WITCHAMPTON C OF E FIRST SCHOOL

Inclusion and SEND Policy

‘Live a Life of Love Just as Jesus Loved Us’ Ephesians 5:2

1. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 *(July 2014)* and has been written with reference to the following guidance and documents:

• Equality Act 2010: Advice for schools *(DfE May 2014)*

• *Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEND and disabilities*

• Schools SEND Information Report Regulations *(2014)*

2. Special Educational Needs and Disabilities Definition

Pupils have special educational needs (SEND) or disabilities if they have a learning difficulty that calls for special educational provision to be made to them. This means that they have significantly greater difficulty in learning than the majority of others the same age or that they have 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 *(SEND Code of Practice 0 to 25, July 2014).* 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.

Not all pupils with disabilities have SEND and not all pupils with SEND meet the definition of disability, but this policy covers all of these pupils.

3. Special Educational Needs and Disabilities – School Information

Our vision at Witchampton C of E First School is:

‘Small school, big heart - making a difference. Our school provides the Christian foundation for children to grow and flourish, whilst inspiring ambition. Everyone is a valued member of the school family which empowers them to achieve their very best. Our nurturing environment ensures each child becomes a confident and curious life-long learner. Our Christian values enable us to inspire others, build courage and show respect - all through love’

Witchampton C of E First School places emphasis on maintaining positive relationships with parents/ carers and the wider school community and values the role that the whole school community plays in maintaining high expectations of pupils.

At Witchampton C of E First School, Mrs Joannie Jones is the Inclusion Lead and the named SENDCo. She can be contacted at: office@witchamptonfirstschool.org

Mrs Sarah Fairman is the DSL and is the Pupil Premium Lead in the school who can be contacted by calling the school office or via e-mail at: office@witchamptonfirstschool.org

The Head Teacher has responsibility for day-to-day management of all aspects of the school's work, including the provision for children with SEND. The Head teacher keeps the Academy Committee fully informed and works closely with the SENDCo. The Head Teacher is Mrs Sarah Fairman. The Head Teacher and Academy Committee have delegated the responsibility for the day to day implementation of the policy.

The SENCo will:

- 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 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

The Academy Committee Member with oversight of the arrangements for SEND and disability is: Mr Geoff Bates . Mr Bates can be contacted via the school office at: office@witchamptonfirstschool.org

The Academy Committee Member will

- Help to raise awareness of SEND issues at Academy Committee meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Academy Committee on this
- Work with the SENCo and Deputy SENCo to determine the strategic development of the SEND policy and provision in the school

The Academy Committee will exercise their duty and have regard to the *Children and Families Act, 2014* and the *Equality Act, 2010*. This will include ensuring that Witchampton First School's arrangements are published on supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND policy.

Class Teachers will be 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 SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Teaching Assistants (TAs) will:

- Work to support pupils with SEND and their overall line management is the responsibility of the SENCo.

Pupils with an Education, Health and Care Plan (EHCP) will have an allocation of funding, which is used under the guidance of the SENCo, SLT and class/subject teacher. Support may be provided both on an individual basis and/or part of a small group, following local authority guidance.

4. Special Educational Needs and Disabilities at Witchampton C of E First School

Witchampton C of E First School has high aspirations for all pupils, including those identified as having SEND. The Academy Committee and staff are committed to offering an inclusive curriculum to ensure the best possible progress for all pupils whatever their needs, abilities and learning differences and we strive for all pupils to achieve their very best. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

5. Aims and Objectives

· At Witchampton C of E First School we believe that all pupils should make the best possible progress. Where there are barriers to learning, we aim to remove them through a variety of strategies and interventions.

· In consultation with staff, parents/carers and outside agencies we aim to identify all pupils with SEND as quickly as possible so that we can ensure appropriate provision.

• We seek to create an atmosphere of encouragement, acceptance, respect and sensitivity, in which all children can thrive.

• Pupils with SEND will generally be taught alongside their peers in mainstream lessons, with appropriate differentiation and support to enable pupils to access the curriculum. There will be occasions when it will be more beneficial to withdraw the pupil for additional support. Every effort will be made to offer access to the whole curriculum.

