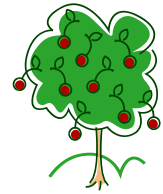


Cherry Orchard Primary School

"We care, we learn, we succeed"



SEND and Inclusion Policy *Cherry Orchard Primary School*

Date of Policy:	September 2018
Member of Staff Responsible:	Brynmor Smart (Assistant Head for Inclusion and SENCo)
Review Date:	September 2019
Consultation:	This policy was developed with staff following local and national curriculum guidance.

This policy should be read in conjunction with the school's SEN Information Report to be found on the school website.

Ethos Statement

It is the aim of the Governing Body of Cherry Orchard Primary School to support the implementation of policies and procedures that support the vision of:

"We care, we learn, we succeed."

Rationale:

At Cherry Orchard we believe that all children are given the opportunity to achieve their full potential. We endeavour to remove the barriers to learning as early as possible in order to fulfil this brief.

Through providing a nurturing environment and targeted support we help develop the whole child so that 'they care, they learn, they succeed'.

Our inclusive philosophy underpins all that we do with effective partnerships between children, parents and other essential services, the staff at Cherry Orchard maintain high aspirations for all.

This policy describes the way we meet the needs of children who experience barriers to their learning, and their families, 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. In EYFS we are particularly aware of the needs of our young children, for whom maturity is a crucial factor in terms of readiness to learn. We understand that many children, at some time in their early years or school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

As part of a graduated response 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.

The Assistant Head Teacher responsible for additional needs (including SEND) is Mr Brynmor Smart who is a member of the SLT and reports regularly to the group on this area.

The SEND Governor is Mrs Shabia Khan.

There are strong links between the School's EYFS co-ordinator and SENCo and the Building Blocks Nursery staff to ensure smooth transitions for children requiring support on entry to school.

Objectives

1. To provide Quality First Teaching for all children.
2. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
3. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
4. To continually monitor the progress of all children in school, to identify needs as they arise and to provide support as early as possible.
5. To provide full access to the curriculum* through differentiated planning by class teachers, SENCo, and support staff as appropriate.

(*Except where disapplication, arising from an Education, Health and Care Plan (EHCP) occurs, disapplication is very rare, and we aim to offer the full curriculum to all of our pupils.)

6. To provide specific input, matched to individual needs for those pupils identified as needing SEN support or having in place an EHCP.
7. To ensure that pupils with SEN and/or a disability (SEND) are perceived positively by all members of the school and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
8. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our local/reach area.
9. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
10. To involve parents/carers at every stage in plans to meet their child's additional needs.
11. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

1. The SENCo/AHT will meet with teaching and support staff at least termly to discuss additional needs concerns and to review the progress and interventions of specified children.
2. Targets arising from progress meetings and reviews will be used to inform and support whole class approaches to inclusion through the use of reasonable adjustments and interventions.
3. The SENCo supports year group teams with curriculum planning where necessary.
4. The SENCo/AHT works closely with the SLT in monitoring the quality and effectiveness of provision for pupils with SEND through classroom observations, Learning Walks, work scrutiny and Progress Meetings.
5. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually in the first instance, but also to address needs as they arise, by the SENCo/AHT and the management team, in line with current pupil needs, educational initiatives, advice from outside agencies and the budget.
6. Children identified as having SEND and not meeting Age Related Expectations will have an Individual Target Plan (ITP) with targets across the curriculum. Progress against these targets will be monitored termly and new ITPs generated as a result.
7. Support staff, class teachers, SENCo/AHT and outside agencies liaise and share developments in order to inform reviews and forward planning.

Identification and Assessment Arrangements, Monitoring and Review Procedures

- A system for regularly observing, assessing and recording the progress of **all** children in the school is used to identify children who are not progressing satisfactorily and who may have additional needs.
- The school's system includes reference to information provided by:

- Baseline assessment results
- Progress measured against age expected norms
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHCP for SEND.
- Assessments by a specialist service, such as Educational Psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCo and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class (with reasonable adjustments)

- Targeted support through specific interventions
- Additional provision through SEN Support incorporating advice from outside agencies where necessary
- The provision of an Individual Target Plan (ITP).

