



Special Educational Needs and Inclusion Policy

September 2014

Last updated October 2017

Vision Statement

World's End Junior School and VI Resource Base is committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs, 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.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

World's End Junior School and VI Resource Base is committed to inclusion. Our school ensures that we offer cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

At our school we see each child as an individual and we respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

SEND Vision Statement

World's End Junior School and VI Resource Base is a caring, inclusive school which ensures that every learner is given an equal chance. We value all pupils equally whatever the differences, whether learning, social or emotional and by removing barriers to learning we aim to meet individual needs and provide opportunities for pupils to make good progress. Pupils should enjoy reaching their goals and have this achievement celebrated.

We work with pupils, parents, staff and outside agencies to ensure that a pupils needs are understood by all and appropriately supported. Early identification and assessment of need, allocation of resources, close monitoring and the use of a relevant and differentiated curriculum will support pupils' learning while being part of a planned programme of support. As the pupils grow and develop they will become more independent and confident in their learning while fully participating in the life of the school, thus making a positive contribution to the school community.

This policy has been formulated with regard to the 2014 SEN Code of Practice: 0 to 25 Years,

the Equality Act 2010 and the Children and Families Act 2014.

Equal Opportunities

We will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person will be given fair and equal opportunity to develop their potential, with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Aims of Our SEND Policy

- To identify pupils with special educational needs and disabilities and ensure their needs are met.
- To ensure that all learners make the best possible progress and fulfil their potential.
- To ensure parents are informed of their child's special needs and provision being made and that there is good communication between parents and school.
- To ensure learners express their views and are fully involved in decisions which affect their education.
- To involve outside agencies when appropriate and work in partnership with them.

Definition of Special Educational Needs

The Special Educational Needs and Disability Code of Practice: 0-25 2014 defines children with special needs as follows:

- Pupils have Special Educational Needs (SEN) if they *have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.* Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv
- ASEND is a broader term that refers to an additional or special educational need or a need arising from a disability that requires service additional to that which is normally offered in school

Children finding access to the curriculum difficult, solely because of a difference of language between home and the school are not considered as having learning difficulties.

Pupils with a disability have special educational needs if they have difficulty in accessing the curriculum and if this requires any special provision or arrangements to be made for them.

The school has a Disability Equality Policy and an Accessibility Plan which outlines adjustments the school will make to cater for disabled pupils and staff.

Procedure for identifying pupils with special educational needs.

The school is committed to early identification of special needs and liaises closely with feeder schools. We welcome information from parents which will support identification. In accordance with the 2014 SEN Code of Practice: 0 to 25 Years our school identifies children with SEN under the Four Categories of SEN – Broad Areas of Need

1. *Communication and Interaction*, including:
 - SLCN (Speech, Language and Communication Needs)
 - ASD (Autistic Spectrum Disorder)
2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:
 - MLD (Moderate Learning Difficulties)
 - SLD (Severe Learning Difficulties - where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.
 - PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.)
 - SpLD (Specific learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.)
3. *Social, Emotional and Mental Health Difficulties*. They include:
 - Wide range of difficulties that manifest themselves in many ways e.g becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
 - ADD (Attention Deficit)
 - ADHD (Attention Deficit Hyperactive Disorder)
 - Attachment Disorder
4. *Sensory and/or Physical Needs*, including:
 - Vision Impairment
 - Hearing Impairment
 - Multi-Sensory Impairment
 - Physical Disability

The school follows the SEND *Code of Practice 2014: 0 to 25 years'* graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

- Assess:* the class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN support.
- Plan:* parents must be notified wherever it is decided that a pupil is to be provided with SEN support.
- Do:* the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.
- Review:* the effectiveness of the support should be reviewed in line with the agreed date.

Pupils receive a differentiated curriculum and those who fail to make the expected progress are initially identified by class teachers but also directly by the SENCO. The school has a system whereby any member of staff can raise concerns/issues with the class teacher, SENCO or Head about a child with a potential SEN or other barrier to learning (see Appendix 1). We involve parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning.

