

Spring Gardens Primary School



Inclusion Policy

Head teacher: Mr T Jones

Chair of Governors: Mr M Young

SENDCO: Mrs K Wankowicz

SEND Governor: Mr C Hawkes

Original date of policy written: April 2021

Date of policy review: April 2023

Next review due: April 2025

The Guiding Principles

Spring Gardens Primary School is a fully inclusive school that ensures that all pupils achieve their potential, personally, socially, emotionally, physically and educationally. We believe it is essential to provide a well-balanced, challenging curriculum for all children. We are committed to ensuring that all children, including those with Special Educational Needs or Disability [SEND], receive a high quality, accessible and inclusive curriculum.

'The school makes every effort to promote equality of opportunity by including all pupils, whatever their need or disability. It ensures that all pupils are happy in school and that they care for each other without discrimination. This contributes to the positive relationships, behaviour and safety within the school. Pupils' spiritual, moral, social and cultural development is outstanding because teachers help pupils to reflect, work together in harmony and celebrate their similarities and differences.'
(Ofsted December 2014)

This policy describes the way that we meet the needs of children who experience barriers to their learning, which may relate to:

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

At Spring Gardens we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We believe there should be a whole school approach to providing for a child's special educational needs; we consider too that the knowledge, views and experience of a child's parents are of great importance.

In Summary:

- All teachers are teachers of children with special needs
- Teaching such children is therefore a whole school policy; Children with SEND should have their needs met
- The needs of children will normally be met in the mainstream school
- The views of the children should be sought and taken into account
- Parents have a vital role in supporting their child's education
- All children should be offered full access to a broad, balanced curriculum
- The school building and environment will be made as accessible as possible to all pupils.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safe to Learn Policy
- Equality and Diversity Policy
- Teachers' Standards

Definition of Special Educational Needs

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'. [SEND Code of Practice 0 – 25 , Pages 15-16, (June 2014)

The Role of the Governing Body

- To have regard to the current Code of Practice when carrying out duties towards all children with SEND
- To ensure that necessary provision is made for those children with SEND
- To report annually to parents on the school's policy for pupils with SEND
- To seek to ensure that the child is included in the activities of the school together with all children, so far as is reasonably practical
- To ensure that teachers in the school are aware of the importance of identifying, and providing for those children who have SEND

The governor designated to take a particular interest in and monitor the school's work in SEND is currently Byron Weites.

The Role of the Head Teacher

- To oversee management of the policy
- To keep the Governing Body fully informed along with the SENDCO
- To work closely with the Deputy Headteacher/ SENDCO

The Role of the SENDCO

- To take responsibility for the day-to-day operation of the school's inclusion policy
- To plan and co-ordinate the school's strategies for identifying children with SEND in conjunction with the Head Teacher
- To advise on, and where appropriate carry out, more detailed assessment

- To advise on the appropriate teaching arrangements for children with SEND and to assist with the planning and implementation of individual and group learning programs.
- To co-ordinate and manage an effective provision monitoring system, outlining additional provision throughout the school
- To oversee an efficient system for monitoring, recording and tracking progress of children with SEND, including maintaining a register/list of such children
- To ensure continuity for children with SEND from class to class
- In conjunction with the IT coordinator, to use information and communications technology to help pupils gain access to the curriculum as an aid to teaching and learning
- To identify and make provision for training needs, school-based or on courses, involving teaching staff and /or Teaching Assistants.
- To ensure that regular discussion takes place with parents of children with SEND
- To seek the views of children with SEND, and to take them into account when planning
- To link with feeder and host schools to ensure smooth transition and to liaise with schools during mid- year admissions where appropriate
- To make referrals to outside agencies where appropriate

Our Inclusion Team

Kate Wankowicz is the current Special Educational Needs and Disability Coordinator (SENDCO). She is Deputy Headteacher and a member of the Senior Leadership Team. She is fully qualified for the role, having been awarded the NASENCO qualification and a PGC in Vulnerable Learners and Inclusion in 2019.

As well as the SENDCO at Spring Gardens, we also have a team of staff who are responsible for inclusion. Kate Wankowicz (SENDCO), Fiona Royle, Care, Guidance and Support Lead and a large team of support staff that includes Higher Level teaching Assistants and Teaching Assistants. We also have two qualified Thrive Practitioners in school.

At Spring Gardens Primary School every teacher is a teacher of every child or young person including those with SEND. High achievement for all is our core aim and all children are given fair access to the whole curriculum and we seek to address the needs of all pupils who may have special educational needs by following the Special Educational Needs and Disability: 0-25 years Code of Practice 2014.

'Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school. An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating

all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs.' "Evaluating Educational Inclusion" OfSTED 2000.