Graduated response

In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher. This is called Quality First Teaching.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** by senior leaders at termly intervals and a decision made about whether the child is making satisfactory progress at this level of intervention.

Progress is identified as adequate/accelerated if the following occur:

- ❖ Closes the attainment gap between the child and their peers (accelerated)
- ❖ Prevents the attainment gap from growing wider (adequate)
- ❖ Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- ❖ Matches or betters the child's previous rate of progress
- ❖ Ensures full access to the curriculum
- ❖ Demonstrates an improvement in self-help or social or personal skills
- ❖ Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, advice may be sought from relevant outside agencies depending on perceived need and in full consultation with parents.

SEN Support would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Attainment is significantly below age expected targets
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **SEN Support**:

1. Children who have needs similar to other children with additional needs within the class e.g. a learning difficulty associated with writing
2. Children whom we consider to have more severe or longer term needs that are likely to result in an

application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope for some children to have **individual targets**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCo**.

A child receiving support will have Targeted Support added to their ITP. This will be used by class teachers to inform planning and targeted support. Progress against these targets is recorded on an ongoing basis and reviewed termly. A new ITP will then be produced. Copies of ITPs will be given to parents by the class teacher.

Some children **may** have additional targets on their ITPs such as those provided by Speech and Language Therapists for example. For children with social and emotional, or communication needs, their targets may be taken from the AET Progression Framework or the Boxhall Profile. The ITP then acts as an Individual Education Plan (IEP) and forms an individual record for the child, containing information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including advice sought from outside agencies.

Monitoring will be carried out on a regular basis using the school's standard proforma by all those involved with the child. Significant achievements and difficulties will be recorded. The SENCo will meet with relevant staff to discuss progress and make adjustments to the provision for the child, if appropriate.

As part of the review process, the SENCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to involve relevant specialist services.

A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

Support of this kind would be indicated if the child:

- ❖ Continues to make little or no progress in the areas of concern
- ❖ Continues working at substantially below that expected of children of the same age
- ❖ Continues to have difficulty in developing literacy and numeracy skills
- ❖ Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- ❖ Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- ❖ Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

School request for an Education, Health and 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 request an Education, Health and Care Assessment from the Local Authority (SENAR) in order to determine whether it is necessary to make an Education, Health and Care Plan.

The school is required to submit evidence to the LA who makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making an EHC assessment.

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

Education, Health and Care Plans

A child who had an Education, Health and Care Plan (EHCP) will continue to have arrangements as for SEN Support and additional support that is provided using the funds made available through the EHCP via top-up funding.

There will be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Plan or to the funding arrangements for the child.

Current progress measures

EYFS EYFS Profile

KS1/KS2 School Pupil Tracker Online (SPTO)

Language & Literacy Toolkit/Maths Toolkit (for ITPs)

B Squared – P Levels and Autism Progress tracker

Autism Education Trust – Progression Framework

Boxhall Profile

The School's Arrangements for SEN and Inclusion In-Service Training

- The SENCo/AHT attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCo/AHT.
- All staff have access to professional development opportunities and are able to apply for additional needs or

Inclusion training where a need is identified either at an individual pupil or whole class level.

- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits regularly (according to timetable), following discussion with the SENCo/AHT as to the purpose of each visit.
- The LA Pupil and School Support Service (PSS) visits school regularly to provide specific information, share resources and provide in-service training.
- Members of the Communication and Autism Team (CAT) support the school with regular visits, providing advice on developing whole school Autism friendly settings, staff training and advice regarding individual pupils that have been referred to their service.
- The SENCO/AHT liaises frequently with a number of other outside agencies when necessary, for example:
 - School Nurse
 - Community Paediatrician
 - Specialist Support Services
 - Children's Development Centre
 - CAMHS/Forward Thinking
 - City of Birmingham School
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - LACES
 - Children's Social Care

Any involvement of outside agencies will be with in full consultation with parents/carers.

Arrangements for partnership with parents/carers

- ❖ As part of a graduated response school staff and parents/carers will work together to support children identified as not making expected progress.
- ❖ Parents/carers will be involved at all stages of the education planning process.
- ❖ When appropriate, children may have a home/school diary as well as a planner to communicate on a daily basis with parents. This is particularly important where daily contact with parents is not always possible.
- ❖ An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCo/AHT will attend this meeting if the school or the parent thinks this is appropriate.

