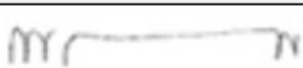
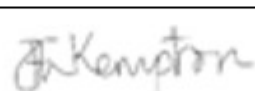




## Nelson Infant and Wensum Junior Schools

Evolution Academy Trust  
*Headteacher: Ms. V McConnell*

# Special Educational Needs and Disabilities and Inclusion Policy

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| <b>Policy agreed/reviewed by:</b>  | <b>Date:</b>   |
| Head teacher signature:      | September 2020 |
| Chair of Governor signature:  | September 2020 |

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|--|------------------------|
|  | <b>Date of action:</b> |
| Policy produced by: Jenny Wenn             | August 2020            |
| Policy agreed/last reviewed by: HT and LGB | September 2020         |
| To be reviewed by: HT and LGB              | September 2021         |

# SEND and Inclusion

## Rationale:

Nelson Infant and Wensum Junior Schools are 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 curriculum 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

Both schools are 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:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who have a disability
- 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 young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion
- learners with low levels of attainment

This policy describes the way we meet the need of children who experience barriers to their learning, 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 pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Nelson Infant and Wensum Junior Schools 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.

## **Aims**

1. To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across both schools.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs or disabilities.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, SENDCo and support staff as appropriate.

5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils identified as having SEND.
6. 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.
7. To enable children to transition to the next stage of their learning journey well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of school life and learning.
8. To involve parents/carers at every stage in plans to meet their child's additional needs.
9. To involve the children themselves in planning and in any decision making that affects them.
10. To hold person centred reviews including all adults/carers/parents and most importantly the child in any significant decision making processes of reviews of Education Care and Health Plans.

## **Definition of Special Educational Needs and of Disability (SEND)**

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children of the same age.

Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Pupils may have either a disability or special educational needs or both.

A person has a disability if (s)he has a physical, educational, health or mental impairment which has substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities. The definition of children with a disability includes an understanding that they may also have learning difficulties. This means that children with a disability have special educational needs if they have difficulty in accessing education and if they need any special educational provision to be made for them, that is, anything that is additional or different from what is normally available in schools.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

It is important to make the distinction between a learner working at a lower than expected level of attainment and a learner who has a special educational need.

### **The Role of the SENDCo**

The SENDCo is responsible for keeping an overview of all the Special Needs in the School.

The duties of the SENDCo include:

- developing and reviewing annually the effectiveness and appropriateness of the SEND Policy (strategic development)
- advising on the graduated approach to SEN support
- ensuring staff are aware of and understand their role in ensuring SEND provision in school reflects policy guidelines
- coordinating provision and monitoring the day-to-day operation of the policy
- maintaining the SEND register, producing a provision map and overseeing the records of SEND children

- supporting staff in creating Individual Learning Plans (LP)
- assessing children to provide more detailed information about the nature of their barriers to learning
- carefully tracking the progress of children with additional needs, in conjunction with the maths and literacy leaders and class teachers, using NAPS
- liaising with children, teachers, parents/carers and teaching assistants to help overcome identified barriers to learning
- liaising with colleagues in the school's trust to share good practice and develop SEND policy and procedures
- preparing the agenda for the School Support Team (SCPM) meetings and following up their recommendations
- working closely with external agencies to identify appropriate support
- meeting regularly with the Head teacher and members of SLT and governing body.
- preparing, arranging or delivering training for staff to raise awareness of SEND issues
- gathering information and writing referrals to external agencies
- gathering information in accordance with SEND Code of Practice to apply for Education Health and Care Plans (EHCPs) for children with significant barriers to learning
- planning and writing annual reviews for children with EHCPs
- keeping up to date with latest legislation, recommendations and training for SEND
- working closely with parents to share information and support them in helping their child to learn
- Working closely with the pastoral team and PSA (Parent Support Advisor) to support social, emotional and behavioural aspects of learning

- Oversee the provision and transition for children accessing our Alternative Provision, liaise with all external agencies and professionals to create an evidence based menu of support for our most challenged young learners.
- Publish a yearly SEN information report
- To make data on the levels and types of need within the school available to the local authority. This data informs local strategic planning of SEN support

### **The role of the Head teacher**

The Head teacher is responsible for:

- overseeing the implementation of the SEND policy
- meeting regularly with the SENDCo
- all Child Protection cases
- keeping the SENDCo informed of all relevant Local Authority and national information
- liaising with colleagues in the school's cluster and giving feedback to the SENDCo
- liaising with governors.