Aims of this policy

Our aim, through our provision for children with special educational needs and/or disabilities is that they are supported to achieve at the highest level possible, taking account of their starting point and ideally to achieve in line with expected outcomes for all pupils, measured against National benchmarks.

Our Objectives

At Spring Gardens Primary School we believe it is essential to provide a well-balanced, challenging curriculum for all children. We are committed to ensuring that all children, including those with Special Educational Needs or Disability [SEND], receive a high quality, accessible and inclusive curriculum. We are committed to promoting equality of opportunity regardless of race, belief, disability, sexual orientation, gender or class and to provide equality of access for all. We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences; these include social, physical, moral and spiritual development. We strive to provide a school environment that is secure, stimulating, supportive and memorable, whereby each child feels valued as part of our community and encouraged to achieve their full potential.

Our aim, through our provision for children with special educational needs and/or disabilities is that they are supported to achieve at the highest level possible, taking account of their starting point and ideally to achieve in line with expected outcomes for all pupils, measured against national benchmarks.

Objectives;

- To identify and provide for pupils who have special educational needs and disabilities, raising the aspirations of and expectations for all pupils with SEND.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To provide strong leadership within the school which drives improved outcomes for pupils with SEND.
- To work alongside parents to ensure all children achieve their potential and individual needs are being met.
- To provide support, advice and training for all staff working with pupils with special educational needs.

Admission Arrangements

Normal admission arrangements apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for Equal Opportunity. No child will be denied admission because of their creed, race, physical ability or academic attainment. Where a child has a particular need, .g.

wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met.

Specialist Facilities

There are no particular specialist facilities or unit within the school.

Identifying needs

The purpose of identification is to work out what action the school or family needs to take to support a child with additional needs. At Spring Gardens Primary School, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs or disability of the child or young person.

Children may be identified as having SEND through a variety of ways including the following:

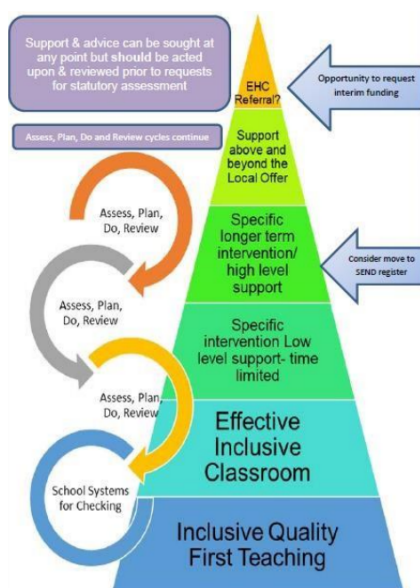
- Liaison with nursery setting/previous school
- Child performing below age expected levels
- Concerns raised by parent and/or family
- Pupil Progress Meetings held between the Teachers/ Senior Leadership Team
- Concerns raised by teacher
- Liaison with external agencies e.g. Speech and Language Therapy Team
- Health diagnosis through paediatrician/doctor

At Spring Gardens Primary School we understand that although the following are NOT Special Educational Needs they may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

We recognise that the identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems are due to limitations in their command of the language or arise from special educational needs. Help with specific assessments may be requested from EMTAS where necessary.

A Graduated Approach to SEN Support - ASSESS – PLAN - DO –REVIEW



At Spring Gardens, we follow North Tyneside's Graduated Approach.

As a school we measure children's progress in learning against National expectations and age related expectations.

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery or Reception through to Year 6, using a variety of different methods including National Expectations and Age Related Expectations. Children who are not making expected progress are picked up through our half termly Pupil Progress Review meetings with the class teacher, phase leader and

senior leadership team. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support or intervention can be given to aid their progression. Once children have had intervention and adjustments to the curriculum through the tracking review process and continue to make insufficient progress or perform well below the expected level for their age, they will be recorded as SEN support.

Our additional support is founded on the following principles of -:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of high quality teaching.
- We review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.
- Where monitoring indicates a child is failing to make progress and that intervention and quality first teaching have not addressed this, the class teacher and SENDCO would meet with parents and children and make a plan regarding SEND support.

When children are highlighted for intervention as part of a group, parents will be informed but individual meetings with the SENDCO may not be required at that time. The impact of intervention is closely monitored.

- For higher levels of need, and for more complex needs, school accesses a range of external expertise including:

- Educational Psychology Service
- Occupational Therapy Team
- Speech and Language Therapy Service
- Dyslexia and Dyscalculia Team
- Language and Communication Team
- Children and Adolescent Mental Health Team
- School Nurse

Managing Pupils' Needs

When a pupil is identified as having special educational needs, we support their development and progress by holding regular review meetings. Class teachers will meet with parents and families at least termly, or when needed, to discuss a child's needs, support and progress.

Learning Plans are produced by the class teacher, in consultation with parents and children and are reviewed on a termly basis. This is monitored closely by the SENDCO to ensure that targets are appropriately SMART.

