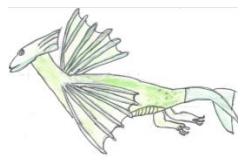


BOREHAM PRIMARY SCHOOL

A Friendship School

'Daring to aim high, scale new heights, spread our wings and fly far'



SEND & INCLUSION POLICY FEBRUARY 2019

Staff Consulted: 11.3.19

Approved by Governing Body: 25.3.19

Monitoring and Review Date: February 2022

Boreham Primary School **SEND and Inclusion Policy**

Acronyms found within this policy are listed in Appendix A.

Our Vision

At Boreham we are an inclusive family school and equally value the abilities and achievements of all pupils regardless of gender, ethnicity, disability, attainment or social background, ensuring that every child has a sense of belonging, feel respected and valued for who they are. We work in partnership with schools within the Chelmer Valley Partnership, other local schools and the Local Authority to adopt the Essex Inclusion Statement (See appendix B).

We are committed to providing the best possible environment for learning for each pupil. All pupils follow the national curriculum at a level and pace appropriate to their learning abilities. Some children have barriers to learning that mean they have additional needs that may require some intervention. We believe in personalised learning to meet the special educational need or disability of individual pupils, differentiating the curriculum and implementing interventions. Providing opportunities that support, enhance and challenge pupils learning. The school will endeavour to ensure that teachers are able to identify and provide for those pupils who have health needs, special educational needs or a disability, and enable them to join in the activities of the school alongside their peers as far as possible by making reasonable adjustments.

The school will continue to have regard to the SEND Code of Practice (2015) when carrying out its duties towards pupils with SEND and ensure that the school works in partnership with parents regarding provision for their child.

We believe that with the right training, strategies and support that most pupils with special educational needs or a disability can be successfully included within a mainstream setting, as instigated in the Code of Practice and the Essex County SEND policy. However we understand that there are different types of provision that a child may need at different points in their lives, and that movement between must have a specific purpose which will lead to better outcomes for them as they prepare for adulthood.

This policy has been written with reference to the following guidance and documents and should be read alongside the SEND Information report and Accessibility Plan which can also be found on the school website.

- SEND Code of Practice 0-25 (Revised January 2015)
- The Children and Families Act 2014, (SEND Clauses in Part 3)
- The Equality Act 2010
- Supporting Pupils with Medical Conditions (September 2014)
- Schools SEND Information report Regulations 2014 (Clause 65)

- Teachers' Standards (Updated June 2103)
- Essex County Council Policy for Children and Young people with Special Educational Needs and Disabilities. 2014-1019
- Essex Inclusion Statement

This policy has been written by Mrs Jo Huntley the school SENCo and Inclusion Manager. The member of the governing body with responsibility for SEND provision is Mrs Yvonne Chapman.

The governing body have complied with The Children and Families Act by appointing Mrs Huntley (B.Ed Hons) who is an experienced SENCo and qualified teacher. Mrs Huntley is a member of the Senior Leadership Team.

Our Priorities and Principles

- To create an environment that enables inclusion and participation in school life, supporting and meeting the special educational need or disability of each child
- To seek to improve and ensure that the special educational needs of children are identified, assessed and provided for as early as possible.
- To make clear the expectations of all partners in the process, including the roles and responsibilities of school staff and partners to enable the delivery of high quality provision
- To enable all children to have access to the whole curriculum alongside their peers.
- To ensure that the school works in partnership with parents to support their child's education.
- To ensure that pupils have a voice in their education.

The delivery of this vision and priorities will be underpinned by the following principles:

- Provision of a broad and balanced and suitably differentiated curriculum that builds upon and is relevant to the child's individual SEND.
- Supporting the needs of all children with SEND is part of the high quality teaching expected within a mainstream setting.
- Children who require additional provision/ resources will be identified and supported.
- Provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children
- Positive attitudes and independent learning will be promoted.
- Social and academic achievements of all children are recognised and valued.
- The school will work in partnership with parents/carers and view them as experts regarding their child's needs and also involve the child in decision making.
- SEND provision will be monitored regularly using the 'assess, plan, do, review' model, including outlining the roles and responsibilities of those working with pupils with SEND.
- Ongoing review of the attainment and progress of groups of children.

- The school will work in partnership with outside agencies as required with parental permission.

Identification of Special Educational Needs and Disability

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

A child or young person may have special educational needs or a disability or both.

Definitions are provided below:

Definition of Special Educational Needs (SEN)

A child or young person have 'Special Educational Needs' if they have a learning difficulty, which calls for special educational provision to be made for them. 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
- (b) have a disability which prevents or hinders them 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.
- (c) A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. Clause 20 Children and Families Act.

