

INCLUSION AND SEND POLICY

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SCHOOL AIMS

We endeavour to provide the best educational opportunities for the children within our care in a secure, happy and hard working environment. Within this environment, we are committed to providing equality of opportunity, allowing all children to reach their full potential. Our aims are:

- For Hartburn Primary School to be a happy, caring school
- To offer an excellent, broad, balanced, rich and differentiated curriculum
- To create a calm, positive, interesting and stimulating environment in which children can achieve their full potential
- To foster good relationships with children and adults
- For parents to be positively involved in their child's education in a partnership
- To encourage a sense of PRIDE and RESPECT in our school
- To ensure that our children are happy, interested and confident enough to continue learning after they leave Hartburn Primary, reaching their full potential
- To ensure that our children know how to be safe, and live a healthy lifestyle
- To ensure that our children understand how to be a good citizen

THE CONTEXT OF THE POLICY

Hartburn Primary School provides a safe, happy and inclusive environment for its pupils. It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014). Every teacher is a teacher of every child including those with S.E.N.D. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies.

HEADLINES FROM THE CODE OF PRACTICE 2014

No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years. School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SEN Support are additionally tracked by the SENCO.

There are four broad categories of SEN:

Communication and Interaction, autistic spectrum and language disorders.

Cognition and Learning, dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global developmental delay.

Social, Emotional and Mental Health, ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties

Physical and sensory, Epilepsy, bowel disorders and diabetes, hearing impaired, visually impaired

AIMS

This SEN policy details how, at Hartburn Primary School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs. As part of our inclusive ethos, it is our priority is to enable all pupils to participate fully in all school activities.

We aim:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To raise aspirations by ensuring that every child experiences success in their learning and achieves to the highest possible standard fulfilling their potential.
- To request, monitor and respond to staff, partners, parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- To work with the Governing Body to enable them to fulfil their statutory monitoring role
- To work in cooperation to nurture productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

OBJECTIVES

- To work within the guidelines provided by the L.A. and refer Code of Practice 2014; to ensure appropriate, adequate and current support is provided.
- To train and support all staff with regard to SEND.
- To ensure that SEND. are identified, assessed and addressed as early as possible by using half termly inter staff discussions, observations and diagnostic testing;
- To provide access to a broad and balanced curriculum through careful planning and differentiated work, delivered in a range of ways to accommodate the varied learning styles of our pupils, regardless of ability, gender or ethnicity
- To provide extra staff to give support and specific resources to meet the needs of the individual as far as reasonably possible;
- To develop an effective partnerships between agencies, governors, parents and school with regard to SEND. This will be the responsibility of the SENCO.

IDENTIFICATION, ASSESSMENT AND PROVISION

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers, who have day-to-day responsibilities for the children in their class. All teachers are teachers of children with special educational needs. We aim for early identification of needs through in school and external assessment and by considering the whole child and all aspects of their life. We refer accurately and swiftly to the correct agencies to enable proactive rather than reactive support.

TEACHING AND LEARNING

We believe that all children learn best as an inclusive member of their class. Our monitoring systems ensure best quality teaching is provided throughout the school. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEN and disabilities are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEN, individually or as part of a group. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

MONITORING AND EVALUATION

Our teaching and learning is monitored and reviewed on a continuous cycle. Through our monitoring and pupil progress meetings any pupils at risk of under achievement are identified and a discussion with SLT (Senior Leadership Team), SENCO and class teacher follows, where the next steps to support a pupil fulfilling their potential are explored. The SLT are aware of national data, local data and expectations of progress, the class teacher has in depth knowledge about the learning styles and outcomes for the pupil. We will acquire support from external agencies if a more diagnostic assessment of needs is required to establish the starting points for intervention.

ASSESSMENT

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting.

