



## SEND AND INCLUSION POLICY

### Rationale

Longwood is committed to providing an appropriate and high quality education to all the children attending our school. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Longwood is committed to inclusion. Our strategic planning for improvement aims to develop cultures, policies and practices that include all learners. We aim to forge a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways which take account of their varied life experiences and needs. We pay particular attention to the provision for, and the achievement of different groups of learners regardless of:

- gender
- minority ethnic and faith groups and travellers
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers and those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience hurdles to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early years pupils and Key Stage one pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Longwood we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. Longwood sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the wider community.

The SEND Coordinator is **Mrs Rachel Matthews**, who also takes the lead role in relation to inclusion, and as a member of the SLT, reports regularly on this area.

The SEND Governor and the Governor with an Equal Opportunities/Educational Inclusion brief is **Mr Brian Mulligan**.

### **Objectives**

- To identify pupils' special educational needs as early as possible.
- To plan an effective curriculum in order to meet the special educational needs of each pupil.
- To assess and monitor progress.
- To work in partnership with parents of pupils with special educational needs.
- To involve parents and pupils in the identification and review of targets set out in their Assess, Plan, Do and Review document.
- To ensure that all staff are aware of the procedures for identifying, monitoring, teaching and supporting pupils with special educational needs.

### **Procedures**

The teachers, with the support of the SENDCo, Head teacher and the governing body, are responsible for the day to day operation of provision for SEN pupils. The SENDCo will support staff in areas such as:

- Maintaining the special education needs register.
- Working alongside in identifying, monitoring and evaluating pupils' progress.
- Liaising with staff and providing advice as necessary on the completion and implementation of the Assess, Plan, Do and Review document.
- Liaising with outside agencies (SENS, Educational Psychologist (EP), Clinical Psychologist (CP), Behavioural Support Team (BST), Speech and Language Therapy (SLT) Autism Outreach Team (AOT) and Physical Impairment. Also any other mainstream schools or specialist schools as necessary.
- Overseeing and maintaining any specific resources for special educational needs.

### **Defining the Child with Special Educational Needs**

A child has *special educational needs* if he or she has a *learning difficulty*. A learning difficulty may be defined as:

- Having significantly greater difficulty in learning than the majority of children of the same age.
- Having a disability which prevents or hinders learning.
- Having behavioural or emotional difficulties which affect or hinder learning.

Initial concerns of a child may be raised by any one of the following: staff, parents and outside agencies from the LEA.

The following may be used to aid identification of a child with special educational needs:

- Baseline assessment
- Ongoing assessment by the class teacher
- SATs results
- NFER tests
- Assessment by SENCO
- Assessment by outside agencies

Once identified the school follows the guidance as set in the Code of Practice.

### **School Support**

The triggers for intervention through *School Support* will be a concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing english or maths skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

This is characterised by the gathering of information and increased differentiation within the child's normal classroom work. The class teacher will:

- Inform the SENDCO with a Record of Concern.
- The SENDCO will register the child on the School's Support Log.
- Consultation with parents and child to inform of intervention and monitoring of progress.
- Identify the nature of the child's difficulties and alter their teaching to suit the child's needs.
- Complete an Assess, Plan, Do and Review document to highlight what provision will be made.
- Formal review with parents at parents' evenings or earlier if necessary.

## **School SEND Support**

This is characterised by the involvement of specialists from outside the school. A child who is still continuing to experience difficulty with learning may need support from outside school. This will be decided upon during a review involving parents/class teacher/SENDCO and Head teacher. If this is the case then the following will happen:

- SENSS may be involved to assess the child
- Educational Psychologist referral may be made
- Further support from Specialist agencies relating to the nature of the difficulty

The teacher will:

- Continue to monitor and update the Assess Plan Do and Review document
- Track the children's learning through the interventions in place

If the child is not making satisfactory progress, then the outside agencies will help the school to put into place specific programmes tailored to the individual child's needs.

## **Request for support**

If the child is still not making satisfactory progress, the SENDCo will consider making a request for support from the Local Authority.

Once the SENDCo has applied, the panel has to make a decision whether to proceed with an assessment. The outcome of the assessment may result in the pupil being issued with an Education, Health and Care Plan. If this is not the case the LEA have to explain their decision. The parents may appeal against this decision and have to proceed through the Educational Needs Tribunal.

## **Education, Health and Care Plan (EHCP)**

The Head teacher, SENDCO and parent will be given a draft EHCP to consider and decide which option of support to deploy. Once returned and issued by the LEA as a final statement the SENDCO and class teacher will:

- Draw up an Assess, Plan, Do and Review document which shows how the needs and provision set up in the statement are being met by the school
- Consult with outside agencies as necessary for the advice in implementing the provision.
- Discuss the Assess, Plan, Do and Review document with pupil, parents and any outside agency that are involved with supporting the young person
- Be involved in the annual review (or transfer review for Year 6 pupils) of the EHCP alongside parents and any outside agencies

## **Co-ordinating Provision**

The needs of the majority of pupils will be met in the classroom through a differentiated curriculum. Other children may work in small groups either in or away from the classroom for specific activities. For children with an EHCP this may result in the provision of a Learning Support Assistant to assist with delivering the targets as outlined on their EHCP objectives. This provision may be provided by the class teacher, TA, outside agencies or a combination of these. This provision will be evaluated and monitored by Assess Plan Do and Review documents to ensure effectiveness. The Head teacher and SENDCO are aware of all SEN provision through liaison with all staff involved. The SENDCO will monitor the progress and provision. Class teachers will provide activities, targets and objectives for the Teaching Assistant or themselves to deliver and evaluate. Class teachers will continue to monitor and assess children in their class and keep records.

## **Dyslexia Friendly School**

In every school there are a significant number of pupils with dyslexia who need not only english programs to improve their skills, but also a dyslexia friendly environment in which to gain confidence and develop their abilities. The skills and strategies which dyslexic children need in order to learn can be taught. Strategies that are good for dyslexic learners are good for everyone.

A whole school approach underpins success for pupils with dyslexia.

At Longwood we make provision for dyslexic pupils and provide programmes of support where necessary. Many strategies are already in place to ensure effective learning such as cursive handwriting script and precision teaching of spelling. These are ways in which we are helping to develop dyslexic learners and make our school dyslexia friendly.

The aim of the school is to continue this good practice and, as part of a continuing programme of staff development, offer further advice about how to achieve a dyslexia friendly learning environment.

## **Partnership with Parents/Carers**

Parents or carers are seen as partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and monitoring of their child's progress at school. Parents' contribution to their child's education is highly valued by all staff.

If parents or carers have a concern about the provision for their child they should attempt to resolve it in the following order:

- With the class teacher.
- With the SENDCO and/or the Head teacher.

In the event of this being unsuccessfully resolved there is a complaints procedure within the LEA.

## **Admissions**

Please refer to the Admissions Policy.

## **Governing Body**

The Governors, working in partnership with the Head teacher, have responsibility for deciding the school's general policy, approach and funding to meet the needs of SEND pupils. Mr Brian Mulligan is our Governor for SEND pupils.

## **Staffordshire SEND Family Partnership**

School will inform parents of the role of the Staffordshire SEND Family Partnership and a notice board is displayed in the entrance hall with contact details and information leaflets.

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