



## **RSA Academies Abbeywood First School and Church Hill Middle School Middle School**

### **Policy for Inclusion**

ASSISTANT HEAD FOR INCLUSION: Mrs N. Reynolds

ABBEYWOOD SENCO: Alison Kemp

CHURCH HILL SENCO: *To be appointed*

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## **DEFINITION OF SEND**

Special Educational Needs and Disabilities refers to any circumstances resulting in an individual pupil/group of pupils requiring additional or different provision in order to take full advantage of the educational opportunities offered to children within the same year group.

## **S.E.N.D – OUR PHILOSOPHY**

RSA Academies Abbeywood Fist School and Church Hill Middle School Middle School is committed to promoting high quality education and training opportunities for all pupils and students. All teachers are therefore responsible for identifying and responding to the Learning needs of all pupils. We focus on high aspirations and on improving outcomes for all children. The principles underpinning the new Code of Practice carefully consider the views, wishes and feelings of the child and their parents; the importance of the child and their parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions. The need to support the child and their parents is essential, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

## **INCLUSION**

We promote inclusion at RSA Academies Abbeywood Fist School and Church Hill Middle School. High quality provision is vital to meet the needs of children and we focus on inclusive practice and ensure barriers to learning are removed. In order to achieve this we have developed an inclusive ethos, a broad, balanced and innovative curriculum, and systems for early identification of barriers to learning and participation, in addition to high expectations and suitable targets for all children. Every teacher is a teacher of every child, including those with SEND.

## **SPECIAL EDUCATIONAL NEEDS and DISABILITY AT RSA ACADEMIES ABBEYWOOD FIST SCHOOL AND CHURCH HILL MIDDLE SCHOOL**

This Special Educational Needs and Disability Policy has been developed in consultation with all staff and governors to ensure a consistent and systematic approach to meeting the needs of all our children from Foundation Stage through to Year 8. This policy has been written to meet a particular need in our school. Therefore, the correct implementation of the policy is of vital importance to ensure that it does actually help us to maintain and improve our provision for pupils with special educational needs or disability. It reflects the SEND Code of Practice.

The policy aims to ensure that all pupils who may have a special educational need or disability are identified as early as possible, that their progress is monitored consistently and frequently, and that the strategies undertaken within School to meet their needs are recorded and evaluated systematically.

RSA Academies Abbeywood Fist School and Church Hill Middle School Middle School is committed to ensuring that all children have access to the broad, balanced, relevant, differentiated curriculum, and is making provision for the National Curriculum 2014, to which they are entitled.

Special Educational Needs refers to any circumstances resulting in an individual pupil/group of pupils requiring additional or different provision in order to take full advantage of the educational opportunities offered to children within the same year group. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. This requirement may be permanent or temporary and consequently will require regular review.

## **AIMS**

The aims for all children with special educational needs and disabilities at RSA Academies Abbeywood Fist School and Church Hill Middle School Middle School are the same as those for the rest of the children in the school. Our aim is to raise the aspirations of and expectations of all pupils with SEND and our school provides focus on outcomes for children and not just hours of provision/ support.



Although these aims are the same, it is evident that the help which individual children will require in achieving them will be different. All children have access to Curriculum 2014.

In order to develop a whole school approach towards meeting special educational needs we aim:

- To acknowledge the responsibility of each member of staff involved in curriculum planning;
- To consider the accessibility of the curriculum for all children and its relevance;
- To ensure that all staff have positive and constructive attitudes to children with difficulties;
- To provide the best possible level of provision because, where provision is good, children make the best progress;
- To provide regular opportunities for class teachers to discuss pupils with Special Educational Needs with the S.E.N.D. Co-ordinator, Assistant Head for Inclusion or the Head Teacher;
- To operate a system of identification and assessment of children who experience difficulties in accessing the curriculum;
- To have a system of monitoring progress and recording planning decisions for children with Special Educational Needs;
- To ensure that all S.E.N.D children are well integrated into the life and work of the school;
- To allocate resources, both human and material to match aims;
- To consult outside agencies for help or advice for children who require SEN Support;
- To seek the full co-operation of parents in meeting the needs of our pupils. We will involve parents in regular discussions and will keep them fully informed once their child has been identified as having special needs that fall into any of the following categories as outlined in the Code of Practice (2014): communication and interaction; cognition and Learning; Social, mental and emotional health; and sensory and/or physical.

