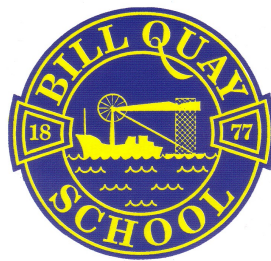


Bill Quay Primary School



Policy for Inclusion and Special Educational Needs and Disabilities

September 2023

Mission Statement

At Bill Quay Primary School, we strive to ensure that there is equal opportunity for all children so that they are successful in their learning and achieve well. We aim to provide pupils with the opportunity to enjoy learning in a warm, safe and caring environment with dedicated staff, who endeavour to meet the needs of all children in their class, regardless of ability, gender, ethnicity or religion.

Provision for pupils with Special Educational Needs and Disabilities (SEND) is the responsibility of the whole school and we expect every member of staff to accept and embrace this responsibility.

General Aims and Objectives of Bill Quay Primary School

It is the policy of Bill Quay Primary School to actively encourage the involvement of staff, pupils and parents in the education of pupils with Special Educational Needs and Disabilities (SEND). The learning difficulties which these pupils may have are assessed and provided for in a variety of ways.

Pupils will have the opportunity to develop to their full potential with the guidance and support of their class teacher, the SEND Co-ordinator (SENDCO), and if necessary, the following Local Authority teams:

- Local Authority High Incidence Needs Teams (HINT)
- Speech and Language Communication Needs Team (SLCN)
- Specific Learning Difficulties Team (SPLD)
- Low Incidence Needs Team (LINT)
- Visually and Hearing Impaired Teams (VI and HI, respectively).

Educational Psychologists and other outside agencies, e.g. Speech and Language Therapists, Occupational Therapists etc. also support pupils, staff and parents to ensure that all pupils have access to a broad and balanced curriculum. The school aims to provide for the needs of all pupils whilst encouraging inclusion in class and school activities.

Inclusion

At Bill Quay Primary School, we aim to give all pupils the opportunity to succeed and reach the highest level of personal achievement.

We ensure that all pupils:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have challenging targets that enable them to succeed;

- are encouraged to participate fully, regardless of disabilities or medical needs.

Responsibility for Co-ordination of Inclusion and SEN and D Provision

At Bill Quay Primary School we have a SENDCO who is responsible for co-ordinating the day-to-day provision of education for pupils on the SEND register. The SENDCO is responsible for the co-ordination of pupils with SEND. The SENDCO, in conjunction with the Head Teacher, will liaise with the appropriate support services in whichever authority the pupil resides.

The role of the SENDCO can be found in Appendix B.

Identifying Pupils with SEN

A clear and defined system for identifying and acting upon SEND is set out in the *Special Educational Needs and Disability Code of Practice: 0 – 25 years*. This document establishes a graduated approach to identifying pupils with SEN.

At Bill Quay Primary School, it is our aim to identify pupils with SEN as early as possible. During both formal and informal discussions with staff, parents often pass on their concerns over such things as delayed speech, eye-sight/hearing difficulties, asthma or behavioural difficulties. This information is often supplemented by contact with health visitors or school nurse. Within the school, it is the responsibility of the class teacher to initially identify pupils with Special Educational Needs and bring them to the attention of the SEN Co-ordinator depending on the key stage of the pupil. All teaching staff at Bill Quay Primary School are fully aware of the importance of early identification, as identified in the SEN and D Code of Practice (January 2015).

The Role of the Class Teacher

On entry, it is the class teacher's responsibility to assess pupils' current skills and levels of attainment. For a pupil who has, or may have, a disability, their needs will be considered prior to entry so that any reasonable adjustments can be made to meet their needs.

The class teacher continues to make regular assessments of progress for all pupils. It is the class teacher's responsibility to identify any pupils who they think may have a special educational need. A pupil may be identified as having SEND because they are making less than expected progress depending on their age and individual circumstances. A pupil may be identified as having SEND because their progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the pupil's previous rate of progress;
- fails to close the attainment gap between the pupil and their peers;
- widens the attainment gap.

(SEND code of practice 0-25yrs section 6.17/6.18)

The class teacher's first response to ensuring progress of all pupils is high quality teaching, differentiated for individual pupils and targeted at meeting individual needs. Where progress continues to be less than expected, it is the class teacher's duty to inform the Special Educational Needs Co-ordinator (SENCO). Together, the class teacher and SENCO will determine, through further assessment and informal conversations with the pupil and their parent, whether the pupil has SEND.

