupils and any issues with regard to the school's provision in this regard through;
 1. Analysis of the whole-school pupil progress tracking systems
 2. Maintenance and analysis of a provision map for SEND
 3. Pupil progress meetings with individual teachers (may be delegated to SLT members)
 4. Regular meetings with the SENCO and related teams
 5. Discussions with pupils and parents

The Responsibilities of Special Educational Needs Co-ordinator (SENCO)

In line with the recommendations in the SEND Code of Practice June 2014 and their job description, the SENCO will oversee the day-to-day operation of this policy in the following ways:-

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Identifying on the provision map a staged list of pupils with special educational needs –those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Education Health and Care plans
- Co-ordinating and monitoring the quality of provision for children with special educational needs
- Liaising with and advising teachers on delivering excellent provision for these pupils
- Managing other teaching and support staff involved in supporting SEND

- Overseeing the records on all children with Disabilities and/or Special Educational Needs•
- Liaising with parents of children with SEND, in conjunction with class teachers and the SLT
- Contributing to the in-service training and continuing professional development of staff
- Implementing a programme of Annual Review for all pupils with an EHCP.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when a pupil has a special educational need which will require significant support.
- Overseeing transition arrangements and transfer of information for pupils on the SEND register from Nursery providers to Reception, from Year 6 to Year 7 and for pupils who arrive or leave mid-year.
- Monitoring the school's system for ensuring that Individual Learning Plans (ILPs), where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting teachers to review the progress of pupils who are being tracked on the SEND provision register.
- Liaising sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's SEND Governor, keeping them informed of current issues regarding provision for SEND pupils.
- Liaising closely with a range of outside agencies to support SEND pupils including LA agencies, NHS, the voluntary sector and Social Services.
- The SENCO is responsible for reporting regularly to the Head teacher and the Governing Body representative with responsibility for SEND on the ongoing effectiveness of this SEND policy. Members of the Senior Leadership Team (SLT) also have responsibilities for supporting and monitoring pupils on the SEND register within the year groups for which they are responsible.

Responsibility of Class Teachers

Class teachers have a responsibility to liaise with the SENCO to:-

- Support all pupils with SEND and all pupils who require additional support because of a special educational need and need to be included on the school's SEND register. Some of these pupils may require advice/support from an outside professional to address a special educational need (this would include pupils with EHC Plans).
- Securing high quality provision and outcomes for all groups of SEND pupils by providing differentiated teaching, support and learning opportunities for all SEND pupils which take into account the specific needs of every pupil.
- Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different

from” those normally provided as part of the differentiated curriculum offer and strategies”.

- Ensuring effective deployment of resources – including teaching assistants and other support staff - to maximise outcomes for all groups of SEND pupils and those with medical conditions.
- Taking into consideration targets and guidance given by the SENCO or other adults from additional outside agencies.
- Enabling all SEND pupils to access learning activities and opportunities which target ILP objectives or support pupils to work towards targets set on provision maps.
- Taking individual responsibility for acquiring knowledge of special education needs through active self-guided CPD

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We will do this by:-

- Working effectively with all other agencies supporting children.
- Giving parents and carers the opportunity to play an active and valued role in their child’s education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately to all concerns.
- Focusing on the child’s strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Where appropriate, agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having SEND, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way.

Involvement of Pupils

At Cromwell, we recognise that all pupils have the right to be involved in making decisions and to exercise choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of individual targets and success criteria. We will fully involve all pupils by encouraging them to:-

- State their views about their education and learning – including what they like/dislike about school.
- Identify their own needs and things that help them learn best.
- Share in their target setting across the curriculum so that they know what their targets are and what to do to achieve them.

- Review their own progress towards their targets and for those pupils on an Individual Learning Plan (ILP), monitor their success at achieving the targets.

Transition

- We ensure early and timely planning for transfer to and from each phase of their education and will offer transition meetings to all pupils with and their parents with SEND and not just those pupils in receipt of an Education Health and Care Plan. During the meeting, the next phase destinations and transition arrangements will be discussed.
- We will Support for the pupil in coming to terms with moving on or starting in a new setting will be carefully planned and will include familiarisation visits and mentoring work if required. Pupils will be included in all “class transition days” and may also be offered additional transition visits as appropriate and in line with their needs.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.

External Support Specialists and Agencies

The school works closely with a number of specialists and support agencies to focus on the identification and provision for those pupils who have SEND. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the SEND Code of Practice 2014, an integrated, high quality, holistic support that focuses on the needs of the individual pupil. The following services/agencies are available to support the individual pupil as necessary:

- Educational Psychologist
- School and Pupil Support Service
- Communication and Autism Team
- Independent Communication and Autism Specialist
- Speech and Language Therapist
- Specialist Counselling agencies (Mosaic and FREEAX)
- Behaviour Specialist Support Service
- Social Services
- Health Services
- CAMHS (Child and Adolescent Mental Health Services)

Additional information regarding SEND pupils and Provision can be found in the Schools Local Offer.

The Governing Body and Head Teacher will review this policy every two years.

Revised: April 2016

Review Date: April 2018