



## **Swiss Gardens Primary School Special Educational Needs/Disability (SEND) and Inclusion Policy**

At Swiss Gardens Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We will make our best endeavour to ensure that the necessary provision is made for any pupil with special educational needs or a disability and that their needs will be known to all who support and teach them.

The Head Teacher, The Senior Management Team and Inclusion Manager at Swiss Gardens work to ensure that the Special Educational Needs and Inclusion Policy works within the guidelines of the Code of Practice (2014), the Local Education Authority guidelines and other policies current within the school.

### **What are Special Educational Needs?**

'Pupils have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.' A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special Educational provision means education or training that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four areas of needs identified in the new Code of Practice.

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/ Physical

Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

### **Aims and Objectives:**

- To identify pupils with special educational needs and disabilities and ensure that their needs are met and they achieve their learning potential.
- Through reasonable adjustment to enable all children with special educational needs and disabilities to have full access to the curriculum and involvement in school activities.
- To identify and monitor the roles and responsibilities of all staff providing for children's special educational needs.

- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To request, monitor and respond to parents/carers and pupils' views in order to evidence high levels of confidence and partnership.
- To promote effective partnerships and work co-operatively with the Local Education Authority and other outside agencies to ensure there is a multi- professional approach to meeting the needs of all vulnerable learners and pupils with disabilities and medical conditions.

### **The Role of the Inclusion Manager:**

Mrs Claire Older is the Inclusion Manger and she has responsibility for the day- to-day operation of the SEN and Inclusion Policy.

Two members of the Governing body, Mrs Jo Taylor and Mr Kingsley Wildman, take a special interest in SEN, but the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Arrangements for coordinating the provision:

The Inclusion Manager alongside the members of the Senior Management Team will:

- Co-ordinate and develop school based strategies for the identification and review of children with SEND.
- Coordinate, monitor and review the provision for pupils with SEND, including general class, small group and individual pupil support.
- Take responsibility for establishing an individual SEND record for each child whose educational needs demand this provision. (This will be an individual Pupil Profile and Provision Map.)
- Maintain and oversee all records for pupils with SEND.
- Liaise with and advise teachers about pupils' SEND.
- Liaise with parents of pupils with SEND and meet termly to review provision and progress alongside the class teacher.
- Liaise with TAs and Learning Mentors in school.
- Liaise with external agencies including the LEA's support and educational psychology service, health, social services and voluntary organisations.
- Ensure that termly and annual reviews for pupils with Statements/ Education and Health Care Plans take place and that statutory paperwork is completed.
- Report to the governing body.

### **Admission arrangements:**

The school's admission arrangements for pupils with SEND are the same as for all other pupils and are clearly explained in the Governors' Admission Policy document. Pupils with a Statement of SEN/ Education and Health Care Plan will have priority, as will Children Looked After and Adopted children, by law.

### **Equal Opportunities and Inclusion:**

We ensure that the school respects the needs and beliefs of all pupils and parents: taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. Through appropriate curricular provision, we respect the fact that children:

- Have different educational needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

### **Class teachers respond to children's needs by:**

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, in physical and practical activities.
- Helping children to manage their own behaviour, taking part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or anxiety.

### **Identification/Assessment:**

Provision for children with SEND is a whole school responsibility- the Governing Body, Head Teacher, Assistant Heads, Inclusion Manager, all other staff members, particularly class teachers and teaching assistants that have the day-to-day responsibilities and accountability. (All teachers are teachers of children with special educational needs.)

The children's attainment will be assessed formally and informally to check for progress and age appropriate skills. Children that are highlighted as not making the appropriate progress or development of skills could be identified as having a special need, despite rigorous differentiation. Teachers will bring concerns to the attention of the Inclusion Manager who will investigate further by using a range of additional strategies that may include:

- Observations
- Diagnostic testing
- Discussion with the parent/carers and child
- Referral to outside agencies

Some children enter school with an identified special need with information transferred from the Early Years setting. We rely on additional information from parents and carers. The class teacher and the Inclusion Manager will use this information to:

- Identify any learning need or barrier to learning.
- Share information from and to the parents/carers in building up a profile of the child.

- Provide starting points for the development of an appropriate curriculum and short and long term achievable outcomes.
- Identify and focus attention on the actions to support the child- draw up the Provision Map.
- Ensure ongoing observations and assessments to provide regular feedback about progress towards set outcomes.

