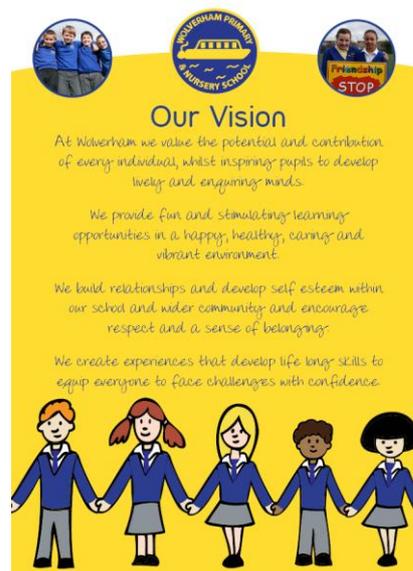


# Wolverham Primary and Nursery School

## SEN and Inclusion Policy

*This policy should be read alongside our SEN offer which is available on our school website through links which will expand upon and explain terms used below in more detail.*



### Introduction

Wolverham Primary and Nursery School is committed to providing an appropriate and high quality education for all children within our school community.

We believe that all children, including those identified as having special educational needs have the entitlement to a broad and balanced academic and social curriculum, which is accessible to all to ensure all children can be fully included in all aspects of school life.

We currently follow the National Curriculum that came into law in September 2014. Teachers plan differentiated activities that respond to the diverse needs of all of our children within our school using this as a base line. With the introduction of the new curriculum, there is an increase in attainment levels that is expected by the end of each year group and we use PIVATS to plot the progress of children who may find this higher pitch challenging. We believe that all children should be equally valued in school and we strive to develop an environment where all children can reach their full potential whilst feeling safe and supported.

We believe that educational inclusion is about equal opportunities for all groups of learners. We monitor and track closely the provision for and the achievement of:

- Learners with English as an additional language (EAL)
- Learners who are entitled to free school meals (FSM) or have previously (known as disadvantaged)

- Learners who have special educational needs (SEN)
- Learners who are identified as being gifted and talented (G and T)
- Learners who are looked after by the local authority (CLA)
- Learners who have other barriers to learning

This policy identifies the ways in which we help overcome these barriers to learning, whether it relates to sensory or physical impairment, learning difficulties, communication and interaction or social and emotional development.

### **Aims and Objectives**

- ❖ We will ensure the new SEN code of practice and local authority guidelines are implemented effectively across the school and will seek to work alongside the local authority to implement the new code of practice
- ❖ We will ensure equality of opportunity for all children in accessing the academic curriculum and wider aspects of school life
- ❖ We will continually monitor the progress of all pupils, identifying those for whom extra support is required as early as possible
- ❖ We differentiate lessons according to the needs to children within our classes and encourage all children to reach their full potential
- ❖ We work in partnership with parents and external agencies to ensure all learner's needs are met
- ❖ We will inform parents at every stage in planning to meet their child's educational needs
- ❖ We will provide child friendly targets for children who require them
- ❖ We will ensure that children are able to recognise how well they are doing and know how to improve
- ❖ We provide specific input to children identified as needing additional support and will use the terms support+, top-up funding and EHC.

### **Assessment and Recording**

We believe that early identification is vital. Children are regularly assessed at Wolverham both formally each term and informally as part of regular classroom practice. The class teacher would inform parents at the earliest opportunity to alert them of concerns and enlist their help and participation.

The class teacher and SENCO will then assess and monitor progress in line with the school assessment schedule and work closely with the class teacher to set differentiated targets.

These may be in a group and a group IEP at school action could, in some circumstances, be drawn up if the SENCO feels further support will be required.

If little or no progress is made whilst the targets are being addressed, the SENCO would enlist the help of an external agency such as the Speech and Language team or the SENIC.

This would then trigger additional support. At Wolverham, this is identified and called support+ with targets being set on a child's pupil profile. All children who are identified as support + have individual profiles. The child would then have targeted support through an intervention delivered by a teaching assistant who would liaise with the SENCO.

If little or no progress is made at support + and the advice from the external agency has been followed and the child has received at least 15 hours support/£6000 of support, the school would apply for element 3 funding top up. This would only be deemed appropriate if the child has had intensive support for at least 2 terms.

This will be reviewed on a yearly basis if successful. School can ask for a revision or increase in funding and on rare occasions, the LA may issue a formal EHCP for SEN. The LA would seek advice before issuing a formal EHCP from all agencies involved in the education of the child.