### **The Role of the Governors**

- designate a governor with an interest in SEND issues
- in co-operation with the Head teacher, determine the school's general policy and approach to provision for children with SEND
- monitor the use of resources related to supporting SEND
- monitor the implementation of the policy

## **The Role of the Class teacher**

Class teachers are expected:

- to be fully aware of SEND policy and procedures
- to be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff, (SEND Code of Practice 2015).
- High quality teaching, differentiated for individuals; additional intervention and support cannot compensate for a lack of good quality teaching.
- to identify children who may need to be placed on the SEND register by identifying a cause for concern and informing the SENDCo and parents/carers of that concern
- to be aware of any barriers to learning for children in their class
- to support children in overcoming these barriers in the classroom through quality first teaching, good classroom management, appropriate differentiation and use of resources
- to be aware of the SEND register and the stages of children in their class
- to meet regularly with the SENDCo to review progress and to set next steps for children with additional needs
- to write LPs where necessary, for children on the SEND register, plan specific targets to be achieved, using NAPS, and be aware of the provision available to help achieve them
- to involve children and parents/carers in reviewing targets, celebrating achievements and setting new outcomes
- to contribute to referrals and reviews by gathering information and assessments on the child with the support of the child and parents/carers



- to ensure that teaching assistants and parents/carers are aware of the detail of the targets when working with SEND children in or out of the classroom
- to seek informal advice from the SENDCo when appropriate
- to work with the SENDCo to identify their own training needs

## **Admission Arrangements**

Within the constraints of the agreed County intake limit for both schools, children will not be discriminated against in any way when parents request admission for their child to either school. Every attempt will be made to provide equality of opportunity for all pupils so long as it is compatible with the efficient education of other children. (SEN and Disability Act 2001 Code of Practice). The equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability. 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.
- For children with an EHCP, details are sent from Norfolk County Council EHCP team to the SENDCo for their consideration in advance of any transfer.

## **Arrangements for coordinating SEND provision**

1. SENDCo to formulate provision maps across the school, this provision is based on careful analysis of needs, close monitoring of individual's progress and a shared perception of desired outcomes. The provision listed is that which is additional to and different from that which is offered through the school's curriculum. This practice contributes to school improvement.
2. The SENDCo will meet with each class teacher regularly to discuss children's progress, to review LPs and to identify next steps using NAPS. Communication is crucial.

3. At other times, the SENDCo will be alerted to newly arising concerns through an additional needs referral form. Early identification and intervention are essential. If a child receives the right help early on, he or she has a better chance of tackling problems, communicating adequately and making progress.
4. The SENDCo will discuss issues arising from these forms with the class teacher within one week of receiving the form.
5. Targets arising from LP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. To consult at all times with parents/carers and the young learner to gather voices, wishes and feelings of all concerned. We do 'with', not do 'to' anyone involved.
7. Coordinate and oversee the Assess, Plan, Do Review graduated approach cycle. The effectiveness of the support at the Review stage and its impact on the child's progress should be reviewed in line with agreed dates.
8. The SENDCo/Headteacher monitor the quality and effectiveness of provision for pupils with SEND through learning walks and monitoring of curriculum planning
9. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school and for our learners who have significant barriers to learning their support comes via admission to Orchard and Pokemon Classes. This is funded from the school's annual budget. The support timetable is reviewed termly by the SENDCo and the management team, in line with current pupil needs, educational initiatives and the budget. Additional support is funded through the application to the High Needs Funding team, EHCP allocation and Exceptional Needs at the Virtual School for SEND.
10. Support staff, class teachers, SENDCo and outside agencies liaise and share developments in order to inform reviews and forward planning – collaborative approach between education, health and social care services to provide high quality support.