- ❖ At review meetings with parents/carers we discuss the child's strengths as well as weaknesses. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and 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. They are provided with a summary of agreed actions and a record of any additional needs, signed by staff and parents.
- ❖ ITP/IEP targets may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. Copies of any ITPs/IEPs and reviews will be given to parents.
- ❖ Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- ❖ 'Inspire' workshops are offered for parents/carers to attend.
- ❖ Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- ❖ Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

- ❖ Nursery/Reception staff will meet with staff from Building Blocks prior to children starting school. Concerns about particular needs will be brought to the attention of the SENCo/AHT after this meeting. Where necessary the SENCo/AHT will arrange a further meeting.
- ❖ Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCo/AHT will telephone to further discuss the child's needs. Children transferring from Cherry Orchard Primary School to new schools will have any documentation forwarded. The SENCo/AHT will discuss these children with other schools on request.

Links with Health and Social Services and any Voluntary Organisations

- ❖ The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the AHT, and referrals will be made as appropriate.
- ❖ Children's Services will be accessed through the Handsworth Safeguarding Hub or MASH. Class teachers will alert the DSL (Designated Senior Leader) if there is a concern they would like discussed.
- ❖ There are many voluntary organisations supporting SEN. The SENCo maintains an up to date list.
- ❖ Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the parents/carers notice board in the main reception area.

Inclusion Principles

- ❖ Staff at Cherry Orchard Primary School 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 pupils' 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

The main school and centre building is on one level and would provide reasonable facilities for those with mobility problems. There is an accessible toilet in the main reception area. The Key Stage 2 building is on two floors and the upper floor is inaccessible for wheelchair users, however classrooms for a particular class can be reorganized to allow staff or pupils with mobility needs to stay on the ground floor, if the need arises. The accessible toilet is to be found next door to the girls toilets. Other disabilities are considered within the Disability Access audit which is reviewed annually.

- ❖ In school the classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains).
- ❖ There are two orange badge bays in the car park outside the main reception.
- ❖ Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

Arrangements for providing access to learning and the curriculum in school (see also School Access Plan)

- ❖ 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 tutoring 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. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- ❖ 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.

- ❖ Reasonable adjustments are made to the learning environment and/or activities to ensure access and progress, taking into consideration the child's needs.
- ❖ Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as IT where this is appropriate.
- ❖ The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.
- ❖ The school has a Resource Base for children diagnosed with Autistic Spectrum Condition (ASC). The specialist provision aims to reduce the barriers to learning encountered by its pupils and supports the successful re-integration into mainstream.

Access to Information in school

- ❖ All children requiring information in formats other than text have this provided via Communicate in Print, visual timetables, objects of reference.
- ❖ We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- ❖ We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- ❖ Cherry Orchard Primary School uses a range of assessment procedures within lessons (such as recording, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

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.
- ❖ Prior to starting school, parents/carers of children with an EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.
- ❖ Admission to the Resource Base is based on the priority of need identified on an EHCP as ASC.
- ❖ Application for places are made through SENAR.

Incorporating disability issues into the curriculum in school

- ❖ The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought

from Disabled People's organisations on appropriate resources.

- ❖ 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

- ❖ The school is aware of the impact of language on children within the school. 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 Anti-Bullying Policy.
- ❖ We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- ❖ We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs in school

- ❖ Cherry Orchard Primary School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.
- ❖ We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.
- ❖ The staff has on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

- ❖ Cherry Orchard Primary School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in places that are accessible, and are able to offer interpreters if required.

Disability equality and trips or out of school activities

- ❖ Cherry Orchard Primary School tries to make all trips inclusive by planning in advance and using accessible places.
- ❖ In school we aim to take year six children to an outdoor activity centre, and provide additional TA support for individual children as required.
- ❖ All children are welcome at our afterschool activities.

Dealing with complaints

- ❖ If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo/AHT, who will try to resolve the situation.
- ❖ If the issue can not be resolved within 10 working days, the parent 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 Complaints Policy. This is available, on request, from the school office.