

Green Lane Primary School



SEND & Inclusion Policy

Local Governing Board ratified: October 2023

Review September 2024

Rationale:

Green Lane Primary School is committed to providing an appropriate and high-quality education to all the children living in our local area. 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.

Green Lane Primary School is committed to inclusion. Part of the School's strategic planning for improvement is to further develop 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.

This does not mean that we will treat all learners in the same way, we will respond to learners in ways which take account of their varied life experiences, learning styles and individual needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups
- Travellers
- learners who need support to learn English as an additional language (EAL), including asylum seekers and refugees (see EAL policy)
- learners with Special Educational Needs and learners who are working below the level of attainment expected for their age (Wave 2 intervention)
- learners who are disabled or have specific medical needs
- those who are working at greater depth
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion
- learners who have joined our school part way through their school career.

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

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, possible trauma, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Green Lane Primary School, 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.

Green Lane Primary School sees the inclusion of children identified as having Special Educational Needs as an equal opportunities issue, and we will also aim to model inclusion in all our staffing policies, relationships with parents/carers and the community. We have moved from a SEND approach that locates a problem with the child to looking at what adjustments or additional provision we need to make for specific children to enable them to succeed.

The development and monitoring of the school's work on Inclusion will be undertaken by the Inclusion Manager, SENCO, RP Lead Teacher and SLT, who meet regularly.

The role of Inclusion Manager is being undertaken by Lorraine Lee and the SENCO is Ruth Drake, taking the lead roles in relation to inclusion, and reporting to the SLT on issues in this area.

The SEN Governor is Tammy Gore.

Objectives

To ensure the SEN and Disability Act (SEND) and relevant Codes of Practice and guidance are implemented effectively across the school.

To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with additional needs

To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

To provide full access to the curriculum* through quality first teaching, differentiated planning by class teachers, SENCO, and support staff as appropriate.

(*Except where disapplication, arising from a EHCP occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

To provide specific differentiation in class or Provision map input, matched to individual needs, for those pupils recorded as having SEN at SEND support (when appropriate), SEND Plus or an EHCP.

To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.

To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.

To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

To involve parents/carers at every stage in plans to meet their child's additional needs.

To involve the children themselves, as far as possible, in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

The SENCO and Inclusion Manager will ensure that at the beginning of each term, an updated SEN Register has been agreed with class teachers, based on teacher assessment. This will state which children have SEN, at what level of support and what their primary needs are.

At other times, the SENCO will be alerted to newly arising concerns through the class teacher.

The SENCO will discuss these concerns with the class teacher and action will be agreed. This may include further differentiation and monitoring, or the decision is made (in consultation with parents) to place the child on the SEN register immediately.

Reviews with parents should be held termly at parents' evenings (if possible) but, where necessary, reviews will be held more frequently than this for some children.

Targets arising from Provision map meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. adapted learning, varied teaching styles.

SEN support is primarily delivered by class teachers through quality first teaching and adapted teaching methods. Additional support is provided by the SENCO and by trained Teaching and Learning Partners (TLPs) throughout the school. This is funded from the school's annual budget, including delegated SEND funding. The support timetable is reviewed regularly by the Inclusion Manager, SENCO, and the SLT in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LEA for specific pupils as part of a child's EHCP.

Support staff, class teachers, SENCO and outside agencies liaise and share progress towards outcomes in order to inform reviews and future planning.

Specialised Provisions

Green Lane Primary hosts:

A fully integrated Resourced Provision for Speech and Language Difficulties

A fully integrated Resourced Provision for children with Communication and Interaction Difficulties including Autism.

Admission to these is driven by the Local Authority SEND Team.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. This may include:

- Baseline assessment results
- National Curriculum Levels as per our Assessment Model
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEN
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the School's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

Differentiated curriculum support within the class at School Support

Differentiated Curriculum Provision

In order to make progress a child may only require adapted plans for the whole class. This differentiation may involve modifying learning objectives, teaching styles, scaffolds and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Adapted learning will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future adaption within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice (2015), that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

School Support Provision

Where a period of adapted curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the SEND Support level may be introduced where:

There has been little, or no progress made with existing provision

Additional support to that already in place for the class, is required to develop literacy or numeracy skills

Additional support is required for emotional, behavioural or social development

Additional support is required for sensory or physical impairments

Additional support is required for communication or interaction needs

Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.

Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs.

The group may be taught by the class teacher and also supported by a TLP.