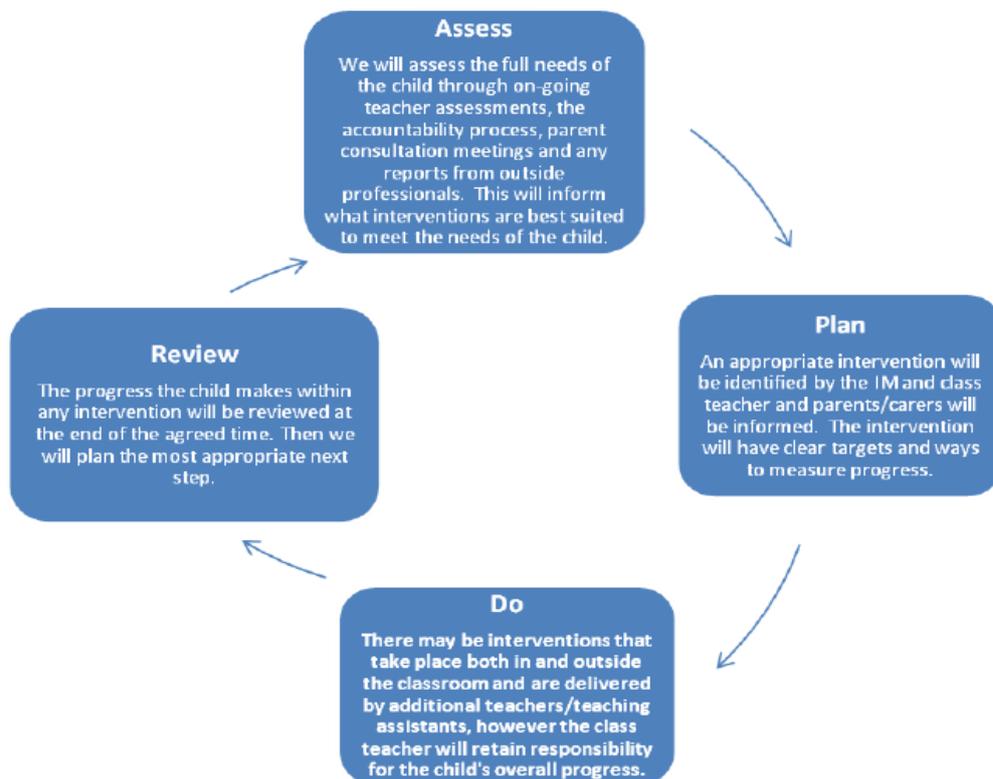
IDENTIFICATION

Class teachers are continually aware of children's learning, if they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Progress fails to match or better the child's previous rate of progress;
- Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all.

The progress of every child is monitored at pupil progress meetings. Our SEND children are reviewed termly by the SENCO, head teacher and class teachers.

The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place (see below).



The kinds of interventions within this 'graduated response' are as follows:

a) Universal – All pupils will benefit from:

- High quality learning through the provision of high quality teaching; both formal and informal.
- Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- On-going and timely assessments which inform any further provision needed.

b) Targeted Support – Some pupils may benefit from:

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
- Interventions where progress is monitored by the SENCO and Class teachers and the adult leading the intervention through the Accountability Process.

c) Specialist Support – A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

INTERVENTIONS

The school has a range of interventions available which are listed:

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory
Speech therapy	Numicon	Key adult	Key adult
Key adult	On Track Maths	Bungalow	Occupational Therapy (NHS)
Transporters	On Track Reading	Emotion Coaching Principles	Fine & Gross Motor skills programme
BLAST	Toe by Toe	Social Stories	

TalkBoost	Shine	5 Point Scale	
Language Link	Wellington Square	Zones of Regulation	
Speech Link	Reading Rocketeers	Friendship Group	
5 Point Scale	Talisman		
Zones of Regulation	Memory Workbook		
	Colourful Semantics		
	Phonics		
	Nessy		
	Precision Teaching		

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCO and head teacher who monitors overall progress of the intervention.

EXTRA-CURRICULAR

We are an inclusive school. All children with SEND are encouraged to participate in afterschool activities. Please contact school to make arrangements and be assured that your child's needs will be met and catered for.

IN SCHOOL TRACKING/MONITORING OF SEND SPECIALIST SEND ASSESSMENT

In identifying a child as needing SEND support, the class teacher, SENCO and the child's parents, will have carried out assessment, monitoring and analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to the needs of the child. Where the child's progress continues to be less than expected, the SENCO will make referrals to Specialist SEND Services for more specialist assessment or from health, social services or other agencies external to school. This is always done in partnership with parent/carers and with their consent. All information regarding children's interventions and information will be recorded on a support plan. This will be discussed with the parent/carer and will be also talked through with the child (please see Appendix A for a blank support plan).

