



**WHITLEIGH PRIMARY**

# **SEND & INCLUSION POLICY**

**March 2024**

**Review: March 2025**

# Whitleigh Community Primary School

## SPECIAL EDUCATIONAL NEEDS AND INCLUSION POLICY

### Rationale

Whitleigh Community Primary School 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 be fully included in all aspects of school life. We believe that all children should be equally valued at school and aim to develop an environment where all children can flourish and feel safe.

Whitleigh Community Primary School is committed to inclusion. We aim to develop policies and practices which include all learners. We hold the Plymouth Inclusion Kitemark.

We believe that educational inclusion is about providing equal opportunities for all learners.

This policy describes the ways in which we meet the needs of children who experience barriers to their learning, which may arise from physical or sensory impairment, learning difficulties, emotional or social development, or factors in their own environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are a range of factors which may affect their achievement, including ability, emotional state, age and maturity. We believe that many pupils may experience difficulties, which affect their learning at some point in their school career, and that these may emerge as short or long term difficulties. We aim to identify these needs as they arise and to provide appropriate support.

The SENCo is Chelsea O'Brien, who also works upon Inclusion issues in the school. The SENCo is a member of the school leadership team.

We have an Early Years Unit, which includes 2 Foundation classes, am and pm Pre-School and a Chelsea O'Brien ME2 Nursery, Chelsea O'Brien is also the SENCo for the Early Years Unit.

### Definition of SEND

'A child or young person has SEND (Special Educational Needs and Disability) if they have a learning difficulty or disability which calls for special educational provision to be made for them e.g., **which is additional to or different from** differentiated curriculum plans.

A child or young person of compulsory school age is regarded as having SEND if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age;
- (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.

(SEND Code of Practice 2014 p.4)

A child under compulsory school age is regarded as having SEND if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

(Children and Families Bill, Clause 20)

### **Objectives.**

1. To ensure equality of opportunity for, and eliminate prejudice and discrimination against, children with special educational needs.
2. To ensure the SEN and Disability Act and relevant SEND Codes of Practice are implemented effectively across the school.
3. To monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers.
5. To provide specific input and support, matched to individual needs, in addition to differentiated classroom provision, for those children in need of support under the single Early Years or School Support category.
6. To ensure that pupils with SEND are perceived positively by all members of the school community.
7. To involve parents/carers at every stage in plans to meet their child's additional needs.
8. To involve the children themselves in planning and decision making that affects them.

## Identification and Assessment Arrangements.

### Graduated response

Whitleigh Primary School adopts a graduated response to meeting special educational needs that relies upon using universal and targeted classroom and school expertise and resources before involving specialist agencies. Whitleigh Primary School will endeavour to match special educational provision to individual pupils' needs.

### Early Concerns

The progress made by all pupils is monitored by class teachers, SENCo and the School Leadership Team on a termly basis. Children who are not making expected progress will initially be supported by classroom differentiation and group intervention strategies.

### Single Category of SEND (Early Years or School Support Category)

The Code of Practice 2014 identifies 4 broad areas of need:

1. **Communication and interaction** - This includes speech and language and social communication difficulties, which may include Autism
2. **Cognition and learning** - This is where a child learns at a pace that is slower than others in their year group.
3. **Social, emotional and mental health difficulties** - This may include pupils with challenging behaviour, anxiety, ADD (Attention Deficit Disorder), ADHD (Attention Deficit Hyperactivity Disorder) or attachment difficulties.
4. **Sensory and/ or physical needs** - This includes hearing difficulties, visual difficulties, mobility difficulties or sensory processing difficulties.

Pupils who are identified as needing provision that is **additional to or different from** that provided as part of normal classroom differentiation are supported within this single category of Early Years or School support. These are pupils who, despite receiving differentiated learning opportunities and interventions:-

- Make little or no progress even when supported by targeted teaching and interventions
- Have difficulty in developing basic Maths or English skills, which then impact upon their attainment in other curriculum areas.
- Have significant emotional or behavioural difficulties which require support additional to that provided by the school Emotional Literacy Support Assistants, Pastoral Support Assistant, or Learning Mentor.

