



## **Kirkoswald C of E School**

### **SEND – INCLUSION POLICY**

| Issue No | Author          | Date written/revised | Date approved                  | Review date     | Authorised signature |
|----------|-----------------|----------------------|--------------------------------|-----------------|----------------------|
| 1        | Governing Board | 2015                 | April 2015                     | April 2016      | M. J. Jervis         |
| 2        | Governing Board | 2016                 | 20 April 2016                  | April 2017      | M. M. Bowman         |
| 3        | Governing Board | January 2019         | January 2019                   | January 2021    | M. M. Bowman         |
| 4        | Governing Board | January 2021         | 17 May 2021                    | January 2023    | M M Bowman           |
| 5        | Governing Board | January 2023         | 8 February 2023                | 8 February 2024 | A Farish             |
| 6        | Governing Board | January 2024         | 29 <sup>th</sup> February 2024 | February 2025   | N Lewis              |
| 7        | Governing Board | February 2025        | 26 <sup>th</sup> February 2025 | February 2026   | <i>A Farish</i>      |

# **SEND-INCLUSION POLICY FOR KIRKOSWALD C of E SCHOOL**

## **Legislative Compliance**

The SEND policy was written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013.
- SEND Code of Practice 0 – 25 (2014).
- Schools guide to the 0 to 25 SEND Code of Practice (2014)
- Schools SEND Information Report Regulations (2014).
- 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.
- Safeguarding Policy.
- Accessibility Plan.
- Teachers Standards 2012.

This policy was written by the school SENCO. It was then reviewed by the SEND Governor and the governing body.

## **Inclusion Statement**

- Our school vision is Explore, Dream Discover: Be the best that you can be. All children will be supported to be the best that they can be through an inspiring, engaging curriculum, quality first teaching, hands-on experiences, learning in nature and a positive, friendly, family atmosphere. Staff have high expectations of children, both academically and behaviourally.
- Some children may need additional or adapted provision in order for them to access the curriculum and make progress. We use the definition of Special Educational Needs in the SEND Code of Practice (2014): “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.”

Additional support may include

- Regular individual or small group learning sessions focussed on a particular development area, for example reading
- Additional adult support in class or on school visits
- Pre-teaching aspects of the curriculum prior to learning in class
- Personalised targets on specific aspects of learning and provision to aid progress towards these

## **Aims and Objectives of this Policy**

The aims of our SEND-Inclusion policy and practice in this school are:

- To ensure that all children, including those children with SEND, are welcomed and included in all aspects of school life.
- To enable children with SEND to develop confidence and independence in their learning
- To work closely with parents and carers, sharing information about their child's progress and individual needs.
- To provide curriculum access for all
- To enable all children, including those with SEND, to make good progress across the curriculum
- To facilitate children's learning through identifying their individual needs, with the support and collaboration of parents/carers and the staff team, and to take steps to address those needs within the context of the school curriculum, taking into account the SEND Code of Practice (2014).

- To carefully map provision to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes for children with SEND.
- To continue to develop the professional expertise of school staff, supporting them to engage in relevant and high quality CPD, and to share learning and practice within school.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure that, where appropriate, there is a multi-professional approach to meeting the needs of children with SEND
- To encompass the Local Authority's Statement of Policy for Children with SEND.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014).

## **Roles and Responsibilities**

### **Special Educational Needs Coordinator**

Our SENCO is Catherine Reding.

In line with the recommendations in the SEND Code of Practice 2014, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Support class teachers in assessing children's strengths and weaknesses, in problem solving and advising on effective implementation of support.
- Manage the assessment process to identify which children should be identified as needing SEN support in school
- Maintain whole-school provision map for children with SEND and those who are receiving informal additional support
- Identify on this provision map a staged list of pupils, including children being monitored and receiving informal additional support, and those with special educational needs, including any children with an Education Health and Care Plan
- Co-ordinate provision for children with special educational needs
- Monitor and oversee the writing and implementation of Pupil Passports with the class teacher
- Work with the class teacher to review the impact of any additional provision.
- Monitor the overall impact of provision across the school
- Manage classroom support staff involved in supporting children with SEND
- Oversee the records of all children with Special Educational Needs
- Contribute to the in-service training of staff
- Implement a programme of Annual Review for all pupils with an EHCP
- Carry out referral procedures to outside agencies when required, and maintain close liaison with any agencies involved in a child's SEND provision.
- Oversee the smooth running of transition arrangements and transfer of information for Year 6 pupils on the SEND provision map.
- Liaise and consult with parents and families of pupils with SEND, keeping them informed of children's wellbeing and progress and listening to their views, in conjunction with class teachers
- Attend area SENCO network meetings and training as appropriate.
- Liaise with the school's SEND-inclusion governor, keeping him/her informed of current issues regarding provision for children with Special Educational Needs
- Report regularly to the headteacher and SEND governor on the ongoing effectiveness of this policy.

### **Headteacher**

- The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The headteacher and the governing board will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- The headteacher will be informed of the progress of all children with SEND and any issues about the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision map for children with SEND
  - pupil progress meetings and termly SEND staff meetings
  - regular meetings with the SENCO
  - discussions and consultations with pupils and parents

### **Designated Teacher for Looked After Children: Leigh Andrews**

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

### **Class teacher**

The Class teacher is responsible for ensuring that all children have quality first teaching and learning experiences and that all children have access to the curriculum. They provide a welcoming, inclusive and positive atmosphere in their classes and encourage all children to 'be the best that they can be'. They will adapt their teaching as appropriate to meet the needs of all children in the class.

