



Community, Creativity,
Challenge and Individuality

Inclusion and SEN Policy

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Wheelock Primary School

Inclusion and SEN Policy

Introduction

At Wheelock Primary School, we aim to provide the best education we can for all our pupils in a happy, caring environment. We are committed to giving all children every opportunity to achieve the highest of standards, regardless of age, gender, ethnicity, attainment, ability or background.

Our curriculum is stimulating and challenging and success is achieved in partnership; with pupils, parents, carers and other members of the community.

Aims and objectives

We aim to be an inclusive school. This means that equality of opportunity is a reality for all our children. We do this through the attention we pay to the different groups of children in our school, for example:

- Girls and boys.
- Minority ethnic and faith groups.
- Children with special educational needs.
- Gifted and talented children.
- Children who are at risk of disaffection or exclusion.
- Pupil Premium Children (See Policy)
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Teaching and learning styles

We aim to give all our children the opportunity to succeed, therefore, when planning their work, teachers take into account the abilities of all children and respect the fact that they:

- have educational aspirations and behavioural needs,
- require different strategies for learning,
- acquire, assimilate and communicate information at different rates,
- need a range of different teaching approaches and experiences.

When a child's attainment significantly exceeds the expected level, teachers use materials that are sufficiently challenging to match the ability of the child and to extend their development. This approach aims to enrich and broaden learning opportunities.

Teachers ensure that all children:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their actions
- are taught in groupings that allow them to experience success
- use materials that reflect a range of social and cultural backgrounds without stereotyping
- have a common curriculum experience that allows for a range of different learning styles
- have challenging targets which they are enabled to succeed in
- are encouraged to participate as fully as possible, regardless of disabilities or medical need

Barriers to Learning

A Barriers to Learning profile facilitates the child's development at vulnerable stages in their learning journey.

At Wheelock we have identified the following as barriers to learning

First Concerns (by teacher or parents) Specific Difficulties/ PKS – Pre Key Stage

Behavioural/social difficulties
Literacy or Numeracy Difficulties

SEN Support (SFP 5 hours+)

Literacy/Numeracy Difficulties
ADHD
Autistic Spectrum
S&L
Behavioural

*(The child has access to interventions which address their specific identified needs through additional/ different support or intervention for more than **5 Hours** in order for them to learn more effectively.)*

Complex/Specialist EHCP

Communication
Cognition and Learning
Social, Mental and Emotional Health
Sensory

Pupil Premium

Cared for children
Adopted
Free School Meals

Speech & Language

Care Plan in place

Physical, Emotional and Mental Issues

Ongoing illness
Significant trauma eg bereavement
Social and emotional needs

CAF

Signposting the profile to their CAF folder.

Attendance < 80%

Education Health and Care Plan

An Education Health and Care Needs (EHC) Assessment is taken place when the child has not made expected progress despite school having taken relevant and purposeful action to identify, assess and meet the special educational needs of that child.

If an application for an EHC Needs Assessment is successful, an EHC plan will be finalised and the local authority will fund additional provision beyond that which the school can offer.

If the local authority decides not to conduct an EHC needs assessment, it must inform the child's parents of their right to appeal that decision and the time limit for doing so, of the requirement for them to consider mediation should they wish to appeal; and at the availability of information, advice and support and disagreement resolution services. The local authority should also provide feedback collected during the process of considering whether an EHC needs assessment is necessary, including evidence from professionals, which the parent or school may find useful.

We aim to :

- create an environment that meets the special educational needs of each child
- ensure that the special educational needs of children are identified, assessed and provided for,
- make clear the expectations of each partner in the process
- identify the roles and responsibilities of staff in providing for children's special educational needs
- enable all children to have full access to all aspects of the school curriculum.

SEN

A concern may be raised by the teacher or another professional which is underpinned by evidence, about a child who despite receiving differentiated learning opportunities and small group intervention

- Is making little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness, despite appropriate interventions at group and individual level
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school;
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In addition:-

- A consensus of opinion, (based on discussion between the SENCO, teaching staff, parents/carers and, where appropriate, the pupil) that the pupil is working well below age-related expectations in their area of need.
- It is necessary to enlist pupil-specific external advice

If the child has access to interventions which address their specific identified needs through additional/ different support or intervention for more than **5 Hours** in order for them to learn more effectively, then a **School Focus Plan (SFP)** is written.