- Have significant communication or interaction difficulties which require support additional to that provided by the School-based Speech and Language Therapist.
- Have physical, cognitive or sensory needs that require additional specialist equipment or advice or visits from a specialist service.
- Have significant communication or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.
- Have a significant developmental interruption as identified by a THRIVE assessment, which is causing a substantial barrier to learning.

In consultation with the pupil's parents, class teacher and SENCo, an Individual Education Plan or THRIVE Action Plan will usually be created. IEP targets are continuously, informally monitored and are formally reviewed on a termly basis.

As the result of an IEP review meeting, in consultation with the pupil and their parents the decision may be taken to involve professionals from specialist support services. These professionals will support the school to set appropriate targets and may provide specialist strategies and resources.

The reasons for this decision could be that, despite receiving additional support within school the pupil:

- Continues to make little or no progress over a sustained period of time.
- Continues to work at a level substantially below the national expectations for a child of a similar age.

### **School request for a statutory assessment**

If a pupil continues to demonstrate significant cause for concern, despite the interventions provided at school under the single category of Early Years or School support, and in agreement with the parents/carers, the school may make a request to the Local Authority for Statutory Assessment - now known as an Education, Health and Care Plan.

The school will submit a request for an EHC assessment electronically to the 0-25 Special Educational Needs and Disability (SEND) Statutory Assessment Team at Plymouth City Council. Following consultation with parents, the request will be sent to the Single-Multi Agency Panel (SMAP) who should decide within 6 weeks whether to conduct an EHC assessment.

The Plymouth City Council planning pathway is attached as Appendix 1.

## **Arrangements for coordinating SEND provision.**

1. SEND support is primarily delivered by class teachers through differentiated planning. **All teachers are teachers of children with SEND.** Classes are supported by trained teaching assistants (TAs) who can provide specific input and support as directed by the class teacher. Additional support is funded from the school's notional SEND budget and through individual allocations from the LA.
2. Class teachers will review Individual Education Plans (IEPs) at least once each term. Copies of new IEPs are saved on the secure server to enable the SENCo to monitor targets and progress.
3. Class teachers can approach the SENCo at any time with concerns about any child.
4. The SENCo and the class teacher will discuss these concerns and agree on a way forward.
5. Class teachers will consider the needs of all children in their class on a termly basis. They will create a class provision map which details the support that each child will receive. These provision maps feed into the whole school provision map created by the SENCo.
6. The SENCo will approach relevant outside agencies for further advice and support as appropriate.
7. While ultimate responsibility for a child's additional needs lies with their class teacher, Key Stage teams will provide additional intervention groups for children with similar needs (e.g. handwriting groups, phonic groups etc.) as appropriate.

## **Allocation of Resources to and among pupils**

The school's provision map shows how we allocate resources to each year group and calculate the cost of our SEND provision across the school. The provision map is created by the SENCo, based upon the class provision maps created by the class teachers.

Staff are a major teaching resource, therefore staff training and qualifications are also listed on the provision map.

## **SEND Information Report**

The SEND Information Report is readily available on the school website. This report explains the provision that our school can offer children with SEND. Information will be updated on a regular basis.

## **Use made of outside agencies and support services.**

An Educational Psychologist visits the school at the beginning of each term for a planning visit. Additional support strategies are discussed, progress is reviewed and dates set for meetings with identified children, parents and staff. Specific staff training (e.g. Precision Teaching) can be planned.

The school has adopted the THRIVE approach to emotional development. Classes are screened on a termly basis. Class Action plans are created. Individual action plans may be written for children in need of additional support and individual and group interventions are put into place.

The school has 0.6 equivalent Learning Mentor support and a full-time Pastoral Support Assistant. Children who would benefit from pastoral support (ie have significant barriers to learning) can be identified by a parent or teacher referral, a THRIVE assessment, Link Filter group meeting or through the school tracking process. The SENCo liaises with the Pastoral Team on a daily basis.

