

Willow Tree Academy

Inclusion and SEN Policy

Policy on Inclusion and Special Educational Needs (SEND)

1. Introduction

- 1.1 This Policy was revised and updated in September 2016 in line with the Code of Practice
- 1.2 Willow Tree Academy provides a broad and balanced Curriculum for all children. The National Curriculum is our starting point for planning and meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.4 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.
- 1.5 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational needs provision. However, not all children defined as disabled will require this provision. A child with Asthma or Diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as requires, and make the appropriate provision, based on the identified learning needs.
- 1.6 We have a Disability Equality Scheme in place which sets out our guided principles and describes how we actively promote inclusion for all.
- 1.7 The TLR structure in our school reflects our commitment to inclusion. The Inclusion Manager (Previously SENCO) works closely with the Assessment Manager, the Extended Services Manager and the Literacy and Numeracy Subject Leaders. To ensure that we know our children well and aim to do our utmost to meet their diverse and often complex needs. As part of the senior leadership team we hold regular Inclusion Meetings each half term where the Head Teacher, Inclusions Manager and the Behaviour for learning leader meet to discussion all children who have Special Educational Needs or Disabilities.

2. Aims and Objectives -

2.1 The aims and objectives of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To ensure all children have full access to all areas of the curriculum;
- To ensure that parents are able to play their part in supporting their child's educational needs;
- To ensure that our children have a voice in the process and play a key role in their own education.

3. Educational Inclusion

3.1 Willow Tree Academy aim to offer excellence and choice to all our children, whatever their ability and needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel valued and part of our school community, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority and ethnic faith groups, Travellers, asylum seekers and refugees
- 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, bereaved or in crisis

3.2 Teachers respond to children's needs by:

- Providing support for children who need help with communication, language, literacy and numeracy;
- Planning to develop children's understanding through the use of their senses and of varied experiences;
- Planning for children's full participation in learning, and physical and practical activities;
- Helping children to manage their behaviour and to take part in learning experiences effectively and safely;
- Helping children to manage their emotions; particularly through trauma or stress, and to take part in learning.

4. Special Educational Needs

4.1 Children with special educational needs have learning difficulties that call for specialised provision to be made. All children may have special needs at some point in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. The Inclusions manager in the junior school will meet regularly with the Inclusions manager in the Infant school during the summer term to discuss all children entering our school. All the children are assessed when they enter our school, so that we can build on their prior learning. We use this as a starting point for the development of an appropriate curriculum for all our children.

4.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources where the teacher provides effective provision for all pupils.

Provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy and numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

Support will be given to children who we know are not achieving age-related expectations. Often these children will need extra intervention with reading, phonic knowledge/phonological skills, spelling and composition; they may also require Talking Partners support for Speaking and Listening or Wave Three interventions in Numeracy. The level of Intervention will be tailored to their need. Where needs are similar, it is appropriate to support these children within a group, focussing on a common need. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a Teaching Assistant. The responsibility for planning for these children remains with the class teacher, in consultation with the Inclusions Manager. Sometimes children may have more complex or longer term needs and through our strong partnerships with other outside agencies we would seek other professional advice.

A child receiving support will be reviewed at least twice a year. Parents/Carers and the child, will be invited to contribute and will be consulted about any further action. They will also be provided with a copy of the actions to allow them to support their child at home.

As part of the review process, the Inclusions Manager and school colleagues, in consultation with the parent/carers, may conclude that despite an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions.

4.4 School based support plan

Provision at this level **always** includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with a child. The specialist services will always be invited to contribute to the planning, monitoring and reviewing of the child's progress.

A child receiving support will have a school based support plan which will be reviewed termly. Provision will run concurrently with differentiated curriculum support and whenever possible, be implemented within the child's normal classroom setting.

4.5 School request for an EHC Plan

For a child who is not making adequate progress, despite a period of support with outside agencies, and in agreement with parents/carers, the school may request the Local Authority make an assessment in order to determine whether it is necessary to seek extra provision through an EHC Plan.

4.6 In our school, the Inclusions Manager: Mrs Louise Greenwood

- Manages the day to day running of this policy
- Coordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues
- Oversees all records of all children with special educational needs
- Acts as a direct link with parents
- Acts as a link with external agencies and other support agencies
- Monitors and evaluates the special educational needs provision, and reports to the governing body
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- Contributes to the professional development of all staff.

5 The Role of the Governing Body

- 5.5 The governing body has a due regard to the Code of Practice when carrying out its duties towards pupils with special educational needs.
- 5.6 The governing body does its best to ensure the necessary provision for any pupil is identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

- 5.7 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. Our SEN Governor is Mr Tony Trueman our Chair of Governors. The 'responsible person' in this school is the Executive Head Teacher, Mrs Jane Fearnley. The Head Teacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement and has responsibility for the annual review of pupils with statements for SEN.
- 5.8 The SEN Governor ensures that all governors are aware of the school's SEN Provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

6.1 The Inclusions Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

6.2 The Executive Head Teacher informs the governing body of how the funding is allocated to support special educational needs.

6.3 The Executive Head Teacher and the Inclusions Manager meet annually to agree on how to use delegated funds to support inclusion and SEN. They regularly review provision ensuring that all children receive their full entitlement whatever their need. Effective deployment of support staff is central to the provision mapping process and this is reviewed each term.

7 Assessments

7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2 The class teacher and Inclusion Manager assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

7.3 The Inclusions Manager works closely with parents, teachers and outside agencies where necessary, to plan an appropriate programme of support.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the Inclusions Manager can break down assessments into smaller steps in order to aid the process and provide detailed and accurate indicators. P levels are used where children are working below NC Levels.

7.5 We track all children's progress carefully through our rigorous target setting procedures, this means we are able to identify where any child is underachieving or at a 'plateau'.

7.6 The LA seeks a range of advice before making a formal assessment. The needs of the child are considered to be paramount to this.

8 Access to the curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and learning outcomes; we differentiate work appropriately and we use assessments to inform the next stage of learning. AFL strategies enable our pupils to assess their own learning too.

School based support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. The children with SEND set their own learning targets along with the support of their teacher and parent or carer which promotes school voice and gives them ownership over their own learning. Children have steps to success plan that has been written by the class teacher but have been set by the child and parent.

Where appropriate we have used PIVATs and P levels to set targets for those children working below NC Levels.

Our Lead Behaviour Leader, Mrs Jane Forshaw, supports children with barriers to learning and their families. She liaises with outside agencies to ensure children are supported in their learning. She also works with the Head Teacher and Inclusions manager to ensure that targets children are safeguarded. (See our child protection policy). Occasionally with extreme BESD may be educated in a shared setting i.e. a behaviour unit. However, it is always our intention to re-integrate these children into our school on a full time basis.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times though, when to maximise learning, we ask the children to work in small groups, or in one to one situations outside the classroom. E.g Learning Support Programme (LSP)

8.5 Gifted and talented children often have special needs too and whilst we offer enrichment activities to all our children, we understand that these children may have differentiated needs. We aim to ensure, through our differentiated curriculum and support of the feeder secondary schools, that G&T children experience a range of accelerated and appropriate challenging learning opportunities.

1st September 2016