



Everyone is equal, everyone is different  
and everyone is welcome

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## LINTHORPE COMMUNITY PRIMARY SCHOOL

Policy Name:

SEN Inclusion Policy

2020-21

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### Policy Details

Date of policy: September 2020

Date of next review: September 2021

Member of staff responsible for overseeing that this policy is implemented and regularly reviewed: K McDonough.

## **POLICY FOR SPECIAL EDUCATIONAL NEEDS OR DISABILITY**

### **SECTION 1**

#### **INFORMATION ABOUT THE SCHOOLS'S SEND PROVISION**

##### **AIM**

We believe in inclusion for all. We value all our pupils. We believe that all children have an equal right to an education, which enables them to fully develop their personal, social and intellectual potential. At Linthorpe Community Primary School we have a commitment to high achievement and we strive to provide all our children with a quality education matched appropriately to their particular needs.

##### **OBJECTIVES**

1. That our school philosophy as outlined above underpins all of our actions and is actively promoted by all members of the school community.
2. That all children whatever their gender, ability, ethnic origin, social background or disability have access to a broad, balanced, relevant and differentiated curriculum.
3. That we have high expectations of all children in all areas of school life.
4. That we promote positive partnerships with:
  - parents, involving them in their children's learning programmes and achievements
  - children, so that where possible they are aware of their personal targets and receive positive reinforcement.
5. That our policy and procedures for special educational needs are known, understood, and followed by all members of staff in order that:
  - we have in place a consistently applied framework for identifying those children whose individual needs will require intervention.
  - We always strive to produce a consistent, high level of relevant education for all children.
6. To provide relevant and up to date staff training.
7. To provide the SENDCo with non-contact time to monitor children's progress,
8. To offer a system of assessment, recording and reporting which is easily managed, accessible and clearly linked to SEND policy.

9. To provide a clear structure for the management of specialist support and curriculum intervention strategies (e.g. timetables, working guidance for support staff)
10. To produce SEND Support Plans which are consistently formulated, manageable and implemented as an integral part of planning and teaching.

### **DEFINITION OF SPECIAL EDUCATIONAL NEEDS.**

Children have a special educational need if they have a learning, communication, emotional, physical or medical difficulty which requires special educational provision additional to, or different from the provision generally made for them.

The 1996 Education Act states that a pupil has a special educational need if he / she has:

- Significantly greater difficulty in learning than the majority of children of the same age or:
- A disability preventing or hindering the use of education facilities provided for children of the same age within the LEA.

A child shall not be regarded as having a learning difficulty solely because the language of the home differs from the language in which he / she is primarily taught. However, it may be that in the short-term children with little knowledge of English will need extra support to enable them to develop a functional use of the language (please refer to EAL policy).

### **ADMISSION ARRANGEMENTS.**

With due regard to parental choice and accessibility of the school building all children with SEND who apply will be accepted by the school.

## **SECTION 2**

### **SEND PROVISION WITHIN THE SCHOOL**

Within Linthorpe Community Primary School the person given responsibility for the co-ordination of SEND provision is Kay McDonough. The SEND team includes Ricky Lee Inclusion Lead, Nicola Watson-May SEND Lead, Sue Wheatley SEN TA, Laura Spenceley SEN TA, Roxanne Johnson SEN TA, Stella Wood Care Team, Valerie McManus Care Team and Sarwath Fathima Care Team.

### **Staff Training**

All staff have received safeguarding and first aid training including CPR, the use of epi-pens, dealing with diabetes, epilepsy and the use of inhalers. Different members of staff have received training related to SEND.

These have included training on:

- How to support children with dyslexia.
- How to support children with memory difficulties.
- How to support children with processing difficulties.
- How to support children on the autism spectrum.
- How to support children with social and emotional needs.
- How to support children with speech and language difficulties.
- How to support children using Makaton Sign Language.
- How to support children with hearing impairment.
- How to support children with physical and co-ordination needs.