Class teachers will assess and monitor all children's progress using the school's INSIGHT tracking system. Through pupil progress meetings and in discussion with the SENCO they will identify children who are not making expected progress and/or children who may have Special Educational Needs.

The class or subject teacher remain responsible for working with children with SEND on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they retain responsibility for the pupil's progress. They work closely with any teaching assistants or specialist staff involved to plan and assess the impact of support and interventions and see how they can be linked to classroom teaching, with support from the SENCO.

### **Governors**

Governors are responsible for monitoring and evaluating the SEND-Inclusion policy. The current SEND Governor is Colin Munro. The policy will be monitored and approved by governors annually. They will use their best endeavours to ensure that children with SEND are identified and provided for in accordance with legislation and the school's vision and values, in conjunction with the SENCO and Headteacher.

## **The Graduated Approach**

The Graduated Approach details how teaching and interventions will differ for children depending on the level of intervention they are receiving.

### **Stage 1: Inclusive, quality first teaching for all**

All children in school receive this provision, which includes

- an exciting, relevant and stimulating school curriculum
- well organised classrooms
- clear lesson objectives, structures and expectations
- consistency with teaching methods across the school
- learning experiences and lessons focused on personal development and wellbeing
- teachers using of modelling, explanations and questioning to help children think critically
- active learning opportunities, including hands-on real-life experiences and plenty of opportunities for children to talk about their learning
- children demonstrating their understanding in a variety of ways
- reasonable adjustments made to insure inclusion for all children in the class

### **Stage 2: Additional short-term interventions and/or strategies to support children to work at age-related expectations or above.**

During pupil progress meetings, the class teacher and SENCO will identify children who have not been making expected progress at Stage 1, despite reasonable adjustments. These children will receive **short-term, specific intervention** in addition to quality first teaching. This could include additional support with maths, reading, phonics, additional in-class support from a teaching assistant or involvement in a nurture group.

The class teacher / SENCO will liaise with parents and the child's wellbeing and progress will be monitored in school. At this stage a **Monitoring Log** can be used to detail any concerns that school staff and/or parents/ carers may have regarding the child's attainment and progress.



### Stage 3: SEN Register (K)

At Stage 3, a child will require long-term, specific support which is additional to and/or different from their peers.

The child may

- be working at a significantly different level (e.g. 2 or more years) to their year group in one or more areas, and require personalised learning and individual programmes of support
- be receiving long-term direct therapy e.g. speech and language
- have a diagnosis which is impacting on their attainment and progress, requiring additional and/or different provision from their peers
- require additional planning and arrangements for transition

The SENCO, in conjunction with the class teacher, will liaise with the child's parent/carer. A Pupil Passport with measurable targets will be created in collaboration with the child, class teacher, SENCO and the child's parents/carers.

The SENCO and/or other staff members may carry out more in-depth assessments to help determine more specifically the child's needs.

If there are continued concerns, a referral may be made to an outside professional, e.g. an educational psychologist, specialist advisory teacher or Early Years SEND advisor.

### Stage 4: Application for EHCP

At Stage 4, the SENCO makes an application for the child to be given an EHCP (Education, Health and Care Plan). This takes place when the support that the child requires is over and above the additional/different provision they have received at Stage 3. The child will require highly personalised and closely monitored specialist provision, with involvement and support from specialist external services.

### The Assess, Plan, Do, Review Cycle



This cycle is the path followed by the SENCO and class teacher when working with children with SEND. It ensures that provision is appropriate to the child's needs, carefully planned and carried out, and regularly reviewed. The wellbeing and learning of the child are at the centre of the process.

### **Assess**

At Stage 1 of the Graduated Approach, whole-school assessment systems are used to monitor children's attainment and progress, for example curriculum progress tracking on INSIGHT and phonics assessments using Little Wandle. During pupil progress meetings, school staff will identify any children who may not making expected progress and could benefit from Stage 2 additional short-term support.

It is important for staff to bear in mind the difference between possible underachievement and possible SEN. The SENCO or other school staff may use more specific assessments at Stages 2 and above to gain more understanding about a child's particular needs. At all stages, consultation with parents and conversations with children can help school staff better understand how a child is learning and the particular difficulties and challenges they may be facing.

### **Plan**

For children at Stage 2 and above, the teacher and SENCO agree in consultation with the parents/carers and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

### **Do**

School staff keep intervention running records to monitor implementation of any planned adjustments, interventions and support. The SENCO works with the child's class teacher to monitor the interventions.

### **Review**

The SENCO and class teacher work together to review the impact of any additional provision. Children's progress on targets are reviewed at least termly in a review meeting with parents/carers and the child.

The review meeting focuses on:

- Progress made and extent to which outcomes have been met
- Evidence to support judgements made
- Views of the child, parents, teachers and support staff on the support and intervention and the next steps
- The impact of the review process on the ongoing planning cycle for next stage

At all stages we will ensure that children and parents are fully involved in the process, and that children and parents feel valued, included and listened to.

### **Information about the expertise and training of staff in relation to children and young people with SEND and about how specialist expertise will be secured**

- In accordance with Section 6 of the SEND Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best support children with SEND in order to maximise their achievement as part of the school development plan and annual schedule of continuing professional development. Specific training needs will be identified and met through the appraisal/performance management process. Whole staff training will take place during staff meetings.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school, accessing, as far as possible, services available as part of the Local Offer Service level agreements. Quality assurance criteria will be put in place at the point of commissioning and the headteacher and SENCO will be responsible for reporting to governors

on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

- All staffing appointments to support children with SEND will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

### **Information about how equipment and facilities to support children and young people with special educational needs will be secured**

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