It is the class teacher's responsibility to ensure that an Intervention Plan (IP) is followed and implemented in the classroom. This may involve working with the pupil 1:1 or assigning some activities to a teaching assistant to deliver. When this is the case, the class teacher should complete an individual teaching plan for use by teaching assistants with details of the pupil/group targets, lesson objectives and activities to cater for the specific needs of each pupil/group. It is then the responsibility of the teaching assistant to deliver the activities/lessons and evaluate the performance of the pupils, thus assessing if the individual's targets have been met, or if further reinforcement is required. It is the class teacher's responsibility to monitor and evaluate the progress of each pupil with SEND, which in turn will inform future targets.

The Role of the Teaching Assistant

Currently at Bill Quay Primary School, we employ six part-time and full-time teaching assistants who will sometimes support pupils with SEND.

At the beginning of each term, careful consideration is given to the deployment of each teaching assistant and they are placed where the need of the pupils is greatest. The SENCO, together with the staff as a whole, draw up a termly timetable for each teaching assistant, which specifies those pupils that the teaching assistant will support. Thereafter, it is the responsibility of the class teacher to then direct the support to cater for the needs of the individual pupils. Teaching assistants will work in a variety of ways, including supporting group work and providing individual support both within and out of the classroom setting. They will follow weekly plans provided by the class teacher, which detail the teaching activity, learning objective and individual targets, and give feedback to the class teacher.

Strategies used for identification of pupils and young people with SEND

In accordance with the SEND Code of Practice (January 2015), the four broad areas of need are:

1. **Communication and interaction** – A pupil may have difficulty saying what they want to, understanding what is being said to them or they may not understand or use social rules of communication.
2. **Cognition and learning** - Support for learning difficulties may be required when pupils and young people learn at a slower pace than their peers, even with appropriate differentiation. This area of need includes pupils with moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD), e.g. dyslexia, dyspraxia, dyscalculia etc.
3. **Social, emotional and mental health difficulties** - Pupils and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

4. **Sensory and/or physical needs**- Some pupils and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This area of need includes pupils with visual impairments (VI), hearing impairments (HI) and multi-sensory impairment (MSI).

Strategies which we use at Bill Quay Primary School to aid identification at various stages are:

- Structural observations, which involve the class teacher or SENDCO using informal observation techniques to assist in the identification of emotional or learning difficulties. This may also require the involvement of Local Authority Services such as the Area SENDCO and advisors from the HINT or LINT teams.
- York Assessment of Reading for Comprehension (YARC) test (diagnostic tests giving scores and ages for basic reading, reading comprehension and spelling);
- Sight reading where pupils are given a list of words from Read Write Inc.;
- Phonological assessments from Read Write Inc. etc.
- The outcomes from baseline assessment results/KS1 SATs.
- Progress against the objectives specified in the National Curriculum for English and Mathematics.
- Performance against the National Curriculum at the end of a Key Stage.
- Standardised screening or assessment tools, e.g. NFER testing, optional SATS etc.
- Analysis of GAP (Gateshead Assessment Profile) sheets for reading, writing and maths.

Provision

If a pupil has an identified special need, the class teacher, working with the SENCO, will:

- Use high quality teaching which is differentiated for individual pupils;
- Consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress;
- Have an early discussion with the pupil and their parents to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the pupil and the next steps;
- Consider the desired outcomes, including the expected progress and attainment, and the views and wishes of the pupil and their parents. This will then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required;

- Ensure that pupils with SEND engage in school activities together with those who do not have SEND;
- Determine a clear date for reviewing progress which is agreed with by the parent, pupil and teaching staff, all of whom will each be clear about how they will help the pupil reach the expected outcomes;
- Make a record of the pupils SEND in the school records and formally inform the pupil's parents that special educational provision is being made.

The Graduated Approach of Special Educational Needs

Bill Quay Primary School has adopted the following graduated response to SEND as set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015).

Assess

1. A clear analysis of the pupil's needs is carried out by the class teacher, working with the SENDCO.
2. This assessment is reviewed regularly to ensure that support and intervention are matched to the pupil's need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.
3. Any outside professionals involved with the pupil should liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENDCO should contact them if the parents agree.

Plan

1. Parents are formally notified, although they should have already been involved in forming the assessment of needs as outlined above.
2. The class teacher and the SENDCO agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.
3. All teachers and support staff who work with the pupil are made aware of his/her needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's information system.
4. The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness.
5. Parents will be made fully aware of the planned support and interventions and parental involvement is sought to reinforce or contribute to progress at home.

Do

1. The class teacher remains responsible for working with the pupil on a daily basis.
2. Where the interventions involve group or one-to-one teaching away from the main class, the class teacher still retains responsibility for the pupil.
3. The class teacher works closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
4. The SENCO supports the class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

1. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. Individual plans are reviewed twice during an academic year.
2. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs.
3. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
4. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
5. Where a pupil has an Education Health Care Plan (EHCP), a review **must** take place within a minimum of 12 months of the last review. The SENCO, in co-operation with the Local Authority, is responsible for arranging these reviews, as well as inviting the relevant parties involved with the pupil.