### **The SENDCo (Special Educational Needs or Disability Co-ordinator) – Mrs Kay McDonough**

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
  - Involved in supporting their child's learning.
  - Kept informed about the support their child is getting.
  - Involved in reviewing how their child is doing.
- Monitoring and evaluating the quality of teaching, learning and standards of achievement, setting targets for improvement.
- Liaising with the SLT to ensure appropriate levels of funding are budgeted for.
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapist, Educational Psychologist etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of children in this school are known) and making sure that there are excellent records of progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

### **Class teacher**

Responsible for:

- Checking on the progress of a child and identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Setting and reviewing targets with parents at least once each term and planning for these for the next term.

- Ensuring that all staff working with a child in school are helped to deliver the planned work/programme for a child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the children they teach with SEND.

**Head Teacher – Mrs S. Lymer**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.

**SEN Governor – Mrs P. Whiteway**

Responsible for:

- Making sure that the SEND policies and procedures are followed and necessary support is made for any child who attends the school with SEND.

### **SECTION 3**

#### **INFORMATION ABOUT THE SCHOOL'S POLICIES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR PUPILS WITH SEND**

The procedure at work within Linthorpe Community Primary School is in accordance with the current Code of Practice for SEND (2014).

We have a whole school approach to continually assessing, planning, implementing, and reviewing our approach to teaching all children. Teachers use a range of sources of information to identify a potential special educational need including:

- Teachers' assessment and experience of the child.
- Pupil progress, attainment and behaviour.
- The child's development in comparison with their peers.
- The views and experiences of parents.
- The child's own views.
- Advice from external support services e.g. Speech and Language Therapy, Visual /Hearing Impairment.

A class teacher with an initial concern will share the information they have gathered and discuss the pupil's needs with Kay McDonough, the Special Educational Needs or Disability Co-ordinator (SENDCo), to consider possible placement on the SEND register.

SEN Support (also known as the 'Single Category') is the school and early years based category for additional support for children with special educational needs

Special educational needs and provision fall under four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Once a potential special educational need is identified, four types of action is taken by the school to put effective support in place – Assess, Plan, Do Review – this is the graduated approach called SEN Support. Classroom teachers are at the heart of the SEN Support system driving the movement around these four stages with the support and guidance of the SENDCo and specialist staff.

The focus and contents of a SEN support plan:

- Outcome-focused
- Collaborative (involving parents, pupils and school staff)
- Clear and concise
- Entry data on the pupil (prior to him/her receiving additional support)
- Expected outcomes for the pupil

- Actual outcomes for the pupil
- The pupil's participation in any interventions
- Comments
- Next steps

The teacher supported by the SENDCo, is responsible for determining provision – teachers are best placed to know the kind of differentiation that children require and whether additional intervention is needed to sustain or improve their progress. Some children may receive short term interventions, some may require longer periods of support and support may be within a small group or offered on an individual basis. The progress made by each child is tracked carefully by the teacher, SENDCo and other senior leaders. The class teacher will keep parents informed as to the impact of targeted provision, what has worked well, and what has not worked or has ceased to make an impact during review and planning meetings.

#### **Specific group work delivered in a smaller group of children.**

This group, often called intervention groups, may be

- Run in the classroom or in a small group room.
- Run by a teacher or a teaching assistant who has had training to run these groups.
- Run by a key worker from the care team.

For the child this could mean:

- He/she will engage in group sessions with specific targets to help him/her to make progress.
- A teacher/teaching assistant will run these small group sessions using the teacher's plan.
- He/she may access the care team for opportunities to talk through barriers to learning which may stem from outside of school.
- He/she may work with the care team on specific issues relating to low self-esteem, self-control, behaviour strategies, anger management etc.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

#### **Specialist provision delivered by outside agencies**

Individual support for a child in school or at another location

- Outside agencies such as Hearing Impaired Service and Speech and Language Therapy.
- Attendance at a Support Unit e.g. Overfields Speech and Language Unit or another agency e.g. Child and Adolescence Mental Health Service (CAMHS.)

For a child this would mean:

- A child will have been identified by the class teacher/SENDCo/parent or specialist professional as needing more specialist input instead of or in addition to Quality First Teaching and intervention groups.
- Permission from parents/carers will have been given in order that the school can refer a child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school understand a child's particular needs better and be able to support them effectively in school.
- The specialist professional will work with a child to understand their needs and make recommendations, which may include:
  - Making changes to the way a child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
  - Support with setting targets which include their specific expertise.
  - A group run by school staff under the guidance of the outside professional e.g. a social skills group.
  - A group or individual work with outside professional.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **Specified individual support**

Substantial, targeted support for a child in school usually provided via High Needs Funding.

