

THE STOKE POGES SCHOOL

Special Educational Needs and Disability (SEND) and Inclusion Policy

Governors Committee Responsible for the Policy	Teaching and Learning Committee
Date Approved	September 2020
Recommended Review Period	One year
Date for Review	September 2021
Person Responsible for the Policy	Charlotte Stanhope
The SEND and Inclusion Governor	Natasha Brady

INTRODUCTION

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) and gives due regard to the Children and Families Act 2014, The Equality Act 2010, Statutory Guidance on supporting pupils at school with medical conditions April 2014, GDPR and the Teachers' Standards 2012. It is in keeping with the school's aims and should be read in conjunction with The Stoke Poges School's SEN Information Report, The National Curriculum, the Disability Access Plan and the following policies:

The Accessibility Policy	Equality Policy
More Able Pupil's Policy	Anti-bullying Policy
Behaviour Policy	Safeguarding and Child Protection Policy
PSHE Policy	Policy for Supporting Pupils with Medical Needs
Admissions Policy	Intimate care policy
Looked After Children Policy	Confidentiality Policy

Every teacher is responsible and accountable for every pupil and the outcomes they achieve, including those with SEND. The Stoke Poges School is committed to providing a high quality, challenging and appropriate education for all pupils and believes that every pupil is entitled to reach the highest level of personal achievement. We believe that educational inclusion embraces diversity and equal opportunities for all learners, regardless of their age, gender, ethnicity, religion, impairment, attainment or background. All children, including those with a special educational need or disability have access to an inclusive, broad and balanced academic and social curriculum, as well as an entitlement to be fully involved in all that the school offers. We are committed to removing barriers to learning and maximising inclusion commensurate with meeting individual needs, delivering the highest quality of education and providing an efficient use of resources for all children.

The school values the positive relationship it has with parents and works in partnership to ensure the requirements of children with additional needs are met effectively. The school models inclusion and equal opportunities through its staffing policies and its links with the community and other agencies. The inclusion of learners identified as more able, or with English as an additional language is addressed in the relevant policies. Issues of race equality and equal opportunities are also addressed in a separate policy.

The Stoke Poges School's named SENDCo. is **Mrs Charlotte Stanhope**. In addition to her qualified teacher status and PGCE in SEN and Inclusion, Mrs Stanhope has gained the National Award for SEN Coordination, and holds a Certificate of Competence in Psychometric Testing. She is a member of the British Psychological Society. Mrs Stanhope is employed in her role as the SENDCo. for three days a week and is a member of the Leadership Team. Mrs Stanhope can be contacted via the school office, or via email at senco@stokepoges.bucks.sch.uk.

Mrs Stanhope is also the named person for Looked After Children.

The SEND and Inclusion Policy has been developed by the SENDCo. and SEND governor in consultation with the school's stakeholders, including the Senior Leadership Team, staff, parents and carers, and the content reflects the SEND Code of Practice (2015) 0 – 25 guidance.

For the purpose of this policy, the term 'parents' includes the pupil's legal guardian or Local Authority foster parents in the case of Looked After Children.

AIMS AND OBJECTIVES

The Governors and staff at The Stoke Poges School recognise that all children have a right to a broad and balanced, relevant and differentiated curriculum. Staff aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals. High quality classroom teaching is the primary intervention and inclusion is demonstrated through strategic planning around pupils' aspirations and by making reasonable adjustments.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual needs
- ensure equality of opportunity and to eliminate prejudice and discrimination against all children
- identify children with a special educational need or disability at the earliest opportunity to ensure their needs are met
- promote positive attitudes and confidence, ensuring all children experience success
- appreciate and celebrate diversity
- effectively assess, track and review the progress of pupils to identify needs as they arise
- ensure that reasonable adjustments are made to the curriculum delivery, equipment and premises, thus making them more accessible to pupils with special educational needs or disabilities
- promote an effective partnership with parents by involving them at every stage of their child's education, including the process of identifying their child's needs and the monitoring of progress
- ensure that the pupil voice is key in a graduated response to planning and reviewing provision
- operate a 'whole pupil, whole school' approach to the management and provision of support for SEND
- ensure that resources available to the school are allocated and used efficiently, effectively and equitably (including teaching and support staff)
- work closely with external support agencies to support the needs of individual children
- support teachers' and learning support assistants' continuing professional development in SEN, disability and discrimination.