## OBJECTIVES

- ❖ To identify and provide for pupils who have special educational needs and additional needs
- ❖ To work within the guidance provided in the SEND Code of Practice, 2014
- ❖ To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- ❖ To provide a Special Education Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy and Assistant Head for Inclusion
- ❖ To provide support and advice for all staff working with special educational needs pupils

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The code of practice defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

The new SEND Code of Practice identifies four key areas of SEN:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

These four broad areas give an overview of the range of needs that are planned for. The purpose of the identification is to ascertain what action needs to be taken, and not to fit a pupil into a category. At Abbeywood, we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child.

The following areas identified are NOT SEN but may impact on progress and attainment;

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty provided under current Disability Equality legislation – *these do not constitute SEN*)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Any concerns relating to a child's behavior will be described as an underlying response to a need, which we shall be able to recognize and identify clearly, as we know the child.

## THE GRADUATED APPROACH TO SEND SUPPORT AT RSA ACADEMIES ABBEYWOOD FIST SCHOOL AND CHURCH HILL MIDDLE SCHOOL

A graduated approach – a cycle of assessment, planning and reviewing their actions in increasing detail and with increasing frequency- is used to identify the best way of securing adequate progress for pupils. (Assess needs-Plan-Do-Review).

**Assess Needs:** Monitoring and reviewing the progress and development of all children. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. The majority of pupils can make progress through such teaching.

**Plan:** Where progress gives cause for concern, practitioners work in partnership with parents/carers to develop a plan to ensure that children with SEND receive the right levels of support for their future learning and development. Class and subject teachers, supported by the Senior Leadership Team make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support.

**Do:** This graduated response is led and coordinated by the SENCO and Assistant Head for Inclusion working with and supporting colleagues. Parents are engaged at each stage of this cycle, contributing their insights into assessment and planning. Intended outcomes are shared with parents and reviewed with them.

**Review:** The effectiveness of the support and the impact on the pupil's progress is reviewed in line with an agreed date.

Adequate progress can include progress which:

- a. Is similar to that of peers starting from the same baseline
- b. Matches or betters of pupil's previous rate of progress
- c. Closes the attainment gap between the pupil and their peers
- d. Prevents the attainment gap growing wider.

Where a pupil continues to make little or no progress, or if a pupil is not developing as expected or is not responding to action being taken, external professionals are called upon to advise and assist further. They may also help in identifying those pupils whose need for long term support is such that an Education Health Care Plan (EHC Plan) might be required. Provision mapping is used effectively to track the impact and outcomes of interventions offered to the pupil.

The gathering and recording of basic information about a child will be the responsibility of the class teacher and they will communicate any concerns with the SENCO and Assistant Head for Inclusion and in Pupil Progress Meetings. Discussion about the child will follow and further evidence will be sought.

In recording pupils on an SEND record, the following 'criteria for entering' a pupil should include:

- The work that has already been completed and by whom? **Every teacher is a teacher of every child** and the role of the class teacher within school is to provide quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment. Pupils are only identified as SEND if they do not make adequate progress once they have received all the intervention/adjustments and good quality personalised teaching
- Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND
- Additional intervention and support cannot compensate for a lack of good quality teaching.

- The quality of teaching for all pupils, including those at risk of underachievement, is regularly and carefully reviewed. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.
- Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These look at pupil progress, alongside national data and expectations of progress. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support.
- For higher levels of need, where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, more specialised assessments from external agencies and professionals are used.
- Once a potential special educational need is identified, action is taken to remove barriers to learning and put effective special educational provision in place, This SEN Support takes the form of a four-part cycle – assess, plan, do, review This is known as the graduated approach.
- Where a pupil is receiving SEN support, parents are met termly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.