The school may also make a referral to the MAST (Multi-Agency Support Team) if a child is felt to need extra support or the child's family is in need of out of school support. These children will usually have received a significant amount of support within school and will often have been the subject of an EHA (Early Help assessment framework) meeting.

The school is also able to access a range of other professionals from the MAST team such as drama therapists, art therapists, family support workers etc.

The school has a Speech and Language therapist on site one day a week. The therapist can assess children identified by parents or class teachers. The Therapist works with a small number of identified children either individually or as part of a small groups

The SENCo liaises as required with a number of other agencies including: -

- SEND 0 - 25 team
- Plymouth Gateway
- Plymouth Educational Psychology Team
- Early Help Assessment team
- Child and Adolescent Mental Health Service
- Targeted Mental Health Services
- Education Welfare Officer (employed by campus partners)
- School Nursing Team
- Early Years Inclusion Service
- Speech and Language Service.
- Plymouth Advisory Team for Sensory Support
- Plymouth Parent Partnership
- Plymouth Child Development Centre
- Communication Interaction Team
- Connect 2 support team

Parents/ carers are always consulted when any outside agency is involved.

## **Arrangements for partnership with parents/carers.**

Parents/carers and staff will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. A termly appointment will be made by the class teacher to meet all parents/carers whose children are recorded as having additional needs. The SENCo will attend this meeting if the school or the parent/carer feels this to be appropriate.

At review meetings with parents/carers we always make sure that we discuss the pupil's strengths as well as their weaknesses. Where suggestions are made about how parents/carers can support their child at home, these suggestions are specific and achievable.

Parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers at or immediately after the meeting.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers can be invited to work alongside their children in the classroom where this is appropriate.

Regular communication between home and school will ensure that concerns are promptly acted upon. If, however, this has not happened, parents/carers are able to make a complaint by contacting the Headteacher. If this fails to resolve the issue they may then contact the Governing Body.

## **Links with other schools / Transfer arrangements**

Nursery staff will meet with parents/carers prior to pupils attending nursery. Concerns will be brought to the attention of the SENCo after this meeting. Where necessary, a further meeting will be arranged.

Transition meetings will be arranged to discuss transfer arrangements from Nursery to Foundation for vulnerable pupils.

Class teachers of pupils joining from other schools will receive information from the previous school. If there is a SEND issue, the SENCo or class teacher will telephone to discuss the child's needs further.

When pupils transfer from Whiteleigh Community Primary School, all records are sent on, providing details of particular needs and additional provision made by the school. The SENCo will endeavour to contact the receiving school wherever possible.

Where pupils transfer to Sir John Hunt Community College, a meeting is arranged with the Year 7 Pastoral Lead and SENCo from Sir John Hunt, our Key Stage 2 leader and our SENCo to discuss the needs of individual pupils. As we are part of the same campus it is possible to meet to discuss pupils who will be vulnerable at transition at an early stage.

Woodlands Special School is a campus partner. We work to enable pupils from Woodlands to be included in mainstream education where appropriate. A small number of our pupils access specialist resources and support at Woodlands, including outreach support, physiotherapy, sensory resources and communication programmes.

### **Role of the Governing Body**

Whitleigh Primary School is part of the Woodview Learning Community. Woodview Learning Community is a federation of two schools (Whitleigh Primary and Sir John Hunt Community College). The federation has a single governing body. Each school has its own Management Committee. The SEND governor meets with the SENCo at least once each term. The SENCo provides an annual presentation to the school management committee.

### **Evaluating the success of the School's SEN and Inclusion Policy**

This policy is subject to the annual cycle of monitoring, evaluation and review between all staff and governors.

Pupil progress is tracked using the school tracking system and data gathered from Pupil Progress meetings. The SENCo produces termly information which tracks progress and progression towards end of year targets.

The LA has created an SEND audit tool which the SENCo uses annually to inform the development plan for the next year.

*Policy amended March 2024*