DEFINITION

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this.

'A child or young person has a special educational need if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally available for others of the same age in a mainstream setting in England..... Health care provision or social care provision which educates or trains a child or young person is to be treated as a special educational provision.' SEN Code of Practice 0-25 (2015).

A pupil has a disability if he or she has: *'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'* Equalities Act (2010).

A pupil with a disability will also be considered to have a special educational need if the disability prevents or hinders them from otherwise making use of educational facilities. Pupils with a disability do not necessarily have a special educational need.

IDENTIFICATION, ASSESSMENT AND PROVISION

The SEND Code of Practice (2015) puts class teachers at the heart of pupil progress and identification of need through a diagnostic graduated approach. All teachers are teachers of pupils with SEND.

Reception class teachers and the SENDCo. liaise with feeder nurseries and pre-schools to ensure that the needs of all pupils with identified SEND are known prior to entry. All parents are requested to complete a comprehensive questionnaire before their child is admitted to the school, which informs the SENDCo. of any medical or SEND needs. Pupils with SEND are invited to attend additional induction sessions if necessary.

All pupils are assessed on entry by the class teacher and at regular intervals throughout the academic year. Where progress is slow, the first response is high quality, targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEN. All those working with a pupil causing concern are alerted to emerging difficulties and measures are taken to support the pupil's needs. The class teacher records and monitors the interventions, adjustments and steps taken to secure progress as part of a targeted quality first teaching approach. Advice and support from the SENDCo. may be sought at this stage.

Teaching and pupil progress is monitored by, Phase Leaders, the SENDCo. and the Senior Leadership Team on a termly basis. The SENDCo maintains a list of pupils whose progress is falling below the school's expectations and closely monitors their progress. If a pupil's progress is significantly below national expectations and it is demonstrated that quality first teaching methods, including appropriate differentiation, interventions and personalised teaching strategies using a graduated approach have failed to secure adequate progress, an initial concerns record is completed by the class teacher and given to the SENDCo.

The SENDCo evaluates the information provided and additional advice may be offered. Further information is gathered via a discussion with the pupil and parents. The Stoke Poges School recognises that parents know their child best so we ensure that their views are listened to and understood.

An additional formative assessment may be carried out by the SENDCo., which could include requesting a specialist assessment by an external agency or professional.

All barriers to learning will be considered at this stage. It is not automatically presumed that if a pupil is failing to make progress, they have a special educational need. Consideration is also given to the following factors:

- attendance and punctuality
- health and welfare
- EAL
- being in receipt of Pupil Premium
- being a Looked After Child
- Being a child of a Serviceman/woman

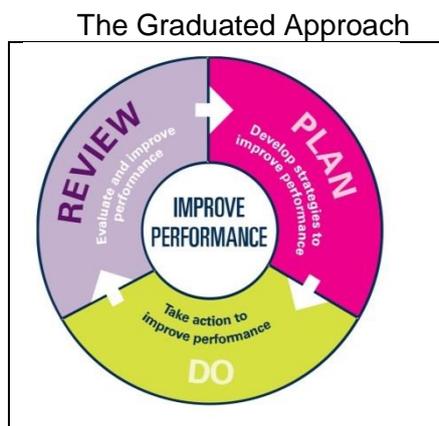
When identifying whether special educational provision is required, the following criteria may be considered.

- a pupil's early history and/or parental concern
- a low entry profile
- a pupil's lack of progress measured against others given the same baseline, despite receiving quality first teaching and a differentiated curriculum
- failure to close the gap between the pupil's attainment and that of their peers
- failure to match or better the previous rate of progress
- if a pupil requires greater attention in class due to behavioural/learning difficulties
- a pupil who requires specialist material/equipment or support for a sensory/physical disability or impairment
- diagnosis by a medical professional
- assessment reports provided by external agencies e.g. Paediatrician, SALT, OT, Physiotherapy.