## **MANAGING PUPILS NEEDS ON THE SEND REGISTER**

The process, not the provision, needs to be carefully considered. The single category of support, SEN SUPPORT allows RSA Academies Abbeywood Fist School and Church Hill Middle School to personalise arrangements to meet the children's needs.

The provision made for pupils with SEND is accurately recorded and kept up to date, to show evidence of pupil progress, a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. Pupil Passports identify what needs have been identified, and how to remove key barriers to learning effectively. Provision maps will identify specific targets, with clear outcomes to be achieved within an agreed time frame, and strategies to show how these targets will be reached. So far as possible, the plan will build on the curriculum the child is following alongside fellow pupils and will make use of the programmes, activities, materials and assessment techniques readily available to the child's teacher, e.g. school based resources. At times children may need support from a teaching assistant to fulfil their targets; this support will be built into the Provision plan. Provision plans and intervention records will be reviewed regularly by the class teacher, they will also be reviewed formally by the Assistant Head for Inclusion / SENCO. SEN meetings will be planned for each term, where teacher, parent and child can meet to discuss future steps.

If the needs of a pupil cannot be fully met through our school provision or where a pupil continues to make little or no progress, or if a pupil is not developing as expected or is not responding to action being taken, new strategies for supporting progress need to be developed and monitored and reviewed. The plan will be developed with the help of outside agencies to advise and assist further, but it will usually be implemented, at least in part, in the normal classroom setting through quality first teaching. The SEND Co-ordinator and the Assistant Head for Inclusion will ensure close liaison between relevant teachers. When a child is placed on the Special Needs Register, the class teacher will consult the parents who may be asked to support their child in a particular way, consistent with school provision. Once a child has been recorded as having special educational needs, the parents will be consulted when any further action is to take place. Parental consent will be sought before contact is made with any outside agencies and the parent(s) will be kept informed of the results of such contact.

Pupil Passports are shared with parents at parent evening consultations and at any other relevant meetings.

## **LA-BASED ASSESSMENT AND SUPPORT**

The special educational needs of the great majority of children should be met effectively within mainstream settings through SEN Support within school, without the LA needing to make an assessment for an EHC Plan. However, in a very small number of cases the LA will help in identifying those pupils whose need for long term support is such that an EHC Plan might be required. School will use provision mapping effectively to track the impact and outcomes of interventions offered to the pupil.

In making this decision, the LA will want to closely look at the evidence provided by the school describing the nature, extent and cause of the child's Learning difficulties. It will also be necessary to provide evidence of action taken by the school to

meet and support the child's academic progress. Therefore, except where a child's condition has changed suddenly, the school will provide the LA with clear recorded evidence of:

- The Learning difficulties identified and the action taken by the School within SEN Support;
- The action formulated, monitored and evaluated in conjunction with outside agencies;
- Consultation with the child and parents, taking into account their views, wishes and feelings and any other information provided by them or at their request;
- Evidence that at all possible times the child has been involved in planning IPP's and reviewing them.

In most cases the issuing of an EHC Plan will entail the LA making additional resources available. The final EHC plan must be issued to the governing body or Headteacher named in the EHC plan. If a child is not issued with a EHC Plan then this responsibility will remain with the school. The Headteacher, Assistant Head for Inclusion and SENCO will ensure that each child's special educational needs, as set out in the EHC plans, is known to the child's class teacher and arrangements are in place to meet them. It is the responsibility of the class teacher to ensure that the child's progress is monitored and informally reviewed during the course of the year.

Children with EHC Plans will be treated in the same way as any other child with special educational needs although the degree of differentiation and the amount of learning support may be greater. Formal reviews of the EHC plan must take place at least annually.

## **SUPPORTING PUPILS AND FAMILIES**

The Local authority publishes a local offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans. The local offer includes provision in the local authority's area. It also includes provision outside the local area that the local authority expects is likely to be used by children and young people with SEND for whom they are responsible.

