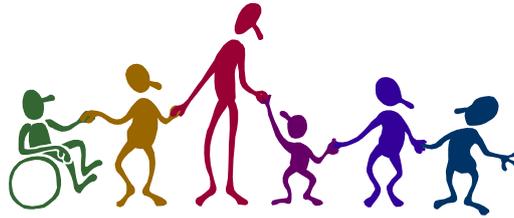


WINSFORD HIGH STREET COMMUNITY PRIMARY AND
NURSERY SCHOOL

**SPECIAL EDUCATIONAL NEEDS, DISABILITY AND
INCLUSION POLICY**

DATE ADOPTED	2006
LAST REVIEWED	Autumn 2021
AUTHOR/OWNER	
REVIEW CYCLE	Annually
NEXT REVIEW DATE	Autumn 2022

HIGH STREET COMMUNITY PRIMARY & NURSERY SCHOOL



SPECIAL EDUCATIONAL NEEDS, DISABILITY AND INCLUSION POLICY

Introduction

Winsford High Street Primary & Nursery School is committed to providing an appropriate and high quality education to all. We believe that all children, including those identified as having special educational needs or a disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. The Special Educational Needs, Disability and Inclusion Coordinator (SENCo) at High Street is Mrs Taylor who achieved the National Award for Special Educational Needs Coordination in 2011 through the Edge Hill University. Mrs Taylor is supported by Mrs Trigg whom achieved the National Award for Special Educational Needs Coordination in 2020 through the University of Chester.

Winsford High Street Primary & Nursery School is committed to inclusion. We aim to endeavour a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, faith, attainment or background. This does not mean that we will treat all learners in the same way, but that we will respond to learners' needs, in ways which take account of their varied life experiences and needs.

We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- 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 are disabled
- those who are more able
- 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.

At High Street it is the 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 Code of Practice (September 2014/2015):

- Communication and Interaction Needs
- Cognition and Learning Needs
- Social, Emotional and Mental Health Needs
- Sensory and or/Physical Needs

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 Winsford High Street Community Primary & Nursery School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

Aims and Objectives

- To ensure that the SEND of all pupils are identified and met throughout the school through an inclusive classroom
- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school
- To enable children to acquire skills, concepts and knowledge relevant to future life
- To involve parents/carers at every stage in plans to meet their child's additional needs
- To involve the children themselves in planning and in any decision making that affects them
- To offer all pupils access to a broad, balanced curriculum that provides every pupil with the opportunity to experience success in learning and to achieve their full potential
- To deploy a range of teaching and learning styles so that all pupils can take part in lessons fully and effectively, providing equality of opportunity
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils in the four broad areas specified in the SEND Code of Practice and identifying needs as they arise and to provide support as early as possible
- To provide full access to the curriculum through a differentiated curriculum involving class teachers, SENCo, and support staff as appropriate
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND at SEND Support or SEN Support Plus
- To liaise with outside agencies to ensure high quality provision.

What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

(SEND Code of Practice 2015)

Keeping Children Safe in Education (2021)

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in managing or reporting these challenges.

Governing bodies and proprietors, should, therefore ensure that their child protection policy reflects the above and to address these additional challenges, schools and colleges should consider extra pastoral

support and attention for these children, along with ensuring any appropriate support for communication is in place. Further information can be found in the Department for Education's: SEND Code of Practice 0 to 25 and Supporting Pupils at School with Medical Conditions.

Roles and Responsibilities

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement through ensuring that staff adhere to their roles and responsibilities. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers extend the breadth of work (Greater Depth) within the areas for which the child shows particular aptitude. Teachers are familiar with the relevant equal opportunities legislation.

The Class Teacher:

- Is responsible for the initial identification of a pupil's special needs through observation of classroom practice and on-going assessment
- Must inform the SENCo of their concern and decide, with the SENCo, if the school needs to help the pupil through the introduction to the necessary intervention
- Should supply the SENCo with all the information necessary in order to assist them in devising an effective plan for the pupil, which will be in addition to an already differentiated curriculum
- Must inform the parents of the decision to move a child to Initial Concern or Class Action
- Decides on the best way for the parents to contribute to the child's achieving targets on the Individual Education Plan (IEP)
- Attends any review meetings required with the SENCo, parent and, if appropriate, the child, until such time as the school decides that the pupil no longer requires the intervention in place or that the pupil needs to gain support from the next stage in the process
- Informs the SENCo of any problems that may arise between reviews
- Organises the timetable, class grouping and all available resources so that the pupil receives all possible support to reach the targets
- Is responsible for writing IEP/Short term targets
- Reads through the agreed targets on 'The Child Profile' and 'IEP' and shares them with the pupil as an informal contract between teacher and pupil through a 'Child Friendly IEP'.
- Maintains on-going liaison with the pupil regarding progress.