If the SENDCo. and Headteacher, along with involved external professionals, agree that a pupil has a special educational need, the pupil's name will be added to The Stoke Poges School's SEN register and the parents will be informed.

Following the identification and assessment process, the SENDCo. will arrange an information gathering meeting with the class teacher, parents and pupil, to consider a range of teaching approaches and interventions to reduce barriers to learning and to support pupil progress. A SEN Support Plan will be compiled by the SENDCo. using the Bucks format.

Regular monitoring and recording of progress against short and long term outcomes, using the graduated approach, is the responsibility of the class teacher. A consultation meeting between the pupil, parent and class teacher will be convened at least three times during the academic year to review the SEN Support Plan. The SENDCo. may also attend the meeting. Outcomes of the review will be recorded by the class teacher on the relevant pages of the Support Plan and shared with the SENDCo. The SENDCo. will ensure records are updated centrally and parents are provided with a copy of the revised plan. Short-term targets may also be set using the Time, Monitoring, Evaluation (TME) format and reviewed with the pupil more frequently.



The level of provision is agreed between the pupil, parents, class teacher and the SENDCo. and may include support from specialist external agencies. Parents are requested to sign the SEN Support Plan to acknowledge they are in agreement with the content and the parents are provided with a hard copy. If the parents are living apart, a copy is given to each parent. It is the SENDCo's responsibility to ensure the level and cost of the provision agreed is an efficient use of resources.

In line with chapter 6, paragraph 6.28, of the SEN Code of Practice, the SENDCo. identifies the pupil's needs using four broad categories. However, pupils may have needs that span two or more of these:

Area of Need	Difficulty
Communication and Interaction	Speech, language and communication difficulties or disorders Autistic Spectrum Disorder (ASD), including Aspergers Syndrome
Cognition and Learning	Significant learning difficulties in relation to pupils of the same age Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD) Specific Learning Difficulties (SpLD) e.g. dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health	Behaviour reflecting underlying mental health difficulties e.g. anxiety or depression. Attention Deficit Disorder (ADHD) Attention Deficit Hyperactivity Disorder (ADHD) Attachment Disorder
Sensory and/or Physical	Hearing or visual impairment Physical disability Multi-sensory impairment

Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD, ADHD, or a similar disability.

If a pupil fails to make expected progress, despite high quality targeted SEN support equating to 13½ hours or £6500, the SENDCo. may request High Needs Block Funding to finance additional support in the short term. Alternatively, the school or parents may consider requesting a statutory assessment by the Local Authority for an Education, Health and Care Plan. The appropriate forms will be completed by the SENDCo. and submitted to Buckinghamshire Council.

The progress and provision for all pupils with an EHC Plan will be closely monitored, reviewed and co-ordinated by the SENDCo. Annual reviews for pupils with an EHC Plan will be managed by the SENDCo. using a person centred approach at least every twelve months.

The Stoke Poges School has a caring, nurturing ethos, where the emotional and social development of all its pupils is held in high regard. Pupils with social, emotional and mental health needs are supported through various avenues, including:

- the school's counselling service Time2Be
- circle time
- PHSE lessons
- being encouraged to share their feelings and concerns with the class teacher or LSA
- nurture groups (when required)
- social skills groups (when required)
- the Friends For Life programme (when required)
- vulnerable pupils have access to the school counsellor on an ad-hoc basis known as Time2Talk
- in a small number of cases, pupils are referred to CAMHS for specialist support.

The school endeavours to make sure there is a positive portrayal of disabled people through displays and resources in the school. It is understood that children with SEN or disability are at an increased risk of being bullied and steps are taken to mitigate the risk. Any incidents of bullying or derogatory name-calling relating to a child's SEN or disability are treated seriously under the school's Anti-Bullying Policy. Circle Time and the PHSE curriculum are used to raise awareness of issues relating to disability equality in school and in the wider community.