School Focus Plans (part of the Cheshire East Graduate Approach) are used as a planning tool based on clear assessment of the pupil's needs, progress, attainment and views. These plans are tracked by the SENCO, who offer support to write, oversee and review the plan where necessary. These plans are used to remove barriers to learning and outline the SEN provision which has been put into place. They build on a detailed approach, frequent reviews and specialist advice which helps the child make progress and secure better outcomes.

Specific Difficulties.

Some children have a specific educational need which can be addressed through Quality First Teaching. If a continuing barrier to their learning is identified then a group or individual intervention is needed. A profile is made on the whole school Barriers to Learning system for these children where the range of interventions and their impact can be monitored. These profiles can be added to at any time so that a journey of how barriers have been overcome can be tracked. No individual School Focus Plan (SFP) is written. Details of their needs are accessible to all teachers, which are shared in annual transition.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The school uses a graduated response that encompasses an array of strategies to meet the child's special educational needs:

1. Quality First Teaching: the class teacher identifies children who are not making the expected progress and consults with the SENCO;
2. Early intervention – small group teaching: the class teacher identifies children who may benefit from an intensive, structured programme of work. Children may also be provided with additional resources, either human or technical to support their learning.
3. If adequate progress has not been made following this intervention, the class teacher will liaise with the SENCO to agree appropriate provision in school. Parents will be invited into school by the class teacher to discuss the action being taken and how they can support their child at home. The class teacher and the SENCO assess and monitor the child's progress in line with existing school practices.
4. If the pupil still fails to make adequate progress the SENCO will seek parental consent and then contact the school's Educational Psychologist (through half termly consultancy meetings) This advice will be recorded on their Barriers to Learning Profile.

At the group consultation meetings, pupils are discussed (with prior parental consent) and an action plan formulated. The class teacher must then implement the action plan and the feedback its impact at the next meeting.

Partnership with parents

We encourage all parents to make an active contribution to their child's education and aim to keep them fully informed of their child's progress at all stages of their learning.

We achieve this through parental interviews, consultation evenings, newsletters, and written reports. The governor with designated responsibility for inclusion and special needs is always willing to meet with parents by appointment.

Our dialogue with parents/carers is ongoing. Each term we discuss and review the child's School Focus Plan (SFP) together and seek parental views on the provision being provided.

Children with English as an Additional language

Bilingual children may come from homes where:

- English is not spoken.
- English is not the only language spoken.
- English is used as the second language between family members who do not speak the same language.

In order to plan for the diverse needs of EAL learners in our school we :

- seek advice and use strategies suggested by Cheshire to continue to support children throughout their school career,
- request an assessment in the mother tongue when we feel the child is settled in the school,
- plan opportunities for meaningful interaction between peers,
- plan for frequent interaction between adults and individual children,
- make assessments in areas other than English in the child's own language,
- ensure that children feel confident to 'have a go' without the fear of failure

Children with disabilities.

Some children in our school may have disabilities and consequently may need additional resources. We are committed to providing an environment that allows all children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for all children and may give additional time to pupils with disabilities to complete certain tasks. In their planning, teachers ensure that children with disabilities are given opportunities to develop skills in areas of the curriculum for which they have particular aptitude or interest.

Teachers ensure that work for children with disabilities:

- takes account of their pace of learning and the equipment they use,
- takes account of the effort and concentration needed in oral work or when using, for example, vision aids,
- is adapted, or offers alternative activities in those subjects where children are unable to manipulate tools or equipment or use certain types of materials,
- allows opportunities for them to take part in educational visits and other activities linked to their work,
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images, both in art and design and in design technology,
- uses assessment techniques that reflect their individual needs and abilities.

Access to the curriculum

Children leave Wheelock as creative individuals who welcome challenge and are ready to take their place as members of the global community.

All children have an entitlement to a broad and balanced curriculum which is differentiated and personalised.

Throughout this curriculum we ensure that it supports both the academic and the personal, social and emotional development of the children.