The responsibility for planning for these children remains with the class teacher.

A child receiving support at school support may have an Individual Learning Plan if appropriate/necessary.

Monitoring will be carried out by the class teacher during the Pupil Progress Meeting on a half-termly basis and they will make adjustments to the provision for the child, if appropriate.

Individual Learning Plans will be reviewed and discussed termly, although some pupils may need more frequent reviews. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, in consultation with the parents/carers, school may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current provision.

Where this is the case, a decision may be made to increase the level of support.

Provision at this level usually includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

Over time, if the child:

- Continues working at National Curriculum levels substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has medical, sensory or physical needs which require additional specialist equipment, therapy or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

Then the school, in consultation with parents may complete in school assessments and consider a request for statutory assessment.

School request for a statutory assessment

For a child who is not making adequate progress, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment: Education Health and Care Assessment.

The school is required to submit evidence to the LA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This

judgment will be made using the LA's current criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education Health and Care Plans

A child who has an Education Health and Care Plan (EHCP) will continue to have additional support that is provided using the funds made available through the EHCP.

There will be an Annual Review, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

The School's Arrangements for SEN and Inclusion In-Service Training

The SENCO and the RP Lead attends regular Bradford and network meetings to update and revise developments in Special Needs Education and Inclusion.

Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets.

In-house additional needs and Inclusion training is provided through planned staff training by the Inclusion Manager, Lead Teachers and SENCO for all teaching and support staff.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development and the school will ensure tailor-made training where this is appropriate.

The contribution made by teachers and facilities from outside the school, including support services

The Educational Psychologist is commissioned by school.

The purpose of each visit is agreed by the Inclusion Team and lead by priorities in school. We access support according to current criteria, from the Local Authority SCIL teams. This is provision lead and may include: assessments, provide reports and feedback and support the school in meeting the needs of individuals or groups, provide specific information, share resources and provide in-service training.

We access support according to the current criteria from the Local Authority Low Incidence support team: Hearing Impaired service, Visually Impaired service, Physical needs service as required.

The Inclusion Manager, SENCO and SLT liaise as necessary with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy
8. Continence Team

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

Staff and parents/carers will work together to support pupils identified as having additional needs.

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

We make sure that all parents/carers are given information about the local Parent Partnership organisation, as soon as a child has been identified as experiencing special educational needs. Invitations will be sent out for our termly coffee drop in sessions hosted by the Parent Partnership Service.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Learning Plan targets may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All Learning Plans and reviews will be copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate. Curriculum workshops have been offered for parents/carers to attend.

Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. If a complaint arises our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. Children transferring from Green Lane Primary School to new schools will have records sent on that give details of particular needs and additional provision made by the school. The SENCO will discuss these children with other schools on request.

The SENCO will meet with SENCOs from the Secondary schools that our children move to.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Inclusion Manager, SENCO or SLT, and referrals will be made as appropriate.

Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the Named Person if there is a concern they would like discussed.

There are many voluntary organisations supporting SEN. The SENCO will advise parents/carers when appropriate.

Inclusion Principles

Staff at Green Lane Primary School value pupils and adults of different abilities and support inclusion.

Within the school, staff and pupils will be constantly involved in seeking the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools will take place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Access to the Environment (see School Accessibility Plan)

Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan), in line with policy and procedures.

The school will ensure that all children have access to a balanced and broad based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring and collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

Access to Information (see also School Access Plan)

We strive to ensure that all children requiring information in formats other than print have this provided, larger print, visual support.

We adapt printed materials so that children with literacy difficulties can access them or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between all classes. Children identified, prior to

joining our school, as having additional needs will also be matched to a class to ensure a balance of both provision and opportunity.

Admission to reception is on a full-time basis.

Prior to starting school, parents/carers of children with an EHCP, a significant medical need or EHCA and EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

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

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their year, compared to anticipated levels. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We will use this analysis to help us plan our future provision.

Every term we report current numbers of pupils with SEND, their range of support and primary areas of need to The Priestley Academy Trust.

This information is also shared with the Local Governing Board. The number of pupils transferring to or from each level of support will be noted. The Head will report on any whole school developments in relation to inclusion, and will ensure that the Local Governing Board are kept up to date with any legislative or local policy changes. The Local Governing Board will report this to parents in their Annual Report. This Annual Report also includes the details of SEND provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

The policy itself will be reviewed annually by the school's Inclusion Manager, SENCO, SLT and Local Governing Board.

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

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