All teachers and teaching assistants modify teaching and learning appropriately and make reasonable adjustments for pupils with disabilities, which may include allowing additional time for children to complete specific tasks. In their planning, teachers ensure that they provide children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that work for disabled children:

- takes account of their pace of learning and the equipment required
- takes account of the effort and concentration needed in oral work, or when using vision aides for example
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain materials
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science. Strategies to allow visually impaired pupils to use visual resources and images in art and design technology are also explored
- uses assessment techniques that reflect their individual needs and abilities.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. Information on access is included in the Stoke Poges School's Accessibility Policy. All children with a special educational need or disability are encouraged to take part in extra-curricular activities or clubs and have equal opportunity to go on school visits and journeys.

See appendix i – Adopted Bucks County Council Policy on Sensory and/or Physical Difficulties

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

Where pupils with SEND also have medical needs, their provision is planned and co-ordinated through the pupil's SEN Support Plan, Education, Health and Care Plan (EHC), or Individual Healthcare Plan. Some pupils with medical conditions may be disabled and where this is the case, the school complies with its duties under the Equality Act (2010). The Stoke Poges School gives regard to the statutory guidance 'Supporting Pupils at School with Medical Conditions' (DfE, 2014). Further information is available in The Stoke Poges School's Supporting Pupils at School with Medical Conditions Policy.

The named person for supporting pupils with medical conditions is: **Mrs Lea Fetherston**

ADMISSION ARRANGEMENTS

The school provides for children with a wide range of abilities and/or difficulties. Places are allocated by the Local Authority, in line with the whole school Admissions Policy and pupils with a SEN or disability are not treated less favourably.

TRAINING AND RESOURCES

The Stoke Poges School is committed to gaining further expertise in the area of special educational needs, disability and discrimination. The training needs of staff are identified through a self-evaluation process. Staff are encouraged to undertake related CPD courses in order to maintain and develop the quality of teaching and provision. The SENDCo. has a breadth of knowledge and experience regarding supporting pupils with SEND and she regularly shares her expertise with colleagues through individual or whole staff CPD. Staff meetings or INSET sessions are arranged in response to specific needs of the staff.

All teachers and support staff undertake induction when taking up a post, which includes a meeting with the SENDCo. to explain the systems and structures in place around the school's SEND provision and practice. The needs of individual pupils are also discussed.

The SENDCo. regularly attends network meetings to keep up to date with local and national developments in SEND. All members of staff are encouraged to access the NASEN SEND gateway website www.sendgateway.org.uk for information and resources.

ROLES AND RESPONSIBILITIES

Governors

The Governors, together with the Head Teacher, have a legal responsibility to oversee all aspects of the school, including provision for children with special educational needs or disability and for doing their best to ensure that the necessary provision is made for those pupils.

The Governors value the development of the school's Special Educational Needs and Inclusion Policy and receives regular information on inclusion by way of the Head Teacher's termly and annual report to Governors. Regular liaison also takes place between the SEN Governor and the SENDCo. The Governors and Head Teacher monitor inclusion in terms of provision and finance.

The named governor with responsibility for SEN and inclusion is: **Mrs Natasha Brady**

The Governing Body plays an important role and has responsibility for:

- ensuring policies and practice adhere to legislation including the SEN Code of Practice 0-25 (2015) and the Children and Families Act (2014)
- taking active steps to avoid discrimination or prejudice against pupils in their admissions arrangements and in relation to exclusions.

- ensuring that The Stoke Poges School is a fully inclusive school, offering equality of opportunity to all children.
- ensuring that the necessary provision is made for children with a special educational need or disability.
- ensuring that all who are likely to teach a child are informed if the Local Authority advises the Governing Body that a child with additional needs is to be admitted to the school. This may be through the Head Teacher.
- ensuring that members are knowledgeable of the school's SEN provision; including funding, equipment and how personnel resources are employed.
- ensuring that SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process.