For a child this would mean:

- A child will have been identified by the class teacher/SENDCo and other professionals as needing a particularly high level of individual or daily small group teaching because their needs are severe and complex.
- It might mean that a child has an Education Health Care Plan (EHCP) though it is not necessary. Eligibility for High Needs Funding is based on needs and provision rather than whether a child has an EHCP.
- Individual support and strategies will be tailored to a child's needs, with progress monitored and shared with parents.

## **SCHOOL REFERRAL FOR STATUTORY ASSESSMENT**

With effect from September 2014, any new statutory assessment of SEN covers a child's education, health and care needs (EHC assessment), if they have needs in these areas.

Any professional working to support a child can request that the LA carries out an education health and care assessment (EHC assessment). Parents can talk to Kay McDonough (SENDCo) about the EHC assessment, discuss whether an assessment is needed and if so complete the request form. The assessment is coordinated by the Local Authority's Special Educational Needs Team.

## **ASSESSING AND TRACKING PROGRESS AND ATTAINMENT**

The progress of each child included on the SEND register is tracked as a vulnerable group each term using the whole school assessment system and provides the SENDCo with relevant assessment information in the subjects of reading, writing and mathematics.

PIVATS performance criteria is used where appropriate. This allows teachers to facilitate the planning and assessment of learning for pupils who are significantly below age related and making small steps of progress. Further information regarding school assessment and tracking can be obtained from the school assessment policy.

The school also has developed detailed assessments in the areas of Personal and Social Development and Speech and Language Development. These are used specifically with SEND registered children who exhibit problems in these areas namely: behaviour, self-organisation skills, attention levels, use of spoken language, understanding of language etc.

## **SECTION 4**

### **INFORMATION ABOUT PARTNERSHIP WITH BODIES BEYOND THE SCHOOL**

#### **LINKS WITH OTHER SCHOOLS.**

Where appropriate the school has endeavoured to forge links with local schools. Particular success has been in establishing links with the Cleveland Unit, a local specialist unit for pre-school children who have specific SEND as well as Marton Manor Support base, Holmwood and Pennyman. The school also has inclusive links with Beverley School that typically offer provision for children with Autism

#### **LINKS WITH OTHER SERVICES.**

The school endeavours to ensure positive links between themselves and a range of other services and providers in order to meet the varying needs of the SEND children within the school.

The agencies used by the school include:

- School Nurse
- Child Protection Advisors
- Educational Psychologist
- Speech and Language Therapy
- Visually/Hearing Impaired Service
- CAMHS
- Bungalow Project
- Paediatric Physiotherapy
- Paediatric Occupational Therapy
- Children's Services
- Cleveland Unit
- Early Years Specialist Support Service
- Beverley School for Autism
- Priory Woods Special School
- Holmwood Primary School

#### **PARTNERSHIPS WITH PARENTS AND CHILDREN**

The school will endeavour to:

- Provide clear and accurate information about the child's SEND and the purposes of any assessment, targets or intervention project.
- Ensure that the child and parents understand the agreed outcomes of any intervention and are aware of how parents can support progress towards targets at home.
- Put parents in touch with local support or advocacy services for children as appropriate.

## **THE LOCAL OFFER**

Middlesbrough LA produces a local offer, setting out in one place information on services across education, health and social care and from birth to 25; how to access specialist support; how decisions are made including eligibility criteria for accessing services where appropriate; and how to complain or appeal.

## **THE SCHOOL SEND REPORT**

The SEND School offer is available on the school website and the LA website and includes information on:

- How the school identifies children with SEND
- Support available and how it is evaluated and monitored.
- How decisions are made about the type and amount of provision a child may need.
- How the curriculum is matched to the needs of SEND children.
- How accessible the school environment is.
- How the school and parent know how a child is doing
- How the overall well-being of the child is supported.
- Specialist services used.
- Staff training.
- Activities outside school
- Transition to the next stage of education and life.

***This policy was reviewed in September 2020. It forms an integral part of the school INCLUSION FRAMEWORK and will be reviewed each year in line with new regulations and guidance.***