The link below details Worcestershire County Council's local offer:

[http://www.worcestershire.gov.uk/info/20107/special\\_educational\\_needs/1192/what\\_help\\_is\\_available\\_in\\_worcestershire](http://www.worcestershire.gov.uk/info/20107/special_educational_needs/1192/what_help_is_available_in_worcestershire)

Please also refer to the SEND Information Report for RSA Academies Abbeywood Fist School and Church Hill Middle School for more information.

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

RSA Academies Abbeywood Fist School and Church Hill Middle School recognizes that pupils at school with medical conditions need to be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school complies with its duties under the Equality Act 2010.

Some pupils may also have SEN and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014).

For more information, please refer to the policy on managing the medical conditions of pupils.

## **MONITORING AND EVALUATION OF SEND**

Regular and careful monitoring and evaluating of the quality of provision offered is part of school's practice.

Regular audits, review, sampling of parent views, pupils' views and staff views form part of the cycle of review. Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

## **TRAINING AND RESOURCES**



Resources are provided that support those with additional needs, including children with SEN and disabilities. An amount is identified within the overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the provision of high quality appropriate support. As part of the normal budget planning, the approach to using resources to support the progress of pupils with SEND, is determined. The cost of the more expensive support is not expected to be taken from core funding. Additional support is provided which costs up to a nationally prescribed threshold per pupil/student per year. The responsible local authority, usually the authority where the child or young person lives, provides additional top-up funding where the cost of the special educational provision exceeds the nationally prescribed threshold.

## **ROLES AND RESPONSIBILITIES**

### ***THE DUTIES OF THE GOVERNING BODY***

The Governing body must:

- Governing Bodies must ensure that there is a qualified teacher designated as SENCO for the school.
- Information must be published on the website about the implementation of the governing body's policy for pupils with SEND. This information must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.
- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs;
- Ensure that, where the 'responsible person' - the Headteacher or the appropriate governor - has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs;
- Consult the LA and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Ensure that a pupil with special educational needs joins in the activities of the school together with all those pupils who do not have special educational needs, as far as is reasonably practical and compatible with the child receiving the special educational provision, the efficient education of the pupils with whom they are educated and the efficient use of resources;
- report to parents on the implementation of the school's policy for children with special educational needs
- have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child

### ***THE DUTIES OF THE HEAD TEACHER AND ASSISTANT HEAD FOR INCLUSION***

The Headteacher will take responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher and Assistant Head for Inclusion work closely with the SEN Co-ordinator (SENCo).

The Headteacher and Assistant Head for Inclusion must ensure that the SENCO has sufficient time and resources to carry out their role. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The Headteacher and Assistant Head for Inclusion, in consultation with the SENCO, ensures the confidentiality and effectiveness of systems operated by the school for:

- Keeping records and reports on children with special educational needs;

- Liaising, where possible and appropriate, with the school health service, health visitors, general practitioners, physiotherapy and speech and language therapy services and social services;
- Ensuring through co-operation with health professionals, the elimination of underlying medical causes as a possible explanation for observable Learning and emotional difficulties;
- Liaising with the appropriate outside agencies i.e. CCN Team, EPS, Learning Support Team;
- Ensuring all those who teach the child have all the relevant information about the child's special educational needs;
- Keep the governing body fully informed.

The Headteacher and Assistant Head for Inclusion is responsible, in consultation with the SENCO, for the procedures involved with an Annual Review.

The Headteacher and Assistant Head for Inclusion share the responsibility with the SENCO for:

- Making referrals to external agencies;
- Monitoring the implementation and effectiveness of EHC Plan for children and for organizing their annual reviews.

### ***THE DUTIES OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)***

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEND policy and provision in the school.