Definition of Disability (D)

- A person has a disability for the purposes of this Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Equality Act (2010) - Section 6

Special Educational Provision means any support that is additional to or different from that generally made for children of the same age. Provision delivered depends upon the level and type of need; this may be differentiated work within class, additional adult support, specific interventions, physical adaptations to the learning environment, additional advice and support from external specialists such as a speech and language therapist, specialist teacher or physiotherapist, or a structured behaviour management plan.

Identification of SEND follows a graduated approach as required by the Code of Practice.

The Code of Practice 2015 identifies four areas of SEND, which have been subdivided into categories.

Communication and Interaction Needs (C&I)

(Speech, Language and Communication Needs (SLCN) Autistic Spectrum Disorder (ASD)

Cognition and Learning Needs (C&L)

Moderate Learning Difficulty (MLD), Severe Learning Difficulty (SLD), Profound and Multiple Learning Difficulty. (PMLD), Specific Learning Difficulty (SpLD)

Social, Emotional and Mental Health (SEMH)

Withdrawn or isolated, challenging, disruptive or disturbing behaviours, Anxiety Disorders, Obsessive Compulsive Disorder (OCD), Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD)

Sensory and/or Physical Needs (S/PN)

Visual Impairment (VI), Hearing Impairment (HI), Physical Difficulty (PD)

Children may have other characteristics impacting upon their progress and attainment but are not SEND. These include attendance, health and welfare, English as an Additional Language (EAL), disadvantaged/pupil premium, Looked After Child (LAC), traveller, behaviour concerns not identified as having an underlying social, emotional or mental health concern.

A Graduated Approach to SEND Support

We recognise the importance and benefits of early identification and appropriate effective interventions for all children including those with special educational needs. The majority of children's needs are met within the normal classroom environment through high quality teaching and the use of appropriately varied teaching strategies and differentiated activities set by the class teacher. At Boreham Primary all teachers are teachers of children with special educational needs. The progress and development of all pupils is the responsibility of the class teacher. Assessment of pupil progress is an integral part of the teaching and learning cycle. A possible learning difficulty may be highlighted during pupil progress meetings. However a concern may be raised by a member of staff or parent at any time.

Pupils are registered on the school SEND profile as SEN Support and receive varying levels of support depending on their need, based on the 'assess, plan, do, review' model. This includes personalised differentiation initially. If further support is required, additional intervention is applied. The class teacher remains responsible for each child's progress. A review of progress and provision alongside the parent and child, informs whether continued or further additional support is required. This is recorded on a SEN Support Plan which is reviewed termly. Different schools or other professionals may refer to this as a provision map, a one plan or an Individual Education Plan (IEP).

Where more complex needs are identified, further advice and assessment may be sought from external agencies for example specialist teachers or therapists. Strategies and advice provided by these professionals will be incorporated in the provision outlined in the SEN Support Plan for the pupil. Additionally pupils may have a One Page Profile which are developed and reviewed collaboratively between the pupil, parent and school staff. Pupil voice is encouraged through their views about their learning and aspirations.

If the presented need is persistent and greater than can be addressed and managed through the school's allocated resources, then an application to the Local Authority may be requested to assess the need for an Education Health and Care Plan (EHCP).

Pupils whose needs are supported through an EHCP in addition to termly support plan reviews will have their plan reviewed annually following the LA guidelines, in order to assess pupil progress in relation to the EHCP outcomes, review provision and consider the appropriateness of the EHCP.

If pupil progress is significant and the pupil no longer requires additional support beyond what is considered to be usual practice for children of the same age, then a recommendation to be discharged from the SEND register would be discussed with the parent at a review meeting. If a pupil has been discharged from an external agency for example the speech and language therapy service as their speech and language is deemed within normal limits, then this may trigger a discharge. A pupil can be re-admitted onto the SEND register if concerns re-emerge or new concerns arise.

Supporting Pupils and Families

Admission Arrangements

At Boreham we believe that most pupils with special educational needs or a disability can be successfully included within a mainstream setting. We have regard for The Code of Practice 2015 and Equality Act 2010. We are a family school and will not act to discriminate against children whatever their background or circumstance, including those who have special educational needs or harass a disabled child seeking admission and will make reasonable adjustments. We follow the locally agreed admissions criteria and work in partnership with other local schools and the Local Authority to ensure that school admission is managed effectively. The school admissions policy is available on the school website.