Where children are receiving support and intervention, a provision map is in place which monitors the impact of this work. Our local offer (see appendix 1) outlines our provision in school.

Where we identify, through our half termly pupil progress meetings, that a child requires additional support beyond that available in school via the school's notional SEN budget, an Early Help Assessment (EHA) is completed with the family. At this stage, where appropriate referrals may be made to outside agencies, for example, the Educational Psychology Service (E.P.S.). This may lead on to an Education, Health and Care plan being applied for.

For children in nursery funding may be applied for to secure extra adult support. This would be done via LEAPS funding. A form is completed and submitted to the SEN team at the local authority.

Removing a child from the SEND register

Where a child is deemed to no longer need additional SEND support, with mutual agreement of parents and school, they may be removed from the register.

Supporting Pupils and Families

- Our local offer, which details our provision for pupils and families, is available in appendix one and is also published on our school website.
- Fiona Royle is our Care, Guidance and Support Lead and has a key responsibility for providing support for families.
- We direct parents/carers to the Special Education Needs and Disabilities Information Advice and Support Service provided through the local authority (SENDIASS).
- Our admissions arrangements can be accessed via our school website.

- Our Phase Leaders and SENDCO work with teaching and support staff to ensure that appropriate transition information is shared and that parents have an opportunity to meet with new class teachers.
- Phase leaders and the SENDCO make arrangements to ensure all pupils are assessed accurately and where support is needed this is arranged, for example, during Statutory Assessments, a child may require a scribe or reader where appropriate.

Children with 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.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The school has a policy on Managing Medical Needs (Oct 2014) and, as part of our responsibilities in this policy, undertakes medical plans for those children with medical needs.

Monitoring and Evaluating SEND outcomes

- We regularly review the quality of teaching for all pupils, including those at risk of underachievement, through planning and work scrutiny, lesson observations and learning walks.
- Pupil outcomes are monitored through detailed data-based reports on a termly basis.
- Parental feedback is obtained through the termly review meetings.
- Our governing body review the progress of all pupils, including those with SEND on a regular basis.
- We have a named governor with specific oversight of our provision (Mr B. Weites)
- The School Development Partner, appointed by the local authority, reports to our governing body on an annual basis on outcomes for all children, including those with SEND.

Training and Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development on a regular basis.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

- The school's SENDCO regularly attends the LA SENDCO network meetings in order to keep up to date with local and National updates in SEND. She also attends National conferences and training events.
- The school has a plan for all staff to develop the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD, dyslexia etc.
- The school has achieved the Silver Dyslexia Friendly School Award.
- Individual teachers and support staff also attend training courses run by outside agencies that are relevant to the needs of specific children in their class or their phase, for example, Occupational Health Programmes, Speech and Language programmes.
- SEND is funded through the notional SEND budget and through additional "top-up" funding which is secured through statements of special needs and Education, Health and Care Plans.

Storing and Managing Information

Documentation relating to special educational needs is managed in line with our data protection policy.

Reviewing the Policy

This policy is reviewed at least every two years by the governing body.

Accessibility

The, Disability Discrimination Act (DDA) as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. The school has an Accessibility Plan and a Single Equality Plan and is committed to taking every reasonable action to ensure that our work is accessible to all pupils and their families.

Bullying

Research indicates that learners with SEND are more vulnerable to safeguarding concerns and are at greater risk of bullying. Staff are aware of this and take a proactive approach to ensuring that our environment is safe for learning. This is outlined in our Anti-Bullying policy. Parents, carers, pupils and staff are involved in writing and implementing the Anti-Bullying policy. We have a Care, Guidance and Support Lead in school (Fiona Royle), who aims to support children in school who may be more at risk of bullying. The SENDCO also works with family and children where there are concerns, for example, using Lego Therapy or The Friendship Formula Programmes to support children with Autism.

Working in Partnerships with Parents

We strongly believe that a close working relationship with parents/ carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision

- Continuing social and academic progress of children with SEND
- Personal and academic targets are set and met effectively
- In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.
- The SENDCO may also signpost parents of pupils with SEND to the local authority and/or SENDIASS where specific advice, guidance and support may be required.
- If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision.
- Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Complaints

Where a parent/carer is concerned about an issue relating to their child's SEND, we would ask that every effort is made to resolve this informally by seeking a meeting with the class teacher in the first instance.

If this does not satisfy the issue, parents/carers should meet with the SENDCO or the Headteacher to enable them to address the problem.

If it is not possible to resolve any issues informally, our school's policy on complaints should be followed. A copy is available from the school office or via our website.

Contact Details

To get in touch with school concerning any SEND issues please speak to Mrs K Wankowicz by contacting school using either;

email - (office@springgardensprimary.org.uk)

Phone - 0191 3009750