The SEN Co-ordinator:

- Is responsible for overseeing the day to day operation of the school's SEND policy;
- Co-ordinates provision for children with special educational needs;
- Liaises with and supports staff in the identification of children with special educational needs or disabilities;
- Liaises with and supports the Teaching Assistants;
- Liaises with the Head Teacher and governors;
- Liaises with outside agencies as appropriate;
- Liaises with and supports parents of those children with special educational needs;
- Supports teachers in the writing, implementation, monitoring and reviewing of Individual Provision Plans and Pupil passports;
- Shares responsibility with the Headteacher for making referrals to outside agencies
- Shares the responsibility with the Headteacher for monitoring the implementation and effectiveness of EHCPs for organizing their annual reviews;
- Maintains the SEND register and oversees the records of all pupils with special educational needs or disability;
- Maintains resources;
- Contributes to the special educational needs section of the School Development Plan and oversees its implementation;
- Contributes to the in-service training of staff;
- Devises and implements record keeping and other documentation which facilitates an integrated, team approach to SEND provision;
- Maintains and evaluates the effectiveness of provision half termly.

### ***DUTIES OF THE CLASSTEACHER***

If there is evidence to suggest that a child may have special educational needs, the class teacher will speak to the SENCO and discuss the child. Concerns may be raised by the child's response to national curriculum assessment or to tasks set in class. Similarly, a child's lack of adequate progress in a particular area may cause concern.

Where a child has been transferred from another school, the information passed on may alert the school to a child's difficulties.

After the initial discussion, a decision will be made as to whether it will be necessary to take some additional or different action to enable the pupil to learn more effectively. At this stage the child will be placed on the school's SEND register and parents will be consulted and invited into school to discuss their child's need(s). From this point, the SENCO will support the

class teacher to draw up an Individual Provision Plan and support carrying out reviews and implementation and monitor the success of the plan, as appropriate, in the classroom.

## **CONFIDENTIALITY AND TRANSFER OF SEND RECORDS**

The class teacher will keep the SEND records of children currently in her/his class who have SEN Support in the planning file, with copies of all records being kept in the SEND file.

All staff must bear in mind the need to maintain strict confidentiality about SEND records or EHC Plans. These records will need to be passed on in person from one teacher to the next at the end of each academic year. Therefore, only a child's class teacher, the SEN Co-ordinator, Assistant Head for Inclusion and the Headteacher will have access to a child's SEND records.

Parents will be given access to their child's records upon request to the Headteacher. Records are transferred to a child's middle school or when s/he moves to a new school, separately from their records and given directly to the SENCO.

## **CRITERIA FOR EVALUATING THE SUCCESS OF THE SCHOOL SEND POLICY**

The success of the SEND policy will be measured by how well it manages to achieve its aims, and by how well it is understood and operated by teaching and support staff. All staff will be asked to assess the effectiveness of the policy and how well they feel it has been implemented. The school will use the following methods to evaluate success:

1. The number of children recorded
2. Improving amount of progress children make as seen in school tracking;
3. Feedback from Intervention;
4. Downward movement through the levels outlined in Point 1 above;
5. Positive feedback from parents;
6. Information on Pupil Passports
7. A pupil becoming happier with his/her own self-image, or becoming more comfortable with school and schooling.

Obviously success will be specifically linked to each pupil and his/her needs. What may be deemed a success in one case may not be in another.

**This policy will be reviewed, evaluated and updated annually by the SENCO and all members of staff. Yearly feedback will be given to the Governing body by the SENCO as part of the governor monitoring process.**

## **ARRANGMENTS FOR CONSIDERING COMPLAINTS ABOUT SPECIAL EDUCATIONAL NEEDS WITHIN SCHOOL**

Complaints should be made verbally or in writing to either the Headteacher or the SENCO. All complaints will be treated seriously and thoroughly investigated. Wherever possible the Headteacher, Assistant Head for Inclusion and SENCO will attempt to investigate and report back to parents within 5 working days. If this cannot be done then it will be dealt with as soon as possible after that.

**Policy Adopted by Governing Body:** \_\_\_\_\_ **Date**

**Next Review Date:** \_\_\_\_\_ **Date**