Pupils who fail to make expected progress on the basis of accumulated evidence are placed on an Additional Needs Register. Parents are consulted before this decision is made.

The Special Needs Register

The SENCO adds any pupils identified as having a special educational need to the school's SEND register. This register is continually updated and evaluated at the end of every half term. Pupils will not be added to the register without parents/carers being informed.

All class teachers have a summary of their responsibilities for pupil's identified as having Additional and Special Educational Needs in a file in each class. This file also contains a list of SEND pupils in the class and additional ASEND information where appropriate (see appendix 3).

SEN Support

Children with ASEND will have access to Wave 1, quality first teaching, as well as Wave 2 interventions. Pupils will have an Individual Pupil Profile (see Appendix 3) created by the class teacher with support from the SENCO and interventions will be mapped on the whole school provision map where progress is tracked and monitored. Parents must be informed and encouraged to engage with school as part of the graduated response.

SEN Support may include:

- Different learning material
- Special equipment
- Individual or group support
- Staff development or training in alternative strategies

The provision for pupils at SEN Support will be reviewed termly. Parents are invited to a review meeting where pupil progress is discussed as well as how intervention and support is offered and managed. These meetings will mainly coincide with the school's parent's evenings.

If it is agreed that progress has been made and the pupil is working at the expected level then the pupil can be removed from the SEND register. If progress has not been made then the pupil will remain at SEN Support.

For pupils with a Social, Emotional and Mental Health Difficulties then Individual Behaviour Plans (IBPs) are written by the class teacher/Learning Mentor setting SMART targets for those pupils with emotional and behavioral difficulties (see appendix 2). Parents will also be

invited to review their child's IBP progress. This may take place with the class teacher, learning mentor or SENCO.

Between reviews parents can book an appointment to meet with the SENCO to discuss concerns or share information and are invited into school to meet with specialist outside agencies who can offer advice and support.

Statutory Assessment and Education Health Care Plans

If all the additional support and strategies employed by our school result in a continued lack of progress or there is significant cause for concern, a request for statutory assessment will be made to the LA (only with parental permission.)

All Education, Health, Care plans will be reviewed annually, ensuring that once a year the parents, the pupil, the LA, the school, and all professionals involved, consider both the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. It is a way of monitoring and evaluating the continued effectiveness and appropriateness of the statement.

Provision for pupils with SEND.

At World's End Junior School and VI Resource Base we are proud of the support that we have available for pupils with SEND.

The school has a part time SENCO who ensures that all pupils are included at our school. Pupils are also supported by a highly trained staff who are knowledgeable and well trained to deliver appropriate support and intervention.

ICT

Within school pupils have the opportunity to access a wide variety of ICT.

For pupils with learning difficulties, using ICT can:

- Provide pupils with a clutter-free working environment where features of programs are linked to pupils' ability.
- Enhance the development of activities which are clear, focused and attractive to pupils.
- Enable pupils to practise skills in a different context, allowing numerous repetitions in order to aid learning.
- Support language development activities and offer multi-sensory ways of learning
- Offer a medium for differentiated activities

For pupils with Social, Emotional and Mental Health Difficulties using ICT can:

- Offer pupils a non-threatening or non-judgemental situation
- Allow pupils to be motivated and offer opportunities for success
- Give pupils the opportunity to be responsible for their own learning
- Allow pupils to work on tasks that are more manageable and achievable

We also have a large number of iPads in school that provide a wide range of apps which allow barriers to learning to be removed. Pupils find iPads highly engaging and enjoy using them to support both learning and behaviour.

Transition Arrangement

Children with a pupil profile will have a Transition Review in the Spring/Summer Term of Year 5. The meeting should be helpful in guiding parents to visit appropriate secondary schools. Staff may also support parents with extra visits other than the Open Days or Evenings offered by Secondary Schools.