### **Education and Healthcare plans (EHCP)**

Children who are identified as requiring additional funding or an EHCP will continue to have arrangements at support + but will have additional funding to support their access to the curriculum (both academic or social/emotional).

There will be an annual review, usually led by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made either to the EHCP or to the funding arrangements for the child.

### **Allocation of resources**

Due to the expansion of the school and an increase in numbers, teaching assistants currently use a range of areas around the school to deliver interventions. There are identified tables and areas. The SENCO keeps an audit of current resources available in school and these are kept both in her room and in the PPA room.

The SENCO is responsible for the management and agreed resourcing for special educational needs within the school, and meets regularly with the head teacher to ensure the deployment of teaching assistants links to the diverse range of needs within our school.

## **Able and Talented Children**

At Wolverham Primary School, we identify children as being able and talented in all subjects and seek to provide opportunities and challenge for these children to meet their full potential both in and out of the classroom. We work with other schools in the local area to take part in a range of workshops.

**English and Maths:** Through formal and informal assessment, children's progress is tracked and monitored. Some children within our school make accelerated progress and are working above the expected level for their year group in the core subjects of English and Maths.

Children identified as more able will work with a teaching assistant to focus on more challenging targets and will develop reasoning and mastery within their year group.

**Foundation Subjects:** Children identified as being gifted in foundation subjects have access to a wide variety of activities both in and out of the school curriculum. Lessons are differentiated to provide challenge and stimulating activities for children.

## **Reporting to Parents/Carers**

At Wolverham, we work in partnership with parents at all stages of their child's education. The views of parents/carers will be sought regularly and where possible, the views of the child will be ascertained and recorded. All communication between parents/carers will be signed and dated and will take place at least termly.

It is our intention that parents feel they can seek guidance and have questions answered regarding their child's progress at all times and teachers are encouraged to work alongside parents to build up a better picture of the child and their additional needs. This gives a more rounded picture of the child.

As each child has a new set of short term targets, parents will be invited into school to review the previous short term targets and to work through the new targets their child has been set. An annual report will also detail the progress their child has made and whilst being sensitive, help them to view this progress in relation to age related expectations. School will also adopt the new pupil profile from Cheshire West for children who have additional funding.

## **Leadership and Management**

### **Role of the Governing Body:**

#### **In our school the governors will:**

- ❖ Have a named Governor to oversee SEN and Inclusion (K Thorn)
- ❖ Ensure that the school secures the necessary provision for any pupil identified as having special educational needs

- ❖ Make sure that the policy and its related procedures and strategies are implemented
- ❖ Admit children with special educational needs in line with the school's agreed admissions policy
- ❖ The School achieves its mission and vision statements

**Role of the Head teacher:**

**In our school the head teacher will:**

- ❖ Work alongside the governing body to ensure that the policy and its related procedures and strategies are implemented
- ❖ Keep the governing body updated about the working of the policy in practice in school and report to the governors the progress made each meeting
- ❖ Actively encourage all staff to keep up to date with training to ensure all children's needs are met
- ❖ Meet each half term with the SENCO to evaluate interventions and plan those for the forthcoming half term
- ❖ Support the SENCO in monitoring SEN provision and attend review meetings for EHC's and top up funding as appropriate
- ❖ To achieve the aims of our mission and vision statements

**Role of the Subject Leader (SENCO)**

**In our school the SENCO will:**

- ❖ Meet with each class teacher regularly to discuss progress of children and highlight any additional needs arising
- ❖ Monitor the setting of targets for children's on their IEP's and ensure they are appropriate
- ❖ Liaise with external agencies for children requiring further support
- ❖ Maintain the schools SEN register termly
- ❖ Manage resources with teaching assistants to ensure they are complete and used correctly
- ❖ Plan and support interventions for groups of children and monitor their effectiveness on a half termly basis
- ❖ Provide an action plan which all staff have access to and are invited to contribute to

- ❖ Work with the headteacher to plan teaching assistant timetables to ensure all children's needs are met fully
- ❖ Collate children's IEP's and reports annually and store centrally in each child's personal folder
- ❖ Share information with School Improvement Partners and other agencies as necessary
- ❖ Work closely with the Learning Mentors to reduce barriers to learning for all pupils

Policy updated      September 2017

Date for review      Autumn 2019