Partnership with Parents

At Boreham we value our work alongside parents/carers. We aim to make parents/carers feel welcome and listened to. We value parent opinions as the 'expert' about their child and aim to work in partnership so that their knowledge and experience is fully included alongside the views of other professionals.

The school will promote a culture of co-operation by encouraging parents to discuss any concerns at school in addition to parent consultation evenings and reports. Termly review meetings will be held in school for children on the SEND register and a copy of the SEN Support Plan provided. For parents who have difficulty attending at specific times, alternative appointment or telephone calls will be arranged. For children with an EHCP an additional annual review meeting will be held. Parents will be notified to give consent when external agencies are supporting their child and invited for joint consultations meetings as requested by the external agency.

An annual SEND Information Report is published on the schools' website which provides information to parents/carers about provision for pupils with SEND. Parents can view the Essex Local Offer at <http://www.essexlocaloffer.org.uk/> for further information.

Supporting Parents and Families

A range of independent support groups are available to help parents and young people with Special Educational Needs & Disabilities, for example Families in Focus. The SENCo is able to provide contact details for parents wishing to contact specific services. Further information can be found on the Essex Local Offer.

Supporting Pupils with Medical Needs

At Boreham Primary School we recognise the need for appropriate support for children with medical conditions so that they are able to fully access education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, school will comply with duties outlined in the Equality Act 2010.

Boreham Primary School is committed to providing an environment that enables children with disabilities full access to all areas of learning. All classrooms are accessible by wheelchair and there is also wheelchair access to the main entrance and the playground. There is a lift in the school hall to enable internal access to all areas of the school. A designated parking space for people with a disability is provided in the car park. There are adapted toilet facilities and school toilets are fitted with push taps in key stage 1 and lever elbow taps in key stage 2. Some children with medical needs may have an Individual Care Plan created in partnership with the family, health professionals and school which is usually reviewed annually, with regard to the statutory guidance in The Children and Families Act 2014. Further information can be found in our accessibility plan.

Monitoring and Evaluating SEND

Class teachers, SEND LSAs and SENCo monitor the attainment and progress of pupils with SEND as part of their role. All SEND pupils, including those with EHCPs receive termly reviews of progress towards their specific outcomes. Any decision regarding movement to or off the SEND register will be discussed in consultation with the parent/carer.

The SEND and Inclusion policy will be reviewed by the SENCo/Inclusion Lead, Senior Leadership Team and Governors to reflect upon and update changes, also monitor and evaluate the effective provision and use of resources, planning, practice and progress. Monitoring and evaluation is carried out through data analysis, observation in classrooms, dialogue, review of planning and resources. The SENCo/Inclusion Lead liaises with the SEND governor and Head Teacher in order to complete the Annual Governors Report regarding the implementation of SEND.

Arrangements for the co-ordination of SEND Provision

The governors ensure that a SENCo is appointed who is a qualified teacher. The responsibilities of the SENCo are in line with The Education (Special Education Needs Co-ordinators (England) Regulations 2013). Under The Code of Practice the SENCo should :

- Support the strategic development of SEND policy and provision in the school
- Have day to day responsibility for the operation of the school SEND policy
- Provide professional guidance to colleagues and work closely with staff, parents and other agencies
- Co-ordinate provision for pupils with SEND
- Advise on the graduated approach
- Ensure that all records of pupils with SEND are up to date.
- Liaise with Early Years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the local authority and it's support services
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Work with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Promote the pupil's inclusion and access to the curriculum, facilities and activities.

Professional Development for Staff

At Boreham Primary we have regard for The Code of Practice and recognise the value and role that ongoing training plays in the development of staff skill and confidence in working with pupils with SEND. Professional development training is reviewed annually in accordance with the school development plan and ongoing needs of pupils.

Partnerships

The effective implementation of provision for pupils with additional needs including SEND relies on effective partnerships with parents, other schools and support services.

School continues to work closely with professionals from the support services and the voluntary sector as appropriate.

We comply with the General Data Protection Regime (GDPR) and will gain parental consent prior to sharing information with partnership services.

The successful transition of pupils between Key Stages is highly valued at Boreham Primary School. Partnerships between feeder nurseries and pre-schools continue to develop. Also links with schools within the Chelmer Valley partnership are well established in order to promote continuity throughout transition. Termly cluster meetings and termly EP locality cluster meetings are held with local schools to share good practice. If a pupil changes school during the school year, all records are forwarded to the receiving school, following conditions set in our GDPR policies.

At the end of KS2, pupils transfer to a range of secondary schools. Efforts are made to establish links with all schools, to ensure children are well prepared for their transition. A programme of organised transition activities are implemented as appropriate for pupils with additional needs including SEND as necessary. Liaison meetings between school staff inform of any potential resource issues, or concerns that may need special consideration. All records are reviewed and forwarded to the appropriate secondary school in accordance with GDPR procedures.