## **Allocation of Resources to and amongst Pupils**

Each year we create provision maps to show how we allocate resources to each year group and calculate the cost of the whole of our SEND provision. When SEN notional money has been allocated and there is a high level of need an application for high needs funding is made to the local authority. EHCP's are banded according to level of need and support, this banding is reviewed regularly and submitted to the local authority for moderation, funds are then received accordingly.

## **Identification and Assessment Arrangements, Monitoring and Review Procedures**

The schools' systems for regularly observing, assessing and recording the progress of all children, NAPS, is used to identify children who are not making good progress and who may have additional needs. Additional, targeted assessments may be used to provide further information. These may include:

- Standardised screening and assessment tools for maths and literacy e.g. Salford Reading test, Sandwell early numeracy test, NFER. Single Word Spelling test, phonics assessment
- Assessment of high frequency or 'sight' words
- Digit span (working memory)
- Goodenough draw a man (age equivalent drawing)
- P level descriptors, Engagement Model and NAPS
- Observations of behavioural, emotional and social development
- Assessments by specialist services, such as the Educational Psychologist (EP) or Advisory Support Teacher (AST)
- Raven's matrices

- BPVS (British Picture Vocabulary Scale)
- Thrive approach profiling

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

1. Differentiated Curriculum provision within the classroom
2. Assessment with Specialist Advisory Teacher
3. Assessment with Educational Psychologist

### **Differentiated Curriculum Provision**

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 and individual target setting. Some additional support may be put in place at this point to boost attainment and help the child achieve their targets (e.g. small group or 1:1 work or computer-based programs). Differentiation and additional support will be recorded in the planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation. NAPS is used to track progress. The concern is reviewed at termly pupil progress meetings and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the

SEN Code of Practice (2015), that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- 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 and where a pupil continues to make less than expected progress, despite evidence based support and intervention that are matched to the pupil's area of need, Nelson Infant and Wensum Junior Schools will consider involving specialists. OR where the nature or level of a child's needs are unlikely to be met by such an approach an application to speak with our School Support Team is made. This only takes place with full consent of parents/carers.

### **Provision for Children who are identified as having a special educational need**

Following our school support team meeting our specialist colleagues will advise the SENCO on next steps for the child. If they feel it is appropriate to investigate needs in greater depth an appointment is made for an assessment.

During the assessment process our specialist advisory teacher or Educational Psychologist will assess and observe the child, talk in detail to teachers and SENDCo and then meet with parents/carers. This all forms the basis of a report in which recommendations are made for next steps provision.

These strategies are then implemented within daily practice and curriculum planning. These are reviewed half termly with the SENDCo and in some cases the support team will also review after 6 months.

## **School request for an Educational Health and Care Plan assessment**

For a child who is not making adequate progress, despite a period of support that is formulated from an Advisory Teacher or Educational Psychologist, and in agreement with the parents/carers/carers, the school may request the LA to make a statutory assessment. School must satisfy the SEND code of Practice, 6.63 (2015), which makes it clear that only when despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress. The school can initiate an Educational Health and Care Plan assessment by completing an application form. A statutory EHCP application assessment can also be sought by parents.

A child who has been through the Statutory EHCP Assessment process will hold an Educational Health and Care plan if approved by the LA. All documents will be reviewed annually. Further detailed guidance on EHCP assessment is available as required.

## **The School's Arrangements for SEND and Inclusion In-Service**

### **Training**

The SENDCo attends regular trust meetings and training to update and revise developments in Special Needs and Inclusion. Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Improvement & 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 SENDCo.

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 Inclusion Team delivers professional development to staff via the Teaching and Learning Communities.