Intervention Plans

An intervention plan (IP) is a planning, teaching and reviewing tool.

A plan should be drawn up as soon as a pupil has been identified as having a Special Educational Need or Disability. The intervention plan should only include actions that are additional to or different from the normally differentiated curriculum plan. The intervention plan should be developed in consultation with parents and pupils. At this level, options for action include:

- Use of extra or different learning materials
- A systematic small steps programme to address areas of weakness

- Use of special equipment, which could include priority access to ICT
- Additional support in a group or individually in class or withdrawn
- A home learning programme agreed with parents
- Extra time allocated to the SENCO, class teacher and adult support for curriculum planning
- Staff development and training to raise staff confidence and help produce more effective strategies
- Occasional access to LA services for advice/consultation

It is the class teacher's responsibility to ensure that the IP is shared with the pupil and their parent, as well as any support staff who will be carrying out any one-to-one or group work with the pupil. It is also the class teacher's responsibility to review and update the IP regularly. At Bill Quay Primary School, IPs will be reviewed at least three times a year.

It is the SENCO's responsibility to monitor and review the use of intervention plans across the school.

Education, Health and Care Plan (EHCP)

Some pupils and young people may require an EHCP needs assessment in order for the Local Authority to decide whether it is necessary for it to make provision in accordance with an EHCP.

On application of an EHC Needs Assessment, we will be required to submit evidence that any strategy or programme implemented for the pupil in question has been continued for a reasonable period of time without success and that alternatives have been tried. At Bill Quay Primary School, we will also provide evidence of progress over time and clear documentation in relation to the pupil's special educational needs and/or disability and any action taken to deal with those needs. At this stage, reports made by external specialists will also be required for submission. Pupil and parental views are also submitted. Whilst any subsequent EHCP Needs Assessment is being made, the pupil will continue to be supported through the special educational needs provision provided by school.

An EHCP Needs Assessment will not always lead to an EHCP. The information gathered during an EHCP Needs Assessment may indicate ways in which we can meet the pupil or young person's needs without an EHCP.

(SEND code of practice 0-25yrs section 9)

The Role of Parents

At Bill Quay Primary School, a report to parents on their pupil's progress is received annually. Parents are kept up-to-date through Parents' Evening or informal meetings with the class teacher or SENDCO.

Where a pupil is receiving SEND support, discussions with parents take place regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. Meetings for pupils on the SEND register should take place at least once a year in accordance with the SEND Code of Practice (January 2015). This helps us increase parental engagement in the approaches and teaching strategies that are being used. These meetings are also useful as they can provide us with essential information on the impact of SEND support outside of school and any changes in the pupil's needs.

These discussions are usually led by the SENDCO and are attended by the class teacher who has a good knowledge and understanding of the pupil and is aware of their needs and attainment. The meeting

should provide an opportunity for the parent to share their concerns and, together with the teacher and SENCO, agree their aspirations for the pupil.

A record of the outcomes, action and support agreed through the discussion is kept and shared with all the appropriate school staff. This record is also given to the pupil's parents.

The SEN register should be reviewed, following learner progress meetings and gathering of whole school assessment data, approximately three times a year.

The Role of the Pupil

Pupils and young people have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like. As such, it is the philosophy at Bill Quay Primary School that they should, wherever possible, participate in all the decision-making processes that occur in education including the setting of learning targets.

Pupils are therefore invited to attend IP reviews with their parents if they so wish. Pupil views will be recorded and stored with all other documentation. The class teacher/ SENCO/external specialist will talk openly with the pupil regarding their views, and every attempt will be made to incorporate these into the new targets.

SEND in the Early Years

The Early Years (EY) is the statutory framework for pupils aged 0 to 5 years. All early years providers **must** follow the safeguarding and welfare requirements of the EY and the learning and development requirements, unless an exemption from these has been granted.

In assessing progress of pupils in the early years at Bill Quay Primary School, EY staff can use the non-statutory Early Years Outcomes guidance as a tool to assess the extent to which a young pupil is developing at expected levels for their age. The guidance sets out what most pupils do at each stage of their learning and development. These include typical behaviours across the seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding of the world
- expressive arts and design

Pupils will progress at different rates during the Early Years, and by the end of Reception class some will have achieved beyond the expectations set out in the Early Learning Outcomes, whilst others may still be working towards the outcomes.

