

INCLUSION AND SEND POLICY

2019

Our Vision

Inspiring minds, achieving excellence, nurturing faith

We are a small and caring, family orientated Church of England Academy serving our local community.

Our vision for our children is to inspire them through our values based ethos, encouraging a life-long love of learning and a determination to excel and grow into compassionate, resilient and responsible adults of the future.

Our Mission

As a Church of England Academy, Christian values are central to the life of our school, where we worship together, serve together and grow together. We build relationships based on honesty, respect and trust. Our learning environment provides a happy, calm and purposeful atmosphere with a culture of high expectations for all. We educate and nurture the whole child through an exciting and creative curriculum which develops children's knowledge, skills and experience across a broad subject range encouraging all to excel.

Policy written March 2019: N. Selman, SENDCo

Approved by Governors: 2nd April 2019

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At St Mark's Primary Academy we are committed to adopt an inclusive approach to meeting the needs of all pupils including those with Special Educational Needs and Disabilities.

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos, which is underpinned by our Christian values and high expectations, suitable targets, and a broad, balanced curriculum for all children.

This is teamed with systems for early identification of barriers to learning and participation.

We are strongly committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, after school skills groups and other learning interventions developed to personalise learning.

1. Aims

Our SEN policy and information report aims to:

- Set out how St Mark's will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDco

The SENDco is Naomi Selman

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDco and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDco to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social and emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

Careful considerations are made when assessing and reviewing the progress of SEND pupils. These are outlined in The SEND Code of practice 2015 as the graduated approach. These arrangements include a cycle of assess, plan do and review.

The class or subject teacher will work with the SENDco to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

Advice from external support services, if relevant

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or any other setting pupils are moving to. We will agree with parents and pupils which information will be shared as part of this.

Transition days are carefully planned to support pupils in their next step. For example; pupils moving on to Year 7 will visit their new schools and in turn teachers visit their potential pupils.

5.6 Our approach to teaching pupils with SEND

Each teacher is responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- 1:1 conferencing with the teacher (Mathematics, reading and writing)

- 1:1 conferencing with the teaching assistant
- Social skills groups
- Read, Write Ink (Phonics intervention)
- Wizzy words
- Funky fingers (Handwriting intervention)
- Speech and language programmes

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources, environments and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Each Teacher and Teaching assistant are trained to deliver interventions such as The Read, Write Inc phonics intervention.

Both Teachers and assistants support pupils on a 1:1 basis when it has been advised that the pupil makes accelerated progress when working 1:1.

Teachers and Teaching assistants support pupils in small groups when it has been advised that these pupils will accelerate each other's progress.

Teachers and Teaching assistants form the core **teaching team**, supported by multi-professional input, led by the SENDco.

The Parent and Family Support Adviser, supports individual pupils and their families, and provides training opportunities.

The Traveller Education Support Services can provide support for traveller families.

The Educational Psychology Service provides assessments and support for pupils in school

The Hearing, Vision, Physical and Medical Support Service is an educational advisory support service which can provide specialist educational assessments and interventions for children with hearing, medical, physical or visual needs.

The Social, Emotional and Behavioural Support Service supports the school to improve the learning outcomes for pupils with social, emotional and behavioural needs. This may include supporting the school with assessment tools and providing guidance and training to staff.

The **Learning Support Service** can support the school to meet a wide diversity of learning needs and ensure inclusive provision through advice, guidance and training to staff.

5.9 Expertise and training of staff

Our SENDco Naomi Selman is a qualified senior teacher who has the NASEN award for coordinating special education needs and disabilities. She is also a member of the safeguarding team.

The SENDCO is allocated 1 day a week to manage SEN provision.

We have a team of 6 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. In the last academic year, staff have been trained in Speech and Language Therapy, Picture exchange Communication System (PECS) and de-escalation.

We use specialist staff for delivering social skills groups and working with children who have a diagnosis of Autism.