The Special Educational Needs Co-ordinator:

- Overseeing the day-to-day operation of the school's SEND Policy and SEND Offer
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEND
- Liaising with parents of children with SEND
- Contributing to the in-service training of staff
- Liaising with local nurseries and high schools so that support is provided for Reception and Year 6 pupils as they prepare to transfer

- Liaising with external agencies including the local SEND Team
- Co-ordinating and developing school-based strategies for the identification and review of children with SEND
- Making regular visits to classrooms to monitor the progress of children on the SEND Support register
- Makes an informal assessment of the child's needs, as well as collecting available assessment information already held by the school and class teacher
- Fills in the official paperwork, but distributes to the class teacher any relevant paperwork which may be more appropriate for them to complete
- Devises the 'Child Profile' and approves the 'IEP'/short term targets (where the child is being moved to SEND Support/SEND Support Plus) in co-operation with the teacher, using results of informal assessments or other test results, along with information provided by the class teacher
- Informs the parents of the Information and Advice Service/Local Offer, ensuring parents have access to information, advice and guidance relating to the educational needs of their child
- Provides a copy of the IEP to the parent each term. Parent to sign with the teacher and return to the SENCo
- Hold/attends SEND Parents' Evenings in line with the whole school approach or meets with parents as and when required
- Ensures that there are adequate resources within the school to meet the needs of all pupils who are experiencing difficulties
- Arranges and attends the review meetings and advises the parent how they may help at home
- Suggests possible resources that could be used to support the child
- Informs parents that the school's special needs policy is available
- Contacts outside agencies for informal advice and further information if needed
- Provides on-going monitoring to ensure the child is making progress by making occasional class visits and examining the teacher's files, where the pupil's progress should have been regularly updated by the class teacher on relevant assessment sheets
- Makes the decision, after a reasonable period of time and in agreement with the class teacher and parent, that the pupil no longer requires the intervention or that the pupil needs to move on to the next stage of support
- Meets with the SEND Governor and Headteacher on a regular basis and provide reports
- Attends regular training with the Local Authority, local SENCo Cluster groups and external providers.

The Governing Body:

The SEND Governor at Winsford High Street Community Primary & Nursery School is Mr Mike Whitaker who:

- Ensures that provision is made for pupils who have SEND
- Ensures that the needs of pupils with SEND are made known to all who are likely to teach them
- Ensures that teachers are aware of the importance of identifying and providing for children with SEND
- Consults the Local Authority and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensures that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible, with the child receiving the SEND provision required using resources efficiently
- Reports to parents on the implementation of the school's policy for pupils with SEND
- Has regard to the Code of Practice when carrying out its duties to pupils with SEND
- Ensures that parents are notified of the decision of any extra provision being made for their child.

The Head Teacher:

- Has overall responsibility for the management of the policy, for assessment and provision for pupils with special educational needs and for keeping the Governors informed.

Co-ordination of SEND Provision

Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEND. The SENCo leads the cluster meetings arranged by the Winsford Education Partnership, sharing good practice within the locality. We link with other schools, special schools, voluntary organisations, health and social service departments, and the Local Authority. We work with the following external agencies on a regular basis:

- Educational Psychology Team
- The SEND Team
- The Autism Team
- The Early Years Specialist Teaching Service
- Speech and Language Service
- Specialist Teaching Team (Hearing Impairment)
- Visually Impairment Team
- Child, Adolescent, Mental Health Service (CAMHS)
- Physiotherapy Team
- Occupational Health
- Community Paediatrics/School Nurse
- Educational Welfare Officer
- English as an Additional Language Service (EAL)

Management of SEND within the School

Parents will always be kept informed of any additional or different provision being given and are invited to contribute to reviews of their child's progress.

Pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children working in partnership with the school.

Early identification, assessment and intervention are the key to meeting the needs of the individual children.

Strengths as well as weaknesses are recognised and we endeavour to involve all children in the activities of the school.

Identification, Assessment and Review Cycle

Identification and Assessment:

We are committed to early identification and intervention for children who may have SEND. More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from previous schools the children may have attended. If further assessment is required, we use a range of formal and informal assessments to help us determine the child's strengths and area for development. The following assessments are utilised to help us identify and implement the appropriate strategies for the child:

The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice and is in line with the Local Authority's policy.

The school follows a specific process for the identification and assessment of each child with an additional need:

Initial Concern

If a teacher identifies a child who may be of concern the child's needs are discussed with the SENCo and they are placed on Initial Concern. Quality first teaching continues and a few additional strategies may be put into place by the class teacher. The child is monitored closely and reviewed each term with the SENCo. The teacher will inform Parents/Carers.

Class Action

If a child has not made adequate/expected progress during the Initial Concern Review they will be placed on Class Action. At class Action the child will receive additional differentiated strategies and /or boosters/interventions designed to support the child's needs. The teacher will inform parents/carers of this provision.

SEND Support

If a child has not made adequate progress during the Class Action Review they may be moved to SEND Support after parental/carer consent is sought by the SENCo. Following this the SENCo will draw up a Child Profile and IEP to support the child's identified needs. This sets out any arrangements that are additional to or different from the curriculum. The parent/carer and child will be fully involved in the target setting and review process each term.