If a pupil continues to demonstrate difficulties despite differentiation and support within the EY curriculum, and requires support which is additional or different to that within the normal classroom, then the class teacher will discuss with the SENDCO who, in consultation with the pupil's parents, and following assessments, may place the pupil on the SEND register. If the intervention does not enable the pupil to make satisfactory progress, the SENDCO may need to seek advice and support from external agencies.

The review process in EY education mirrors that in place in the primary phase, where both parents and pupils themselves play a pertinent role. Reviews are carried out at least twice a year depending on when the pupil was identified as having a special educational need.

Use of data and Record Keeping

The SENDCO is responsible for maintaining a Special Educational Needs and Disability register for Bill Quay Primary School, detailing individual pupils, their SEND and action being taken.

A record of steps taken to meet the needs of individual pupils on the SEND register is made and this is kept alongside the intervention plan for the pupil. On this record sheet, notes regarding reviews, teacher/parent meetings, pupil observations etc. made by the SENDCO are detailed;

Pupils who have been identified as having SEND may have a file in which examples of work completed in relation to their intervention plan are kept. Other records of target work will be located in subject jotters, and marked specifically by the class teacher as target work;

Assessment and record keeping procedures aim to ensure that pupils with SEND are working at the appropriate levels for any given attainment target and programme of study. Information about the progress of individual pupils is passed on from teacher to teacher, and to parents.

The SENDCO will use a variety of resources for assessment and identification purposes, such as York Assessment of Reading for Comprehension (YARC) or Phonological tests/assessments.

School Transfer

When pupils move schools, whether at a phase transfer or at any other time, we will transfer school records for all pupils within 15 days of the pupil ceasing to be registered at the school. At Bill Quay Primary School, we strive to ensure that all relevant SEND documentation and intervention plans are received by the new school within this time limit. It is also hoped that, during cross-phase transfer to secondary school during the summer term, the SENDCO at Bill Quay Primary School will be able to

make contact with the SENDCO at the receiving school and consult with him/her regarding the specific needs of the pupil they are receiving.

Complaints Procedures

Parents who wish to complain about the provision made for their pupil should:

1. In the first instance, talk to the class teacher
2. Meet with the Head Teacher and SENCO
3. Follow the school's complaints procedure.

Parents can contact school by telephone, letter or in person by appointment. A copy of the school complaints policy can be found on the school website.

Professional Development

The SENDCO will establish the requirements for in-service training in relation to the needs of both pupils and staff. Throughout the school year staff will be asked if there are any areas in which they would benefit from training. These will be noted by the SENCO and where appropriate written into the subject improvement plan. The requirements for such training will be monitored by the SENDCO.

The Governing Body

The Governing Body of Bill Quay Primary School monitors the provision of SEND in school. Mrs Jones is the Governor who has responsibility for SEND monitoring. She monitors SEND provision at various points in the year and reports back to the full Governing Body.

Appendix A

Definitions

Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A pupil of compulsory school age 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.

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

(SEND code of practice 0-25yrs Introduction: xiii-xv)

(as per guidance from Special Needs And Disability Code of Practice: 0-25yrs.

Disabled Pupils and Young People

Many pupils and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Pupils and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled pupils and young people and those with SEN. Where a disabled pupil or young person requires special educational provision they will also be covered by the SEN definition.

(SEND code of practice 0-25yrs Introduction: xviii)

(as per guidance from Special Needs And Disability Code of Practice: 0-25yrs.

Equality Act 2010

The Equality Act 2010 sets out the legal obligations that schools and early years providers have towards disabled pupils and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled pupils and young people.
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled pupils and young people might require and what adjustments might need to be made to prevent that disadvantage.

(SEND code of practice 0-25yrs Introduction: xix)

(as per guidance from Special Needs And Disability Code of Practice: 0-25yrs.

Appendix B

The Role of the SENDCO

The SEND Co-ordinator is responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for pupils with SEND, including those with an Education Health Care Plan;
- liaising with the relevant Designated Teacher where a looked after pupil has SEND;
- advising fellow teachers on the graduated approach to providing SEND support;
- taking the lead in assessing pupils' learning difficulties and supporting class teachers and parents in drawing up appropriate individual targets and Intervention Plans;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- monitoring and reviewing teaching arrangements, resources or equipment, and the involvement of support staff;
- overseeing the day to day work of all teaching assistants attached to SEND pupils;
- liaising with parents of pupils with SEND;
- liaising with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the Local Authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements ;
- monitoring and evaluating provision for SEND pupils throughout the school;
- contributing to the in-service training of staff;
- creating and implementing an action plan for SEND provision on an annual basis;
- reporting to the Governing Body progress made against the actions highlighted in the plan;
- ensuring that the school keeps the records of all pupils with SEND up to date by updating the School Information Management System (SIMS).