The identification and assessment of the special educational needs of the child whose first language is not English is investigated over a longer period of time to collect evidence that the difficulty doesn't solely arise from the limitation in the language. The Ethnic Minority Achievement Team can be involved in these investigations.

### **Provision:**

Following collection of information the Inclusion Manager and Class Teacher will decide whether provision that is "additional to, or different from", is necessary for the child. If in-class differentiation or a change of teaching style is sufficient, the child will not be regarded as having special educational needs. At Swiss Gardens we will record this as Monitoring Stage. If a child is predicted to achieve below the national expectation for their age they should be monitored carefully and placed on the SEN register if progress continues to be delayed.

Where provision that is "additional to-or different from" is needed, the child will be placed on the SEND register at SEN Support. A Provision Map will show the child's support in the form of listed interventions that the child will benefit from.

This additional intervention may include:

- Different learning materials/ Specialist equipment
- Group or 1:1 TA support either within the classroom or withdrawn.
- Jump Ahead Programme
- Tuition 1:1/ 1:2
- Learning Mentor time
- Play therapy time

Children on the register who have more complex needs will have an Individual Learning Plan (ILP) compiled to detail their strengths, needs, planned provision and desired long and short term outcomes. Parents will be invited in to meet with the Class teacher and Inclusion Manager each term to review and up-date these profiles.

A child may be reviewed as making satisfactory progress towards desired outcomes and therefore it could be decided co-operatively that no further additional support is needed presently. The child will be taken off the SEND register, but continue to be carefully monitored in the classroom environment.

If, however, the child's rate of progress is still felt to be inadequate, further action will be needed. A request for help from agencies, such as the Speech and Language Therapy Service or the Educational Psychologist could be appropriate. The advice from these professional services will feed into the writing of the child's ILP and subsequent termly review meetings. Programmes will be put in place on the advice to support the child in the class or through group of 1:1 intervention.

If the child demonstrates significant cause for concern after a reasonable time of intervention, a request for an Education and Health Care Plan may be made to West Sussex LA. Criteria for this is outlined in the SEN Code of Practice 2014. The school Educational Psychologist will be involved in this and clear documentation will be needed as evidence of intervention strategies, literacy and numeracy attainments and the involvement of other professionals. Parents will be at the centre of this assessment and will be kept full informed throughout the process.

The Education and Health Care Plan will document:

- Who is important to the child
- What is important to the child- strengths
- The needs of the child
- The aspirations of the child and family
- Long term preferred outcomes for the child
- Recommended provision for the child
- Named educational setting for the child.

Children with an Education and Health Care Plan will additionally have an Annual Review Meeting to bring together the professionals working with the child to assess progress towards short and long term outcomes. This could involve the school Special Needs Officer if significant changes in the child's needs are to be discussed. The parent voice is very important to this meeting and where appropriate, the child's voice will be recorded and discussed. If the Annual Review coincides with a transfer to the child's next school a representative will be invited to attend.

### **Specialist facilities:**

The ground floor has disabled access. The first floor has disabled access via a lift. There is a regulation toilet equipped for wheelchair access on the ground floor in the foyer. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school has an Accessibility Strategy, which is Appendix 1 of this policy.

### **Allocation of resources:**

The school receives a Delegated budget for SEND provision, which is spent on staffing costs to meet the needs of the children on the SEND register through additional support. This includes the children with a Statement of SEN or an Education and health Care Plan. The Inclusion Manager receives funding for materials, equipment, etc. through the department bidding system that considers SEN as a department within the school structure.

The Head Teacher - Mr Lawrence Caughlin informs the governing body of how the funding allocated to support special educational needs has been deployed.

**Access to a broad and balanced curriculum:**

All Class Teachers plan differentiated lesson to meet the needs of individual pupils in their classes. The children are set in mathematics in Years 5 and 6. The Inclusion Manager and members of the Senior Management Team will deploy resources and initiate interventions as a result of teacher/ parent/ carers concerns and the rigorous cycles of monitoring progress. Advice to teachers is available from the Core Curriculum Team and the Non-Core Curriculum Teams as well as the Inclusion Manager in providing suitably differentiated work.

LA Advisory staff are also available to give advice for particular areas of need:

- Literacy needs
- Social and Communication needs
- Behaviour, Social and Emotional needs

**Arrangements for monitoring and evaluating the education provided for children with SEN:**

The success of the school's SEND policy will be judged against the aims set out the Objectives of this policy. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the Provision Map.