Our aims and values at Wheelock are threaded through all our planning and teaching. We have four animals that represent our aims and the values that underpin them.

Through:

Community



We aim to equip our children with respect and with the skills they need to become responsible and valuable members of society and to find their own place in the world.

Challenge



We aim to foster in our children a love of challenge and to empower them with the skills and mind-set to take on the challenges of life.

Creativity



We aim to inspire our children to think and act differently; to use their imaginations and to see different possibilities.

Individuality



We aim to nurture all children as individuals who know who they are and believe in themselves.

Teachers use a range of strategies to meet all children's needs. Lessons have clear learning objectives, work is differentiated appropriately and assessment informs the next stage of learning.

We support all children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times, though, when, to maximise learning opportunities, we ask the children to work in small groups or in a one to one setting outside the classroom.



To support children in accessing the curriculum there are opportunities for them to take time out of the classroom on a regular basis, giving them the time and space to talk, knowing that they will be listened to in a safe and nurturing environment. Through the relationship that the teacher develops with the children he/she is also in a position to identify any more specific support that needs to be offered to individual children through Treetops.

At the end of each term the children have time to reflect on what they have gained from the sessions, thinking about their personal development, and also about how the skills they have developed can help them in their learning back in the classroom.

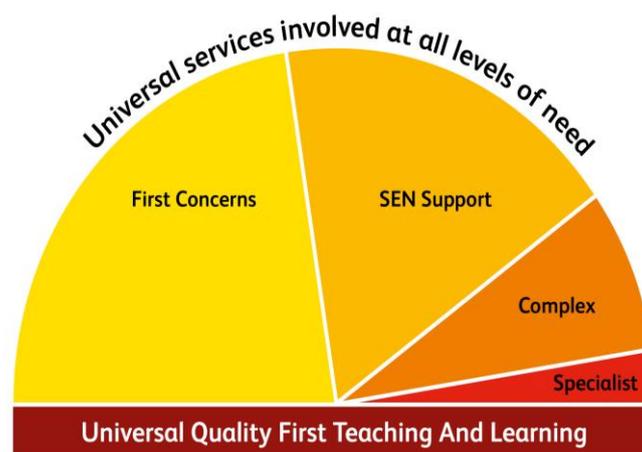
Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all children without recourse to disapplication or modification.

If disapplication is considered to be appropriate, we would only do this after detailed discussion with parents/carers and Cheshire East County Council. The teacher with responsibility for Inclusion and Special Educational Needs would also be closely involved in the process. We will always ensure that every effort is made to provide the necessary support from within the school's resources before considering such action.

SEN Toolkit

The Cheshire East Toolkit for SEND provides detailed guidance on how we can identify children with different **types** and **levels** of need, along with information on appropriate steps and strategies to support them.



All children are tracked on the Barriers to Learning

Using the Graduated Approach means recognising that there is a continuum of need and that needs are met through the addition of increasingly specialist interventions as the level of need increases.

It provides advice on **identifying** different types and levels of need within the Continuum of Need for SEN. It also describes the **actions** that we must follow and expected to take to **meet the needs** of children and young people with SEN. This includes information relating to communicating with families, strategies to be implemented and the evidence that should be recorded.

Role of the SENCO

- manages the day to day operation of the policy,
- coordinates the provision for, and manages the responses to special educational needs,
- supports and advises colleagues,
- maintains the Special Needs Register,
- contributes to, and manages records of all children with special educational needs,
- manages the school-based assessment and completes the documentation required by outside agencies and Cheshire East County Council,
- acts as the link with parents/carers,
- maintains resources and a range of teaching materials to enable appropriate provision to be made,
- acts as a link with other agencies and other support agencies,
- monitors and evaluates the SEN provision and reports to the Governing Body.

Monitoring and evaluation

This policy is monitored by the Headteacher and the Inclusion Leader/SENCO

The Inclusion Leader/SENCO and governor with responsibility for inclusion and special educational needs hold termly meetings to review progress.

This policy is reviewed annually and amended where applicable. The /Inclusion Leader/SENCO reports to the Governing Body on this review and any amendments that have been made.