

**Atwood Primary Academy**

# **Special Educational Needs & Inclusion Policy**



**Date: October 2021**

**Review Date: October 2022**

**(or to meet new legislation and practices)**

Signed By: \_\_\_\_\_

Position: \_\_\_\_\_

Date: \_\_\_\_\_

## **Definitions of Special Educational Needs (SEN) taken from Section 20 of the Children and Families Act 2014**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if they:

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

(b) have a disability which prevents or hinders him or her 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

A child or young person does not have a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

---

At Atwood Primary Academy we strive to support all children to enable them to achieve at school. Our broad, balanced and creative curriculum provides opportunities for everyone to enjoy and succeed.

In order to do this, many steps are taken to support them through their learning journey.

Quality teaching is vital and the majority of children will achieve well through high quality classroom teaching. However, for some children there are occasions when further additional support may be needed to help them achieve their targets.

Atwood Primary's Special Educational Needs Co-ordinator is Mrs Hannah Townsend who is a member of the Senior Leadership Team.

## **Aims and Objectives**

### **Aims**

At Atwood we embrace the fact that every child is different and therefore, the needs of every child are different. Children with a Special Educational Need or Disability (SEND) are highly valued in our school and all of our staff share a determination to provide pupils with high quality first teaching and are trained to be responsive to any additional need or barrier that may be presented in a child's school career. Atwood will use its best endeavours to ensure the necessary provision is made for any pupils with SEND and will fulfil the statutory duties and the best practice guidelines set out in the Department of Education Code of Practice for SEND.

Equality of opportunity is central to the work of the school and the school endeavours to overcome any barriers to learning, so that there are no differences in the achievement of different groups of pupils in the school. Every teacher is a teacher of pupils with special educational needs.

In terms of what we offer children with Special Educational Needs and/or Disabilities, this is different for every child and it is important to emphasise that as much as possible, this provision is designed by the relevant Atwood staff members working alongside the child, the child's family and where necessary, outside agencies.

### **Objectives**

Staff members work alongside the Inclusion Manager to seek to identify the needs of pupils with Special Educational needs (SEN) as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings, preferably prior to the child's entry into the school.

Staff monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help us to ensure that they reach their full potential. The Inclusion Manager will support the teachers to identify pupils with SEN through whole class observation.

We make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This is co-ordinated by the Inclusion Manager and Head Teacher and is carefully monitored and reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. In School Review meetings, where pupils' needs are discussed amongst teaching staff and the Inclusion Manager, are held termly.

We work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

We work with outside agencies when the pupil's needs cannot be met by the school alone. Some of these services include Speech and Language Therapy, Occupational Therapy, Hearing Impairment, Educational Psychology Service, and the Child and Adolescent Mental Health Service (CAMHS).

We create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs and carefully monitor the progress of all pupils at regular intervals. Pupil participation is encouraged throughout the school by wider opportunities such as School Council, residential visits, school plays, sports teams, extracurricular activities and lunch time clubs.

### **Identifying Special Educational Needs**

The Code of Practice 2015 provides the definition of SEN as shown at the beginning of this policy.

The Code also describes the four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

In identifying the area(s) of need, we also consider the needs of the whole child which will include not just the special educational needs of the child.

The following may impact on progress and attainment, but are not a special educational need:

- Disability
- Short term lapse in progress and learning
- Attendance and punctuality
- Health and welfare
- Housing difficulties
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a looked after child
- Being a child of serviceman/woman

## **A Graduated Approach**

### ***Quality First Teaching***

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and level boundaries will be monitored
- Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression
- The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the pupil in class
- Following these steps, the level of provision required for the child can be determined.
- If a pupil has recently been removed from the SEN register they may also fall into this category, as continued monitoring will be necessary
- Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with teaching staff and the Inclusion Manager.
- The child is recorded as being under observation due to concern by the parent or teacher but this does not automatically place the child on the SEN register. Any concerns will be discussed with parents/carers informally or during parents' evenings.
- Parents' evenings are used to monitor and assess the progress being made by the children.

### ***SEN Support***

Where it is determined that a pupil does have SEN, parents will be advised of this and the child will be added to the SEN register. This will be confirmed in writing to the parents. The aim of formally identifying a pupil with SEN is to help our school to ensure that effective provision is put in place in order to remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those

interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **Assess**

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil; details of previous progress and attainment; comparisons with peers and national data; as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

Analysis will be regularly reviewed to ensure that support and intervention is matched to need; that barriers to learning are clearly identified and being overcome; and that interventions are having a positive impact on the child. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

Planning will involve consultation between the teacher, Inclusion Manager and parents to agree the adjustments, interventions and support that are required, the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

The class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

## **Review**

Reviews of a pupil's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary the parents. The class teacher, in conjunction with the Inclusion Manager, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward in consultation with parents and the pupil.