SEND Support Plus

If adequate/expected progress is not made after a substantial period of intervention at SEND Support the child may be moved to SEND Support Plus with the consent of the parent/carer. This will allow the school to liaise with the appropriate external agency/agencies which may be able to offer specific support for the child's identified need/s. The school may request Top-Up Funding (Early Years Inclusion funding if in Nursery) from the Local Authority if the child continues to make little progress. Please note that officially, the child remains at SEN Support, but the SEN Support Plus is school's way of identifying those pupils working with multiple agencies/working towards additional funding from the Local Authority.

If a child makes appropriate progress during any of the stages listed above the child will be moved down the chain of support and supported and reviewed.

School/Parental/Carer Request for an Education Health and Care Plans

A request may be made by the school/parent to the Local Authority if a child continues to demonstrate significant cause for concern. The local SEND Team will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Views of the child
- Views of the parent
- A Child Profile with reviewed targets/IEP Targets
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment steps in English, Mathematics and Science
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Examples of work
- Attendance information

The parents of any child who is referred for an Educational Health Care Plan will be kept fully informed of the progress of the referral through Cheshire West and Chester's SEND Hub. Children with an Educational Health Care Plan will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENCo from the high school will be informed of the outcome of the review.

Strategies employed to enable the child to progress will be recorded within a Child Profile and Individual Education Plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date
- Mid-point review sheets are stored on the school system and updated regularly by teachers and teaching assistants
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Allocation of Resources

The Head Teacher in consultation with the SENCo will manage the funds allocated by the Governors to meet the differing needs of the pupils in the school with special educational needs.

The Governors require the Head Teacher and Special Educational Needs Co-ordinator to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of other pupils, providing there is no disadvantage to the pupil to whom they are nominally allocated.

Professional Development for Staff

- We plan for all staff and the SENCo to be involved with training in line with the priorities identified in the school's strategic development plan
- We have regular staff meetings/briefings where SEND provision is discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation
- The SENCo attends regular Local Authority Cluster meetings/training and disseminates the details to all the staff as appropriate or individuals can access training that is necessary for their professional development
- There is an induction procedure for NQTs and new members of staff.

The Support of Outside Agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or

regular advice or visits by a specialist service

- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers.

Partnership with Parents/Carers

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion
- We share information with parents/carers in informal conversations and individual meetings as well as keeping a dialogue in our home/school record books when necessary
- Parents/carers are involved in reviewing progress and setting targets with appropriate intervention strategies to help the child both at school and at home.
- Parents and carers are encouraged to use the 'Information Advice and Support Service' (Parent Partnership) for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so
- We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEND to achieve their full potential
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints
- We respect the differing needs of parents/carers such as disability or communication and linguistic barriers

Pupil Participation

- Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate, where possible, in all the decisions making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such High Street Primary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of SEND and those others with less significant special educational needs.

Access to the Curriculum

The National Curriculum and Early Years Foundation Stage Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and SENCo will keep 'Child Profiles' of the pupils Special Educational Needs, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangement. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's Governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Evaluating Success

This school policy will be kept under regular review. The Governors will determine the success of the policy by the achievements of previously agreed targets outlined in the pupil's IEP, progress review and/or annual review. The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy. In addition to this, evidence will be gathered by the SENCo as part of the annual review regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The number of children participating in intervention programmes
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-statemented special educational needs
- Consultation with parents
- Number of pupils moving between stages
- Pupil's awareness of their targets and achievements

Arrangements for the Treatment of Complaints

Initial concerns or enquires about a pupil with special education needs or SEND provision should be dealt with by the class teacher, the SENCo or the Head Teacher. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion.

In the event that these informal discussions fail to resolve matters, the complainant should follow the complaints procedure, setting out the precise nature of the complaint as specified in the school's 'Complaints Policy'.

All formal complaints that are received will be recorded in school and acknowledged and an investigation will proceed to the timescale outlined in the 'Complaints Policy'.

Parents/carers can access/be referred to the 'Information and Advice Service' provided by the Local Authority, should they require additional advice.

Monitoring and Evaluation

The SENCO monitors the movement of children within the SEND system in school and provides staff and Governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Education Plans for children. The SENCO and the Head Teacher hold regular meetings to review the work of the school in this area. In addition to this the SENCO and the named Governor with responsibility for special needs also hold regular meetings.

High Street Primary School is guided by the following legislation:

- SEND Code of Practice 2015
- the Education Act 1996 (as amended by SENDA 2001) Special Educational Needs and Disability Act 2001;
- the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001;
- the Education (Special Educational Needs) (Provision of Information by local authorities) (England) Regulations 2001;
- the Education (Special Educational Needs) (Information) (England) Regulations 1999.
- Keeping Children Safe in Education (2021)

Reviewed: Autumn 2021

Curriculum Team Responsible: Inclusion Team

Chair of Governors: Chris Anderson