5.10 Securing equipment and facilities

All intervention materials are bought and provided by the school. Standard additional equipment like pencil grips are kept in school and teachers are free to trial equipment like this with children they feel may need it in their class.

Depending upon a child's needs, additional equipment may have to be purchased as recommended by an outside agency like an Occupational Therapist. The school may purchase this equipment for use by the child and once it is no longer needed, the school retains it for future use.

If a child has an EHC plan, the Local Authority SEND department will detail what equipment and facilities they will provide and what the school is expected to provide. However, the school will liaise with the SEND department if we feel we need specific equipment or facilities for other children which they may be able to help us provide.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENDco
- Using provision maps to measure progress
- Holding annual reviews for pupils with Education Health and Care Plans.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all of our pupils, including our wrap around care.

All pupils are encouraged to go on our residential trips and are encouraged to take part in sports day, school plays and special workshops inside and outside of the school.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We ensure that all pupils are able to access their education through the following arrangements:

- *The organisation of professional meetings to discuss the needs of the pupil and amendments that could be made to the environment to enable the pupil ease of maneuvering.*
- *Additional risk assessments to identify potential risk.*
- *Reasonable adjustments are made to enable the pupil ease of access*

For additional information regarding accessibility, please read the [Accessibility Plan](#)

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council

- Pupils with SEND are also encouraged to be school champions to promote teamwork, building friendships and stewards of Christ.
- Pupils are encouraged to report any incidents of bullying immediately so that action can be taken.
- Pupils are trained and encouraged to become advocates for mental health
- Pupils are encouraged to report any incidents of bullying immediately so that action can be taken.
- PSHCE lessons aim to promote resilience, solution finding, emotional control, self-belief and solution finding.
- Internet safety workshops and lessons that encourage clear communication between children and adults and the dangers of using social media.

5.14 Working with other agencies

We work alongside other agencies to ensure that pupils receive the support that they require. We access the following services to ensure every pupil's needs are met.

Croydon CAMHS	0203 228 000	www.slam.nhs.uk
Occupational Therapy	020 8274 6854/50	
Croydon Educational Psychology Service	020 8604 7300	
Children's Physiotherapy	020 8274 6853	
Speech and language Therapy	020 8714 2594	http://www.croydonhealthservices.nhs.uk
Community Paediatricians	020 8274 6300	
Peripatetic Visual Impairment Service	020 8760 5784	linda.james@croydon.gov.uk
Peripatetic hearing impairment service	020 8760 5783	luisa.saddington@croydon.gov.uk
SENDIAS (SEND support for parents and carers)	020 3131 3150	parentssupportherts@familylives.org.uk
Parents In Partnership	0208 663 5626	www.pipcroydon.com/
Croydon Locality Early Help		earlyhelp@croydon.gov.uk

Contact a Family

0808 808 3555

www.cafamily.org.uk/advice-and-support/

Council for Disabled Children

0207 843 1900

www.councilfordisabledchildren.org.uk/

5.15 Complaints about SEN provision

Complaints about SEND provision in our school should be made to the Head Teacher and or The SENDco in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Please see the table above for details of support services

5.17 Contact details for raising concerns

Each of the following staff can be contacted via the school office:

- Mrs Kate Wilson **Head Teacher**
- Mrs Naomi Selman **SENDco**
- Ms Ursula Sandy **Lead for Safeguarding, Welfare and Behaviour**

Mrs Jane Comerford **SEND Governor** can be contacted via cjane1.306@lgflmail.org

5.18 The local authority local offer

Our local authority's local offer is published here: [Croydon's Local Offer](#)

6. Monitoring arrangements

This policy and information report will be reviewed by Naomi Selman every year.

It will also be updated if any changes to the information are made during the year and will be approved by the Governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan

<http://st-marks.academy/wp-content/uploads/2015/06/Accessibility-Policy-2016-.pdf>

- Behaviour

<http://st-marks.academy/wp-content/uploads/2015/06/Behaviour-Policy-1.pdf>

- Supporting pupils with medical conditions