Head Teacher

The Head Teacher has overall responsibility for:

- ensuring that the needs of all pupils are met
- setting objectives and priorities in the school development plan, which includes SEND
- setting a SEND budget within the school's overall financial resources
- ensuring the Notional and SSA funding is allocated appropriately
- keeping the Governing Body fully informed of SEND issues and providing an annual SEND information report in line with the specified content at section 6.79 of the SEN Code of Practice (2015)
- the deployment of all resources relating to SEND within the school
- At the Stoke Poges School, the Head Teacher is the Safeguarding Lead

SENDCo.

The SENDCo has responsibility for:

- overseeing the day-to-day operation of the SEND and Inclusion Policy
- developing and disseminating good practice
- coordinating provision for pupils with SEND
- supporting the involvement of parents from an early stage and ensuring they are notified of a decision to place their child's name on the SEN or disability register
- maintaining SEN Support Plans and ensuring parents have a copy
- providing advice and support to staff working with children with SEND when required
- assisting staff in identifying, assessing and planning for children's needs
- maintaining records on pupils with SEND, which may include documents of a confidential nature
- maintaining the school's SEN and disability registers
- advising on the deployment of the school's delegated budget to meet pupils' needs and maintaining a record of expenditure against the schools Notional and SSA budgets
- liaising with feeder and transfer schools to ensure a positive transition for pupils with SEND
- being a key point of contact with external agencies including the Health Services, the Local Authority and its support services
- writing professional reports when required, including application for High Needs Block Funding, Statutory Assessment or a request for specialist placement
- coordinating and managing Annual Reviews
- supporting the professional development of all staff in SEND and where necessary leading INSET as part of the school's Improvement Plan
- writing classroom management plans for pupils with a disability to show reasonable adjustments
- tracking and monitoring the progress of pupils on the SEN and disability registers
- keeping abreast of current research and trends with regard to SEND through CPD and network/liason groups
- assisting the Head Teacher in the production of an annual SEND report to Governors
- writing and reviewing the SEND Information Report and the Local Offer
- liaising with the SEND Governor.

The Class Teacher

All teachers are teachers of pupils with special educational needs. The needs of the majority of pupils will be met by the class teacher.

The SEN Code of practice 2015: 0-25, identifies that teachers are responsible for:

- the early identification of pupils who are failing to make adequate progress
- setting high aspirations and expectations for pupils with SEND so that they achieve their best and become confident individuals living fulfilling lives
- working with pupils with SEND on a daily basis
- regular monitoring and reviewing of the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- high quality teaching, differentiated for individual pupils
- setting realistic learning/behavioural outcomes, which form part of the pupil's Provision Map. Short term targets should also be set and reviewed using the TME format when appropriate
- familiarising themselves with the children's strengths, weaknesses, special educational needs and disabilities through training, personal reading, information contained in the class inclusion file and seeking advice from the outside agencies, the SENDCo and parents
- retaining responsibility for pupils when they are working away from the main class and work closely with LSAs or specialist staff to plan and assess the impact of support/interventions and how they can be linked to classroom teaching
- keeping a record of interventions and strategies used for all pupils failing to make adequate progress
- gathering information and working in partnership with parents by keeping them informed at every stage
- reviewing SEN Support Plans with parents and the pupil on a termly basis and keeping a record of the outcome. Minutes of review meetings must be shared with the SENDCo.
- allocating the class LSAs time effectively and ensuring the efficient delivery of SEN provisions
- planning and monitoring the support delivered by LSAs
- working closely with the SENDCo to identify provisions and strategies to be included in SEN Support or EHC Plans
- sharing appropriate information or professional reports with members of staff who work with pupils in their class
- assisting the SENDCo in writing SEND reports
- contributing to Annual Reviews of Statements or EHC Plans
- seeking advice from the SENDCo regarding pupils causing concern when necessary
- liaising with, and passing on, information regarding pupils with SEND to the head of year at feeder secondary schools (year 6 teachers).

Learning Support Assistants

Learning Support Assistants work under the direction of class teachers or SENDCo. and they play a major role in the support of individuals or groups of pupils with additional needs.

The Stoke Poges School employs many LSAs who have gained extensive experience of working with children with SEND. All LSAs are encouraged to undergo CPD in SEN and disability.