SPECIALIST SEN TEACHER

School can refer to this service for an assessment to help diagnose areas of specific weakness. This Specialist teacher can then devise a programme to deliver to children and incorporate into an individual education plan.

EDUCATIONAL PSYCHOLOGIST

Referral to an Educational Psychologist can be made by school if more specialist assessment is required. The Psychologist will consult with school and parents; observe the child and carry out individual assessment.

PHYSIOTHERAPIST

A referral can be made by the Educational Psychologist if assessment by a physiotherapist is required.

OCCUPATIONAL THERAPIST

A referral can be made by the Educational Psychologist if assessment by an Occupational Therapist is required.

CAMHS (CHILDREN AND ADOLESCENT MENTAL HEALTH SERVICES)

A referral can be made by the Educational Psychologist if assessment by CAMHS is required.

SPEECH AND LANGUAGE THERAPIST

School can refer to this service for an assessment of Speech and Language.

TRANSITION

We respond to the individuals needs when preparing for transition at any stage in school, whether it is from class to class or moving to a new school. Partnerships with secondary schools and their transition staff ensure the smooth transfer of year six pupils. Occasionally there will need to be a longer more structured transition which will be planned in partnership and implemented in partnership with parents and carers, class teachers and secondary school contacts.

MOVING TO AN EHCP (EDUCATION, HEALTH AND CARE PLAN)

If children fail to make progress, in spite of high quality, targeted support at school level for at least 12 months, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if: the child has a disability which is lifelong and which means that they will always need support to learn effectively, the child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision. Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. The process will take 20 weeks and the local authority will provide the required assessments and staff to support the child and their family through the process. The document puts the child and family at the centre of every action and decision.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

MEDICAL CONDITIONS

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the equality act 2010. Staff will be made aware of pupils in school with medical conditions.

DE-REGISTRATION FROM THE SEN REGISTER

Our aim is to bridge the gap in every child's progress and, with the right support at the right time, we hope that they begin to achieve at their expected age relevant capacity. Once the gap has been closed, a discussion with parents and teachers means that the child can be removed from the register to continue within the mainstream monitoring systems.

ADMISSION ARRANGEMENTS

Hartburn Primary School strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with an EHCP educated in the mainstream the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility. There is a presumption that children will be educated in a mainstream setting, unless the child or their parents are against it (Children & Families Act 2014).

WORKING WITH PARENTS

Parents are consulted about their child's needs as soon as the school has identified that a child has a SEN need. Reviews are held termly to inform parents of their child's progress, discuss any intervention or programme of action and update targets on individual trackers. School will provide sign posting to the local authority's local offer and other supporting organisations. Parents are encouraged to help their child at home. There is an established home/school link with positive messages such as certificates and rewards, reading and homework. Parents are welcome to discuss their child's experiences at any time. No outside agency will be involved without the parent's knowledge. As part of our commitment to parent and carer partnerships we also provide family meetings to informally discuss relevant issues or challenges and if the child has an EHA we will initiate Team around the Family (TAF) meeting to gather a team of supporting agencies and experts to design a pathway of support specifically for the individual child. Parents also have a responsibility to communicate effectively with professionals to support their children's education. Parents and carers also have access to the local authorities' free service (SEND IASS).

THE VOICE OF THE CHILD

The Code of Practice recommends pupil participation with regard to all aspects of their SEN need. At Hartburn Primary School we strive to show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school. We encourage pupils to participate in their learning by involving them in decision making where possible right from the start of their education. The ways in which children are encouraged to participate reflect the child's evolving maturity. We have a proactive school council and it is policy that children know their targets and the progress they are making towards them. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during their school years and beyond.

STAFF TRAINING

Alongside the induction training provided to all staff in terms of SEND, training is provided in response to the ever changing school population, to meet the needs of the current set of pupils and to address national and local priorities, policies and practice. Training is also provided throughout the year and is chosen on a needs based model. Staff will have opportunity to identify areas of strength and challenge and, in consultation with the other senior leaders, the SENCO will source and provide the opportunities for ongoing staff training and development regarding SEND. Staff regularly discuss Special Educational Needs issues and are continually increasing and updating their expertise and knowledge through In-Service training. The SENCO works in partnership with the LA advisor to ensure the implementation of all statutory requirements and that staff have access to all relevant training opportunities. Our SENCO is responsible for ensuring school is consistent, relevant and current in its approach to SEND policies and practice. The SENCO attends and disseminates relevant INSET and Support meetings in order

to provide support for other staff. SEN provision is an integral part of the School Development Plan.

