



# Cranmere Primary School

## **SEN (Special Educational Needs) and Inclusion Policy**

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**Committee Responsible:** Learning & Achievement

Cranmere Primary School aims to be an inclusive school. We have a designated teacher responsible for SEN, Mrs Gooden and we actively seek to remove the barriers to learning and participation that can hinder and exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school at any time:

- Girls and boys
- Minority ethnic and faith groups
- Children learning English as an additional language (EAL)
- Children with special educational needs (SEN)
- Children with physical disabilities or long term medical conditions
- Children who are at risk of disaffection or exclusion
- Children eligible for pupil premium
- Looked after children or children adopted from care
- Travellers and asylum seekers
- Children who recently changed schools
- Children who are experiencing family break-up
- Children in need of additional challenge
- Young carers

We aim to ensure that the individual needs of children are quickly identified and met in order that all children can access appropriate educational provision. The culture, practice, management and deployment of resources in our school should be designed to ensure all children's needs are met.

This policy had been written with reference to the following guidance and documents:

- Equality Act 2010
- Special Educational Needs Code of Practice January 2015
- Working Together to Safeguard Children 2015
- Keeping Children Safe in Education September 2016

## **THE PURPOSE OF OUR SEN and INCLUSION POLICY**

This policy reflects the values and philosophy of Cranmere Primary School in relation to Inclusion. It gives a framework to which all staff, teaching and non-teaching, and Governors, work. It records the consensus of views at which the school has arrived in relation to children with special educational needs, children for whom English is an additional language and other vulnerable individuals/groups.

### **Children with Special Educational Needs**

A child or person has SEN if they have a learning difficulty or disability which calls for special provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational needs and provision can be considered as falling under four broad areas;

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas, some have needs that span two or more areas, whilst others the precise nature of their need may not be clear at the outset. It is therefore important to carry out a detailed individual assessment of each child or young person and their situation, at the earliest opportunity, to make an accurate assessment of their needs. Making provision and reviewing how effective it is in securing progress, can itself be part of the effective assessment of need, informing the next steps in the graduated approach. It may be necessary to test out interventions as part of this process, both to judge their effectiveness for the individual and provide further information about the precise nature of the needs. Practitioners may need training in the use of evidence-based programmes, and advice and support on the effective use of specific interventions may need to be sought from external specialists.

We aim:

- to offer children with special educational needs access to a broad, balanced and relevant Education, including Early Years Foundation Stage and the National Curriculum
- to work together with SEN Management and in line with the SEN Code of Practice 2014 to ensure that children's needs are met
- to work together with the Specialist Teacher and Educational Psychology Service (STEPS) and other outside agencies to ensure best practice when assessing needs and devising interventions
- to liaise with parents and outside agencies to ensure children's needs are identified and met as early as possible
- to ensure interventions for each child are reviewed regularly to assess their impact, the child's progress and the views of the child, the parents and teachers
- to regularly and carefully review the quality of teaching for pupils at risk of underachievement

### **Children for whom English is an additional language**

The term EAL is used when referring to pupils whose main language at home is a language other than English.

We aim:

- to value the cultural, linguistic and educational experiences that pupils with EAL bring to school
- to implement school-wide strategies to ensure that EAL pupils are supported in accessing the curriculum
- to help EAL pupils to become confident and fluent in English in order to access the curriculum.

## **Strategies:**

### **School/class ethos**

- Teachers recognise the child's mother tongue and boost the child's self-esteem to support their bi-lingual development
- Classrooms are socially and intellectually inclusive, valuing cultural differences and fostering a range of individual identities
- Teachers use data and assessment to identify the pupil's strengths
- Teachers acknowledge the time and support needed to become fluent in an additional language, with the breadth of language needed to develop academic skills

### **Teaching and Learning**

- The EAL Coordinator enlists the help of REMA in order to assess the pupil's competence in English
- Teachers show differentiated work for pupils with EAL in planning
- All adults have high expectations and model expected responses where necessary
- Teachers monitor progress carefully and ensure that pupils with EAL are set appropriate and challenging learning objectives
- Teachers recognise that EAL pupils need more time to process answers
- Teachers allow pupils to use their mother tongue to explore concepts
- All adults acknowledge that newly arrived young children may need time to absorb English (there is a recognised 'silent period' when children understand more English than they use – this will pass if their self-confidence is maintained)
- Teachers group children to ensure that EAL pupils hear good models of English

### **Children with disabilities**

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Cranmere Primary School is bound by a general duty to have due regard to the following in relation to disability and other protected characteristics:

- Eliminating discrimination
- Advancing equality of opportunity
- Fostering good relations across the community

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible.