Two members of staff have accredited first aid training (3 day course) and are responsible for the care plan of pupils with a medical disability and for administering medication. In addition to this, a Learning Support Assistant has received paediatric first aid training.

LINKS WITH SUPPORT SERVICES

The school's link Occupational Therapist and Speech and Language Therapist liaise with the SENDCo. on a termly basis and often observe children in the classroom on an informal basis. With parental permission, the link professionals may conduct formal assessments and provide advice to staff and parents when required. The SENDCo. and Head Teacher have access to the following services and referrals are made if appropriate:

- The Bucks Educational Psychology Service
- Pupil Referral Unit (PRU)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Service
- The Specialist Teaching Service
- Social Services
- The School Nurse
- Physiotherapy and Occupational Therapy service
- The Safeguarding Team

There are also a range of support services provided by Buckinghamshire Council, the NHS and local charitable organisations that can be accessed. As many pupils at The Stoke Poges School reside in Slough, Berkshire, referrals are often made across the county border. Written parental consent is always sought prior to a referral being made.

TRANSITION AND TRANSFER ARRANGEMENTS

Records of pupils transferring to or from other school settings, including special schools, are transferred securely either electronically or manually. If a pupil has been identified as having a special educational need or disability, communication is established between the SENDCo.s of both schools and a transition programme is managed collaboratively.

The SENDCo. at The Stoke Poges School communicates with the SENDCo. of feeder secondary schools in the summer term, and with advice from relevant professionals, pupils with SEND are supported both emotionally and practically through the transition. The Head of year seven and the SENDCo are invited to the final annual review of pupils with an EHC Plan, if the placement is known. A child with SEND often visits the secondary school on more than one occasion accompanied by the SENDCo. or LSA, in order to help alleviate any concerns or anxieties.

STORING AND MANAGING INFORMATION

All documents and information relating to individual pupil's SEND are kept in year group files in a locked cupboard within the SENDCo's office. All documents relating to safeguarding are kept in a locked filing cabinet in the Head Teacher's office. Copies of professional reports are placed under the pupil's name in the relevant year group's inclusion file and stored in a locked cupboard within the year band's learning base. Confidential information relating to a pupil's SEND is sent securely or given directly, to the SENDCo. at the feeder school on transition. Additional information about the storing and managing of confidential information can be found in the Stoke Poges School's Confidentiality Policy.

COMPLAINTS PROCEDURE

If a parent is concerned about the additional provision their child is receiving, they should request a meeting with the class teacher in the first instance. The Head Teacher and/or the SENDCo. may also choose to attend. Parents may request an appointment with the Head Teacher or SENDCo. directly if necessary.

If the concern remains unresolved and parents wish to make a formal complaint, they are advised to follow The Stoke Poges School's Complaints Policy (available on the school's website). Parents may also contact the Governing Body

EVALUATING SUCCESS

The success of the school's SEND and Inclusion Policy, and provision, is evaluated through:

- monitoring of classroom practice by the SENDCo, Phase Leaders and Senior Leadership Team
- analysis of pupil tracking data and test results for individual pupils and cohorts

- value added data for pupils on the SEN register
- monitoring of procedures and practice by the SEN Governor
- the school self-evaluation
- the School Development Plan
- pupil and parent questionnaires.

Progress is achieved if the school:

- closes the attainment gap between pupils with SEND and their peers
- prevents the attainment gap growing wider
- ensures progress at a similar rate to that of other children of the same age starting from the same attainment baseline, although this may still be less than that of the majority of pupils their age
- matches or betters the previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a pupil's behaviour

The SENDCo. reviews the progress of pupils recorded on the monitoring list and SEND register at the end of the academic year and analyses the assessment data. Changes to the pupil's SEN status are made where necessary. This information is shared with class teachers, the SEN and Inclusion Governor and the Senior Leadership Team.

A pupil and parental feedback questionnaire is distributed biannually in the summer term. The views of parents/carers and pupils are valued and evaluated. An action plan will be written by the SENDCo. as a result of any concerns raised.

The SEN and Inclusion Policy will be reviewed annually.

Headteacher		Date	
Governing Body		Date	