• At Witchampton C of E First School we do our best to ensure that pupils with SEND take part in and contribute fully to school life wherever practically possible.

• We work in partnership with parents/carers to support pupils with SEND and ensure that pupils and their parents/carers are involved in the decisions that affect their education.

• We work to promote effective partnerships with outside agencies and ensure smooth transitions.

The success of the school's SEND policy will be judged against the aims/objectives set out above. The SEND policy will be reviewed annually by the SENCo who will make recommendations for change to The Academy Committee as required. The Academy Committee ask the questions:

Do all our children achieve their best? What are we doing for the children we know are not doing their best? How do we critically reflect on our own practice?

6. Admission Arrangements

Witchampton C of E First School uses the local authority arrangement for school admissions. The agreement is mindful of national requirements supporting all pupils, including those who are disabled, in a fair and nondiscriminatory way, securing admission to school. In addition to this, Witchampton C of E First School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, Witchampton C of E First School liaises with the local authority, health services and parents/carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the local offer information held on the Dorset County Council's website: www.dorsetforyou.com/local-offer

7. SEN Information and Local Offer

Witchampton C of E First School website holds information about SEND and specific information on how pupils with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of

Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents/carers, Academy Committee members and staff.

We publish further information about our arrangements for identifying, assessing and making provision for pupils with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer and then by using the search engine to find our school or other Dorset schools. The local offer website holds a directory on facilities and resources available from many services within Dorset.

8.Identifying pupils with SEND and assessing their needs

The SEND Code of Practice: 0 to 25 (July 2014) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

1. Communication and Interaction (CI)
2. Cognition and learning (CL)
3. Social, emotional and mental health difficulties (SEMH)
4. Sensory and/or physical needs (S&PN)

Pupils may have needs in more than one category of need and we aim to ensure that plans match individual learning requirements.

Staff use a wide range of tools to assess the amount and level of SEND support needed. There is no need for pupils to be registered or identified as having SEND unless the school is taking additional or different action.

We are committed to early identification of SEND and adopt a graduated response to meeting SEND in line with the *Code of Practice, 2014.* A range of evidence is collected through the usual assessment and monitoring arrangements. Assessment is a continuous process that can identify pupils who may have SEND.

We will assess each pupil's current skills and levels of attainment or behaviour on entry, which will build on previous settings and Key Stages, where appropriate. The views and experience of parents/carers and, where appropriate, the pupil's own views will also be considered.

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

If the evidence suggests that the pupil is not making the expected progress the class teacher will consult with the SENCo in order to decide whether additional and/or different provision is necessary. 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.

When a pupil is identified as having SEND, Witchampton C of E First School will provide appropriate support and/or intervention. The school will record the steps taken to meet the needs of individual pupils. All teaching staff follow the school's procedures to identify, assess, plan for and review children with SEND and keep the class SEND documentation up-to-date. All staff will be aware of the graduated approach. The SENCo will have the responsibility of making sure that the records are maintained and are available when required.

Learning needs are managed by using Witchampton C of E First School's SEND support or by pupils having an EHCP. The majority of pupils with SEND will have their needs met at the school support level. Our teachers are responsible and accountable for the development and progress of the pupils in their class, including where pupils access support from TAs or other specialist staff including outside agencies. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have learning needs and this is known as a graduated response. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. Where it is clear that additional intervention is not supporting progress it is likely that a pupil may have special educational needs. If a pupil has been identified as having SEND, a support plan will be actioned and Witchampton C of E First School will keep a careful record of this in order to monitor progress.

Where it is decided that a pupil does have SEND, the decision will be recorded in the school records and the pupil's parents/carers **must** be formally informed that special educational provision is being made.

The SENCo will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for pupils identified with SEND.