Evaluating the Success of Provision

The governing body will evaluate the effectiveness of the education received by pupils having been identified as SEND, through review and reporting against the following success criteria:

- Evidence of progress through standardised tests, assessment and pupil tracking
- Evidence generated through SEN Support Plan reviews, consideration to individual child's success in achieving targets
- Evidence of differentiation in teachers planning and evaluation
- Positive parental feedback at review meetings
- Positive pupil feedback and improved self-esteem
- Effective inclusion and participation of pupils with additional needs including SEND in the whole school curriculum and all activities
- Effective INSET of all staff in line with requirements of the Code Of Practice

Complaints Procedure

All complaints regarding SEND will be dealt with using the school's complaints procedure, which is available on the school website. Alternatively parents can contact the school office for details of this.

Monitoring and Review

This policy is monitored by the governing body, and will be reviewed every three years or earlier if necessary.

Summary

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Acronyms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autism Spectrum Disorder
ASCD	Autism and Social Communication Difficulty
C&I	Communication and Interaction
C&L	Cognition and Learning
CoP	Code of Practice
CT	Class Teacher
D	Disability
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
EP	Educational Psychologist
EWMHS	Emotional Wellbeing and Mental Health Service
EYFS	Early Years Foundation stage
HI	Hearing Impaired
IEP	Individual Education Plan
KS1/2	Key Stage 1/ Key Stage 2
LAC	Looked After Child
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulty
NELFT	North East London NHS Foundation Trust
OCD	Obsessive Compulsive Disorder

ODD	Oppositional Defiance Disorder
OT	Occupational Therapist
PD	Physical Difficulty
PMLD	Profound and Multiple Learning Difficulty
PNI	Physical and Neurological Impairment
PP	Pupil Premium
PT	Physiotherapist
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Need
SENCo	Special Educational Need Co-ordinator
SEND	Special Educational Need and Disability
SLCN	Speech Language and Communication Need
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
VI	Visual Impairment

Essex Inclusion Statement

This statement was developed by the Essex SEND Headteacher Roundtable and reflects the partnership working between school leaders from early years, primary, secondary, special schools and academies and the Local Authority in developing a school-led approach to SEND across the system.

We stand for:

SEND being positioned at the heart of school leadership and not viewed as the exclusive preserve of the SENCO. We encourage every school to be an inclusive school and to take a whole school approach to inclusion and SEND.

Making sure that every child and young person in our schools/academies or settings, whatever their circumstance or ability, has a sense of belonging, feel respected, and is valued for who they are. Delivering the right education which supports and develops children so that they become positively participating citizens in society.

Ensuring we equip children with the skills, knowledge and confidence to enable them move on to the next phase of learning and life with success.

Understanding that there are different types of provision that a child may need at different points in their lives, but that movement between provisions must have a specific purpose which will lead to better outcomes for them as they prepare for adulthood.

We recognise:

That an inclusive approach, including to admission and exclusion, with an appreciation of diversity, individuality and ambition for all to achieve their optimum potential is essential in raising attainment for all.

That school leaders must be confident that before a decision to exclude is made, that they can show that all reasonable options available to them have been exhausted and that this will lead to improved practice and provision available to meet all needs in the future.

That collectively we have a responsibility to provide for Essex children whatever their background and current circumstances and ensure that they receive a precise identification of their needs so that high quality teaching leads to positive experiences and outcomes for all.

That sometimes we may not have the appropriate provision or capacity to meet the needs of all children who want to come to our schools / academies or settings but that we will work together to ensure that this is addressed and leads to better practice in the future.

That there are currently capacity challenges with our PRU and Alternative Provision settings and our referral systems need to be regularly reviewed and where necessary changed so that they are effective and responsive to local needs.

We strive:

To ensure that all schools, academies and setting are equally and effectively inclusive.

We commit:

To challenge and be open to challenge and to show transparency in our thinking and actions, being able to clearly justify evidence-based decisions.

To examine the way we do things in our own settings to become even more inclusive through systematically reviewing our practice and through working in partnership to review practice in other settings.

To agree to work collaboratively with colleagues in schools, the Local Authority, parents and health and social care to create a new way forward to meet the needs of all Essex children.

To seek and accept any learning, training and development of inclusion for our staff, engage with research and to share our own good practice generously.

To ensure that we follow not simply the letter of the law but also the spirit of the law so that we all put inclusive values into practice in the decisions we make.