The school SEND register lists those children at SEN Support and those with Statements of SEN/ Education and Health Care Plans.

Provision Maps and ILPs for each of these pupils are evaluated each term. Specific termly assessments and success in meeting targets will indicate progress. Further to this, on-going discussion with the child, parents and the teacher will monitor the effectiveness of intervention. Reports from support agencies are kept with the ILPs and Provision Maps in the child's SEND file and teachers hold these documents in their SEND file.

Annual, or more frequent, evaluation with the professional services listed below:

- Occupational Therapist
- Speech and Language Therapist
- CDC- Paediatrician
- CAMHS
- Sensory Support Team
- Integrated Services
- Social Services
- Educational Psychologist
- Counselling/Therapy Service

### **Arrangements for parental concerns and complaints concerning the provision:**

The school's complaint procedures are set out in the School Prospectus. The child's teacher will work closely with parents at all stages in the child's education and should be the first contact in case of any difficulty. Parents of pupils with SEN or disabilities who have a concern that the class teacher is unable to address should use the usual school procedures. They may also seek the advice of the Parent Partnership Service. If the concern is still not resolved they can request independent disagreement resolution. The school will make further information about this process available on request.

### **County Professionals:**

General Adviser SEN and Educational Inclusion Hilary Thomas  
Special Needs Officers –Swiss Gardens: Stella Turner/ Elspeth Bunker

### **Parent Partnerships:**

It is essential to work in partnership with parents, valuing their knowledge and experience and working together to meet the child's needs.

Parents of all pupils are actively encouraged to visit the school to discuss each child's progress or any particular problems the child may be facing. This is done, at the earliest opportunity, either informally or formally at Parent Consultations.

Parents of children on the SEND register will be invited into meet with the Class Teacher and Inclusion Manager once a term and review the progress and provision for the child.

Parents of children with Statements of SEN/ Education and Health Care Plans will similarly receive the termly review. They will also be invited to participate in the Annual Review of the Statement. Both written and oral comments are valued and taken into account.

The school will provide information about the Parent Partnership Service to parents of children with special educational needs. Parents of any pupil identified with SEND may contact the Parent Partnership Service for independent support and advice.

### **Links with other schools and arrangements for transition:**

Swiss Gardens works closely with all other local primary schools in the area, including the local mainstream secondary school: Shoreham Academy. Herons Dale the local school for supporting children with SEND also works closely within our cluster.

Through the Annual SENCO conference, Locality Inclusion Meetings and other training courses the Inclusion Manager is able to make contacts and share expertise from other schools.

Children with Statements/Education and Health Care Plans have an Annual Review in the Summer Term of Year 5 at which the choice of secondary school will be discussed. West Sussex LEA aim to have places for these pupils secured by February of the pupil's Year 6. Transition planning and programmes occur in the summer term of Year 6 to support transition for vulnerable year 6 pupils. This includes liaison with the appropriate professionals and also increased opportunities to visit the new school.

### **Links with health, social services and voluntary organisations:**

The school nurse may give advice and recommend further investigations following routine medicals. With parental agreement, pupils may be referred to health/ educational professionals, e.g.

- Speech and Language Therapy Service- Kate Middleton
- Occupational Therapy Service (OT)- Emma Graham
- School Nurse – Lisa Bashford
- EP- Catherine White

Following referral the therapist assesses children in school or at the clinic then writes a programme for the school and parents to follow. Some pupils are invited to courses, e.g. Computer familiarity, motor skills, visual perception held by the OT Service at Worthing Hospital. In cases of specific speech and language disorders the Speech Therapist may come in to work with the child and train staff in continuing a programme of therapy.

Referrals are made to the Child Development Centre when a multi-disciplinary assessment would be helpful.

The Integrated Services in West Sussex are accessed through the Children's and Young People's Planning Forums (CYPPF) that are held every 2 weeks. It is the Inclusion Manager's responsibility, following parental permission to take social concerns about individual children to the forum to request support.

As children with a variety of special needs attend Swiss Gardens, contacts with voluntary organisations will prove increasingly useful. The Inclusion Manager keeps a list of useful contacts, including local and national groups. Parents are encouraged to join local groups and have found these a source of support and information.

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Completed by Claire Older

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