Transition to Secondary School

For all pupils with special educational needs the SENCO will liaise with the SENCO of the receiving secondary schools and supply any necessary copies of provision.

The Secondary SENCO will be invited to the final annual review for a pupil with a statement of Special Educational Needs or EHCP.

Gifted and Talented Vision Statement.

At World's End Junior School, we are committed to providing an environment which encourages all our children to maximise their potential. This includes children who display some form of gift or talent so that they are encouraged and enabled to soar to achieve their potential and to eagerly celebrate their gifts and talents. We believe that more able pupils inspire others to do well.

Definitions

A *gifted* child is one who is in the top 5-10% of the school population (DfES definition). In our school, a gifted child is one who has the capacity for or demonstrates high levels of performance in an academic area.

A *talented* child is one who is in the top 5 -10% of those with a domain specific ability in a non-academic area, e.g.:

- Physical talent
- Visual/performing arts
- Mechanical ingenuity
- Outstanding leadership and social awareness
- Creativity
- Modern Foreign Languages

Identification of Gifted and Talented children

In our school, we aim to ensure that all children have equal opportunity to be successful in a particular area. However, we recognise that there are, and always will be, children who stand out from others in terms of their potential. Gifted and talented children are identified through a range of strategies:

- Teacher nomination
- Assessment results
- Peer nomination
- Parental nomination
- Specialist teacher identification
- Self-nomination

We are aware that gifted children may be:

- Good all rounders
- High achievers in one area
- Of high ability but with low motivation
- Of good verbal ability but with a short attention span
- Very able but with poor social skills
- Keen to disguise their abilities

(Deborah Eyre, 1973)

Everyone in our school has responsibility for recognising, valuing and celebrating children's abilities. We are aware that:

- Unnecessary repetition of work is demotivating and that demotivated children will not always demonstrate potential
- There is sometimes peer pressure to underachieve
- Gifted children are not always easy to reach

Provision for Gifted and Talented children

Opportunities for extension and enrichment are built into our planning. When reviewing policies, we aim to ensure that every curriculum area will have a reference to Gifted and Talented children. This will state the identification procedure and what provision is in place. We aim to:

- Maintain an ethos where being gifted or talented is celebrated and encouraged
- Encourage all children to be independent learners
- Recognise achievement both in school and out of school e.g. an Achievement Assembly which recognises gifts and talents that are being developed through out of school activities
- Be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement
- Provide a wide range of extra-curricular activities and clubs
- Always provide work at an appropriate level through differentiation
- Provide opportunities for children to work with like-minded peers
- Use links with specialist secondary schools to challenge more able pupils e.g. King Edwards Grammar and Independent Schools.
- Use open ended questions and open ended tasks
- Identify key aspects of learning in planning the teaching and learning of science and foundation subjects e.g. problem solving, enquiry skills
- Small group work following the Level 6 curriculum

Types of provision

Classroom differentiation:

- Teachers have high expectations for children e.g. challenging targets are set through the use of APP
- Tasks are designed to take account of levels of existing knowledge, skills and understanding
- Extension activities and open ended tasks are made available
- There is access to higher level assessment papers
- Guided work is used to challenge and extend

School based provision

This varies according to subject area and is covered using a variety of methods:

- Clubs and out of hours learning opportunities
- School council
- Opportunities to demonstrate exceptional citizenship e.g charity fund raising
- Enrichment opportunities
- Opportunities for performance
- Experts with Specialist skills are invited into school
- Partnership with secondary schools
- Participation in national schemes, competitions and festivals
- Short term interventions with a specific focus e.g. problem solving in mathematics

The Deputy Headteacher takes responsibility for Gifted and Talented children in our school and works with staff to monitor provision for Gifted and Talented children. The Deputy Headteacher maintains a register for Gifted and Talented children and ensures that appropriate records are kept. The school provision records if a pupil is deemed gifted and talented. Parents are made aware of their child's gifts and talents through their child's annual report and of further opportunities beyond school through flyers. All staff foster

positive relationships and partnerships with parents and pupils to ensure communication of achievement and expectations. In addition, the Deputy Headteacher works with the Subject Leaders and SLT in order to tailor the curriculum to children's needs, lives/experiences.