## **RESPONSIBILITIES**

### **The governors:**

- in cooperation with the Headteacher, determine the school's general policy and approach to Inclusion, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work
- nominate a member to take a particular interest in and closely monitor the school's work on behalf of the children with SEN
- report to parents annually on the school's policy on SEN

### **The Headteacher:**

- has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN and EAL
- keeps the Governing Body fully informed and also works closely with the school's SENCO and team

### **The SENCO (working closely with the Headteacher, senior leadership and fellow teachers):**

- is involved in the strategic development of inclusive practice within the school and oversees the day to day operation of the school's SEN & Inclusion Policy
- coordinates provision for children with SEN, working alongside class teachers to monitor tracking and assessment data to identify children who may need additional support
- liaises with the relevant designated teacher where a looked after pupil has SEN
- advises on a graduated approach to providing SEN support
- advises on the deployment of the school's delegated budget and other resources to meet pupil's needs effectively
- liaises with parents of children with SEN
- liaises with Early Years providers, other schools, educational psychologists, health and social care professionals and independent of voluntary bodies
- acts as a key point of contact with external agencies, especially the LA and LA support services
- liaises with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned
- works with the Headteacher and School Governors so that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- ensures that the school keeps a record of all children with SEN up to date
- contributes to in-service training of staff
- line manages SEN teaching assistants

### **Class Teachers:**

- are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from Teaching Assistants or specialist staff
- deploy additional staff effectively to support the needs of all pupils in their care
- work in cooperation with the SENCO to ensure early identification and intervention of children with SEN
- work in cooperation with the SENCO, SEN TAs and parents to provide, implement and review targets for pupils with SEN in their class
- plan and implement clearly differentiated work to ensure inclusion across the curriculum for all children
- ensure that all pupils have a voice and that their contributions are valued
- actively celebrate and build on pupil's strengths and achievements

### **All teaching and non-teaching staff:**

- are involved in the development of the school's SEN and Inclusion Policy and fully aware of the school's procedures for identifying, assessing and making provision for all pupils
- work closely with class teachers and SENCO to support all needs of the children in their care

## **THE MANAGEMENT OF SEN**

Cranmere Primary School is committed to early identification of SEN and adopts a graduated response to meeting SEN in line with the Code of Practice. This response consists of a cycle of assess, plan, do, review.

### *Assess*

Before identifying a child as needing SEN support the class teacher, working with the SENCO, should establish a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, as well as information from the school's core approach to pupil progress, attainment and behaviour. It should also draw on the individual's development in comparison to their peers, the views and experience of parents, the child's own views and, if relevant, advice from external support service. Schools should take seriously and concerns raised by a parent.

This assessment should be regularly reviews. This will help to ensure that support is matched to need, and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals should liaise with the school to help inform the assessments. Where these professionals are not already working with school staff the SENCO should contact them if the parents agree.

### *Plan*

Where it is decided to provide a pupil with SEN support, the parents must be notified. The class teacher and the SENCO should agree, in consultation with the parent and the pupil, the 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.

All teachers and support staff who work with the child should be made aware of their needs, the support provided and any teaching strategies or approaches that are required. The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

### *Do*

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problemsolving and advising on the effective implementation of the support.

The support and intervention provided should be based on reliable evidence of effectiveness and be provided by staff with sufficient skills and knowledge.

### *Review*

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date.

The impact of the support provided, along with the views of the pupil and their parents, should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil.

### **Involving Specialists**

Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, we may involve specialists to advise us on early identification of SEN and effective support. We always involve a specialist where a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of children of a similar age despite well-founded SEN support. The child's parents should always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parent and teaching staff supporting the child in the same way as other SEN support.

### **Provision Mapping**

In line with Surrey policy, Cranmere Primary school maintains a Provision Map that details the range of provisions that are in place to support all of our vulnerable pupils. The school Provision Map gives an overview of all the provision that is 'additional to' the school's differentiated curriculum. Expected outcomes for all additional provision are detailed to enable the school to judge the effectiveness of interventions. Children who are identified as having SEN will be noted on the school SEN register as having 'SEN support'. The class teacher, in consultation with the SENCO, will identify specific targets for the child. The SENCO will compose a SEND Support Arrangements Document or Pupil Passport that is reviewed and shared with parents. These documents detail:

- Long term aims for the child
- Teaching strategies to be used
- Specialist services involved
- Appropriate interventions

The SENCO will monitor the progress of pupils on the school SEN Register. If a child does not make sufficient progress after these steps have been taken, and the child meets the criteria as set out by Surrey County Council, then in consultation with the class teacher, parents and outside agencies, a request for statutory assessment may be made to the Local Authority.

### **Education, Health and Care Plans (formerly Statements of SEN)**

The Local Authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care Plan (EHCP) when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHCP. This is likely to be where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to our school. The EHCP outlines provision that the school is expected to provide and additional funding that will be made available.

### **PARTNERSHIP WITH PARENTS**

At Cranmere Primary School we are committed to:

- Recognising the personal and emotional investment of parents

- Involving parents in the decision-making process regarding their child
- Keeping parents informed of their child's progress
- Focusing on the child's strengths as well as areas of additional need
- Ensuring that parents understand procedures, are offered support in preparing their contribution and are given documents to be discussed well before meetings
- Respecting the validity of differing perspectives and seeking constructive ways of reconciling different viewpoints
- Respecting the differing needs parent themselves may have

At Cranmere Primary School we recognise that developing an inclusive learning environment which values all of our school community will present many challenges. We believe that diversity is a strength which should be respected and celebrated by all pupils, staff, parents and visitors. In striving to create equality of opportunity throughout our school community, we aim to achieve an enabling education for all.