## **Working with External Agencies**

The external services that support and work with the school are the:

- Educational Psychology Service
- Advisory Support Service
- School nurse
- Parent Support Advisor
- Attendance Officer
- Health Service
- Sensory Support Service
- Speech Therapy Service (East Coast Health Care)
- Social Services
- Behaviour Support Service (SEMH team)
- CAMHS (Children and adolescent mental health service)
- BREAK family charity
- Benjamin Foundation
- Nelson's Journey

- School2School support
- EHCP team
- Norwich Opportunity Area – Inclusion Champions

Parents/carers are informed if any outside agency is involved.

### **Arrangements for partnership with parents/carers**

Staff and parents/carers will work together to support pupils identified as having additional needs. Parents/carers will be involved at all stages of the education planning process. At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and 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. LP targets may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.

Teacher parent's meetings 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.

### **Links with other schools/transfer arrangements**

It is important to ensure that all children transfer to the Infant and Junior Schools as smoothly as possible. Close links are in place between Nelson Infant School, Nelson Pre-School and other feeder early year provisions. Close links are also in place in Year 3 for feeder infant schools, but especially Nelson Infant School as our senior leadership team oversee both Wensum Junior and Nelson Infants. Children already identified as having SEND will be discussed in



detail by the SENDCos at both schools. The child's SEND file and all relevant documentation will be transferred to the Infant and Junior School.

At an evening meeting before the children transfer parents are invited to school and are given the opportunity to discuss issues with the SENDCo. Parent consultations for new Year R and Y3 children are held early in the Autumn term so that further contact can be established.

Children transferring to High School are also carefully considered. INCLUSION LEADER's from the High School and Junior School meet to discuss transition and support for children with LPs or additional needs. High School INCLUSION LEADER's are invited to statement reviews before transfer.

## **Access to learning and the curriculum**

Both schools will ensure that all children have access to a balanced and broadly based curriculum through our Mantel of the Expert planning (NIS) and REAL planning (WJS) and we ensure 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.
- Long term planning 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.

- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate. This could include Clicker 7/8.
- The school will ensure that the hidden curriculum and extracurricular activities are barrier free and do not exclude any pupils.
- 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.
- We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **Incorporating disability issues into the curriculum**

- The Mantel of the Expert curriculum and the REAL curriculum includes issues of disability, difference and valuing diversity. Our whole school and class Thrive programme celebrates differences and teaches about empathy, resilience, positive mental health and self-regulation.

### **Evaluating the success of the School's SEND and Inclusion Policy**

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of each key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions. We use this analysis to help us plan our provision maps. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment,
- An increase in the percentage of children recorded as having special educational needs attaining age expected and above at the end of EYFS, KS1 and KS2
- A reduction in behaviour incidents and exclusions

We report progress against these targets to the governing body, who in turn report to parents/carers. This includes the details of SEND provision, along with the information required by the Disability Discrimination Act.

The Headteacher/SENDCo will provide information to the governing body as to the numbers of pupils on our SEN register and those who have EHCPs. The amount of extra funding through high needs applications is also reported. The number of pupils transferring to or from each type of provision will be noted. The Headteacher will report on any whole school developments in relation to inclusion at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

### **The SEND and Inclusion team**

SENDCo (NIS) – Mrs Jenny Wenn

SENDCo (WJS) – Mrs Joanne Wells

Governor with interest in SEND

Pastoral Support Teacher (WJS) - Ms Karen Bloice

SEN Teaching Assistant (WJS) – Mrs Monica Kirkland

Pastoral Support Advisor (NIS) - Ms Rebecca Robinson

Parent Support Advisor (WJS) – Ms Zowie Glen

## **Dealing with complaints**

If a parent/carer wishes to complain about the SEND provision, or the policy, they should, in the first instance, raise it with the SENDCo or Headteacher, who will try to resolve the situation. If the issue cannot be resolved within an agreed period of time, the parent/carer can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply with a comprehensive response. 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.