ROLES AND RESPONSIBILITIES

Provision for children with special educational needs or disabilities is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility. The school and local authority provide support and information on what they offer (please see appendix B for details).

ROLE OF THE GOVERNORS

The governing body will do its best to ensure that the necessary provision is made for any pupil who has SEN. All Governors are aware of their responsibilities for SEN and matters are regularly brought to their attention through reports, observations and consultation with SENCO, staff, parents and children. The governor with responsibility for SEN monitors the school's work closely and discusses the SEN provision with the SENCO termly on behalf of the children with SEN. The governing body reports to parents annually on the school's policy on SEN.

ROLE OF THE HEAD TEACHER

The Head Teacher has overall responsibility for the day-to-day management of all aspects of the school's work, including provision for children with Special Educational Needs and children with medical conditions. The Head Teacher keeps the Governing Body fully informed on all SEN issues. The Head Teacher works closely with the SENCO and is responsible for the allocation of pupil premium funding and support.

ROLE OF THE SENCO

The SENCO has a key role in determining the strategic development of the SEN policy and provision in Hartburn Primary School in order to raise the achievement of children with SEN. The SEND Coordinator's (SENCO) responsibilities will include:

- overseeing the day-to-day operation of the school's S.E.N. policy;
- co-ordinating provision for children with special educational needs;
- liaising with and advising fellow teachers;
- managing learning support assistants;
- overseeing the records of all children with special educational needs;
- the administration of reviews, IEPs and SEN register;
- liaising with parents of children with special educational needs;
- contributing to the in-service training of staff;
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- Continuing to keep the school updated and in line with National and Local requirements for SEND

STORAGE OF INFORMATION AND DATA

We will keep all individual information filed, with access only allowed by teaching staff. Any personal information that is no longer required will be destroyed securely through our confidential waste system.

STATUTORY RESPONSIBILITIES

Hartburn Primary School is continually reviewing and developing its accessibility plan in partnership with the LA. We reasonably adapt our physical environment to accommodate our inclusion agenda as part of this ongoing process. As part of our schools stream of consciousness, staff are continually opening up discussion with the SLT on actual and possible barriers to learning. Each concern is given individual consideration and a solution agreed to enable the barriers to be removed. Hartburn Primary School actively supports reasonable adjustments being made to support our pupils. Parents are actively encouraged to contact key members of staff at any time during school hours through phone call or appointment. Out of school hours, contact can be made through email, which senior leaders will respond to within 5 working days.

BULLYING

Our school promotes an anti-bullying ethos and focuses on **all** pupils' rights and responsibilities in promoting independence and building resilience. The key issues around bullying are addressed as part of our ongoing curriculum and assemblies, both explicitly and as a texture to other subject areas. We actively support National and local anti-bullying initiatives where possible. We endeavour to celebrate and share differences and diversity, learning from other parts of the U.K and other countries. We take all concerns seriously and support them through the appropriate systems of resolution in school. Please see the anti-bullying policy for further details.

COMPLAINTS PROCEDURE

As we always work closely with parents, communicating with them regularly, it is hoped that complaints about SEN provision will be rare. However, should there be a complaint, the following procedure will be adopted:

- 1) Parents are encouraged to discuss the problem with the class teacher, together with the SENCO.
- 2) If the problem is not resolved, then the parents should make an appointment to discuss the problem with the Head Teacher. If necessary parents may complain in writing to the Governors.
- 3) If the problem remains unresolved, the parents have the right to discuss their problems with an LA representative, with or without members of the school staff present. If appropriate the local authority services can become involved to support the parents and give advice, contact details are in the core offer on SBC's website.

REVIEWING THE POLICY

This policy will be reviewed annually by all teaching staff, non-teaching staff and governors to maintain coherence with the national 2014 SEND reform.

APPENDIX A

Information about Stockton-On-Tees Local Offer can be found at:

<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>