## ***Managing Pupils' Needs on the SEN Register***

The SEN register is reviewed at least half-termly by the Inclusion Manager after liaising with teaching staff at the In School Reviews. They maintain records of interventions and map the provision for each class in conjunction with class teachers.

Each pupil on the register currently has an Individual Support Plan (ISP), which is reviewed and discussed with the Inclusion Manager and the pupil's parents/carers each term. Each ISP identifies the individual provision for each pupil and these plans are currently part of a well-considered, graduated approach and system of provision management. Additionally, this ISP includes important information about each pupil which will be invaluable for adults who might work with them. The information includes approaches to behaviour and how to overcome barriers to learning, focussing heavily on child and parent/carer voices, which aim to positively influence the way the child is supported and taught in school.

## ***Referral for an Education, Health and Care Plan***

If a child has lifelong or significant difficulties, they may undergo a statutory assessment which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources is required.

The application for an Education, Health and Care Plan (EHCP) will combine information from a variety of sources including:

- Parents
- Teachers
- Inclusion Manager
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

### ***Supporting Pupils and Families***

Further information about EHCP can be found in the Croydon Local Offer for pupils with SEND. This can be found on the London Borough of Croydon website. A link may also be found on our SEND Information report which can be found on the school website.

***Additional Information*** about SEN provision at Atwood can also be found in our SEN Information Report available on our website.

### ***Admission Arrangements***

Please refer to the information contained in our school prospectus, which is also available on our website.

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes any children with any level of SEN; those with Education, Health and Care Plans and those without.

### ***Transition***

Many strategies are in place to enable the pupil's transition to be as smooth as possible.

These include:

- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- All pupils attend a transition session where they spend some time with their new class teacher
- For pupils on the autistic spectrum or with emotional/behavioural needs a transition programme is carried out, which involves a greater number of visits to the classroom, a special book which includes photos of the staff who will be working with the pupil, the classroom and other significant places. This book is produced in consultation with the parents/carers and is sent home for the summer holiday. Countdown calendars can also be provided for children who would benefit from this
- Additional visits are arranged for pupils who need extra time in their new school.



- Secondary school staff visit pupils prior to them joining their new school.
- Our Inclusion Manager liaises with the SEN teams from the secondary schools to pass on information regarding SEN pupils.
- Where a pupil may have more specialised needs, a separate meeting may be arranged with our Inclusion Manager, the secondary school SENCo and parents/carers.

### ***Supporting Pupils at School with Medical Conditions***

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education- including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special medication provision and the SEND Code of Practice 2015 is followed.

The arrangements for pupils at our school with medical conditions are detailed in our 'Supporting Pupils with Special Medical Needs' policy which can be found on our website.

### ***Monitoring and Evaluation of SEND***

In order to make consistent, continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done through discussion and progress meetings with parents.

The Inclusion Manager gives feedback to governors and meets with the SEN Governor each term to provide regular updates.

### ***Training and Resources***

All pupils with SEN will have access to Elements 1 and 2 of a school's budget which equates to £6000.

For those with the most complex needs in the Early Years Foundation Stage, additional funding (High Level Needs) is retained by the local authority and administered by them for pupils whose needs meet the threshold for that funding.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

The school's Inclusion Manager regularly attends the Local Authority's SENCo network meetings in order to keep up to date with local and national updates in SEND.

***Roles and responsibilities***

SEN Governor: Matthew Irvine

Designated Teachers with specific Safeguarding Responsibilities:

Head Teacher (Designated Safeguarding Lead) Robert Veale

Deputy Head Teacher: Nina Gambier

Assistant Head Teacher: Kate Standing

Inclusion Manager: Hannah Townsend

Responsible for PPG/LAC funding: Robert Veale

Responsible for managing school's responsibility for meeting medical needs of pupils:

Robert Veale

## ***Reviewing the Policy***

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools - Feb 2013
- Part 3 of the Children and Families Act (2014) which sets out schools' responsibilities for pupils with SEN and Disabilities
- SEND Code of Practice 0 – 25 (January 2015)
- The Special Educational Needs and Disabilities Regulations 2014, which sets out schools' responsibilities for education, health and care plans (EHCP), SEN co-ordinators (SENCOs) and the SEN Information Report
- Schools SEN Information report regulations
- Statutory Guidance on Supporting Pupils with Medical Conditions at school - April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by the SENCO, in liaison with the SEN Governor, SLT, staff and parents of pupils with SEND, in the spirit of current reform.

This policy will be reviewed annually.

## ***Accessibility***

Please refer to our school's Accessibility Plan available on our school website.

## ***Complaints***

If a parent wishes to complain about the provision or the policy they should in the first instance raise it with the Inclusion Manager, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent may submit a formal complaint to the Head Teacher in writing or any other accessible format. The Head Teacher will then deal with the complaint as described in the appropriate policy. Our complaints procedure, available from the school office or on our website, sets out the steps in making a complaint in more detail.

## ***Bullying***

Please refer to our Anti-Bullying Policy available on our website.