Staff will monitor the progress of all pupils to identify those at risk of underachievement. We recognise needs are sometimes affected by other factors, which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Below are some examples of other influences upon progress:

• Attendance and punctuality

• Behaviour where there is no underlying SEND

• Bereavement and family issues

• Disability where there is no impact on progress and attainment

• English as an additional language

• Health and welfare

• Looked after and previously looked-after children

• Pupil premium pupils

• Service children

9. Consulting and involving pupils and parents/carers

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

Throughout this approach we focus on a person centered approach.

10. Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide a range of interventions when they are appropriate, these may include:

Pastoral support

Forest School

Precision-Teach

Small Group Phonics

Learn to Move

Sensory Circuits

Nessy

Fiddly Fingers

Small Group Maths

Narrative Therapy

I Can Problem Solve

11.Coming Off the SEND Record

A pupil will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully and are making progress in alignment with their peers. It is possible that some pupils require support for particular aspects of their learning, which may be due to their underlying learning issues. All pupils will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some pupils it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A pupil with an EHCP will follow the statutory guidance for ceasing an EHCP as set out in the Code of Practice *(July 2014)*. The cessation of an EHCP is determined by the local authority where a pupil no longer requires the special education provision as specified in the EHCP.

However, a pupil's progress will continue to be monitored by using the school's tracking systems.

12.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 and staffing.
- Considering seating arrangements.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Providing sensory breaks.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

13.Supporting Pupils with Medical Conditions

Witchampton C of E First School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions *(DfE April 2014)*. We comply with the duties specified under the *Equality Act 2010*. We recognise that provisions relating to disability must be treated favourably and that Witchampton C of E First School is expected to make reasonable adjustments in order to accommodate pupils who are disabled or have medical conditions. (See Witchampton C of E First School policy on "Supporting children at school with medical conditions".)

14.Children with Disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. The school is committed to providing an environment that allows children with disabilities full access to all areas of learning. We have specialist equipment for pupils with limited motor-coordination skills. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer. Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum. Teachers ensure that the work undertaken by children who are disabled:

- Takes account of their pace of learning and the equipment they use.
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids.
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials.
- Allows opportunities for them to take part in educational visits and other activities linked to their studies.
- Includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology.

● Uses assessment techniques that reflect their individual needs and abilities.

15. Transition Arrangements

Witchampton C of E First School is committed to ensuring that parents/carers have confidence in the arrangements for pupils on entry to our school, in the year-to-year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents and agree the information that should be passed onto the next phase of education. Successful intervention, support strategies and learning experiences may need to be maintained and continued. The SENCo and Class teachers are involved with regular exchange of information through:

● Reception new intake home visits
● Advanced planning for pupils in year 4
● Correspondence, liaison and meetings with SENCo
● Observing pupils in class
● Arranging for preliminary visits for pupils to their new schools
● Meeting with parents/carers
● Attending Annual Reviews of pupils with EHCPs

16.Training and Resources

- Training needs are identified through a process of analysis of the needs of both staff and pupils as and when required.
- The SENCo will provide information on specific needs for new staff.
- The SENCo will frequently attend personal training through the Local Authority and Wimborne Academy Trust Inclusion network briefings.
- Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.
- Cover staff are provided with up to date information about children with SEND in the class.

17.SEND Information

Witchampton C of E First School presents its SEND information in three ways:

- By information placed on the school website
- By following the link from the school website to the local authority's local offer website
- Through information contained in this policy, which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites.

18.Accessibility

Witchampton C of E First School publishes its Accessibility Plan on the school website.

19. Storing and Managing Information

All data, including data stored electronically, is subject to data protection law. All paper records will be held in line with the school's protocol on security of information. The policy will be available on the school website.

20.Monitoring arrangements

This policy and information report will be reviewed by Mrs Fairman **annually**. It will also be updated if any changes to the information are made during the year. It will be approved by the Academy Committee.

21. Links with other policies and documents

This policy links to our policies

- Accessibility plan
- Positive Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions

DOCUMENT DETAIL	
Delegated Committee	Academy Committee
Document Title:	**SEND Policy**
Next Review Date:	September 2027
Target Audience	All Employees