Specialist SEN Provision for children with Visual Impairment

World's End Junior School provides resourced provision for children with Visual Impairment. We specialise in inclusive education for children who will be learning by tactile means. Currently we are able to support up to six children, with support from a full time Qualified Teacher for the Visually Impaired (QTVI) and experienced Learning Support Assistants.

Children are included in mainstream classrooms, receiving additional support and modified materials as needed. The co-ordinator of the Resource Base provides support to class teachers and teaching assistants to ensure children receive full access to the curriculum.

At World's End we pride ourselves on promoting independence for all children, by encouraging them to be as independent as possible in all areas of their school life. In addition to academic curriculum we teach children self-help and mobility skills which are essential in their daily lives.

A separate policy is available on request.

Supporting pupils with medical conditions.

World's End Junior School follows the statutory guidance supporting pupils at school with medical conditions 2014 and ensures that

- Pupils at our school with medical conditions are properly supported so that they have full access to education, including school trips and physical education.
- Arrangements are in place in our school to support pupils at school with medical conditions.
- As a school we consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported.

World's End Junior School recognises that many pupils will at some time need to take medication at school. Whilst parents retain responsibility for their child's medication, the school has a duty of care to the pupils while at school, and World's End Junior School and VI Resource Base wish to do all that is reasonably practicable to safeguard and promote children's welfare.



Initial Referral Form

General information	
<u>Name of pupil:</u>	
<u>Class:</u>	<u>DOB:</u>
<u>Age:</u>	
<u>Member of staff completing form:</u>	<u>Date form referral :</u>

Please complete the report on the above named pupil's progress in each of the following areas:
<p>Checklist (Please highlight areas of concern)</p> <p>Health <input type="checkbox"/> Handwriting <input type="checkbox"/> other</p> <p>Hearing <input type="checkbox"/> Attendance <input type="checkbox"/></p> <p>Eye sight <input type="checkbox"/> Self esteem <input type="checkbox"/></p>
<u>Academic performance / Learning:</u>
<u>Social skills (with staff and peers):</u>
<u>Emotional well-being:</u>
<p><u>Please attach the following to this form</u></p> <p>Reading and writing Toolkit <input type="checkbox"/> Maths Toolkit <input type="checkbox"/></p> <p>Speaking and listening Toolkit <input type="checkbox"/></p>

INDIVIDUAL BEHAVIOUR PROFILE



<u>Pupil's name:</u>	
<u>Date of IBP:</u>	<u>Review date:</u>
<u>IBP shared with parents:</u> Y / N	<u>IBP shared with pupil:</u> Y / N
<u>IBP informed by SNAP-B:</u> Y / N	<u>IBP informed by Sleuth:</u> Y / N
<u>IMPROVEMENT/DEVELOPMENTS NOTED SINCE LAST REVIEW OF PROFILE</u> (NB a new profile sheet should be completed annually, alterations to existing profiles are acceptable in between. Please keep at least 3 consecutive profile sheets in pupil's file in order to document progress over time)	
<u>BEHAVIOUR TO BE ENCOURAGED AND REINFORCED</u>	<u>BEHAVIOUR TO BE DISCOURAGED</u>
<u>TRIGGERS FOR ADVERSE BEHAVIOUR</u>	<u>PROACTIVE STRATEGIES TO DISCOURAGE ADVERSE BEHAVIOUR</u>

Pupil Profile Information



General information	
<u>Name:-</u>	
<u>DOB:-</u>	
<u>Interests/enthusiasm :-</u>	

Helpful Information	
Helpful Information	
Things that finds difficult	
Ways that can help	
Other useful notes.	

