Sutton Park Community Primary School

Striving For Excellence

Inclusion and SEND Policy

Aims of this policy:
- To ensure all our learners achieve the highest standards in their academic achievement and personal development by creating the best climate for learning where all members of the school community feel physically and emotionally safe and happy.
- All our learners are equipped with the necessary skills and attitudes essential for everyday life as a responsible citizen in the 21st century.
- All our learners make continuous and even rates of progress throughout their learning journey at Sutton Park because the whole school community embraces and the wider community embraces and supports a positive, inclusive and nurturing culture.
- To ensure that legal requirements of the SEN code of practice are adhered to within our school.

Related policies/documents:
- Behaviour Policy
- Safeguarding and Child Protection
- Learning Environment Non-negotiables (Appendix 1)
- Learning and teaching policy
- Positive Handling Policy

Objectives of this policy:
To ensure that all staff:
- Understand their roles, responsibilities and the systems regarding SEND and inclusion.
- Have high aspirations and strive to improve outcomes for all children.

To create a community of successful learners, where **all** learners:
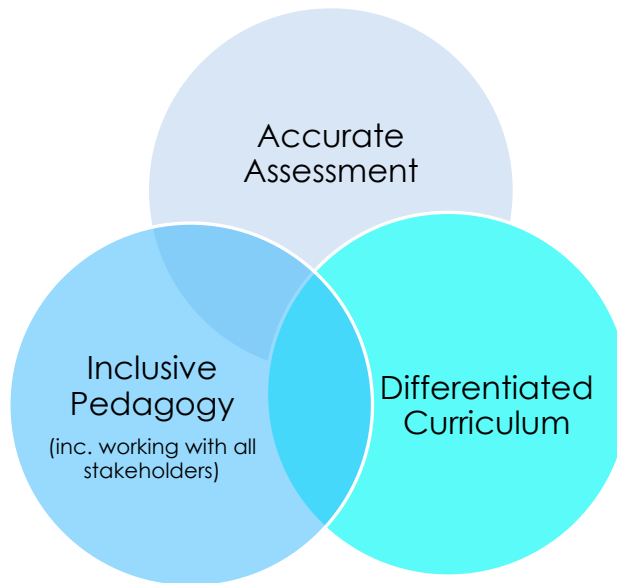- Can benefit from the essential ingredients which lead to effective, high quality, inclusive learning.
- Operate within our shared inclusive vision for Sutton Park Community Primary School
- Have access to a broad and balanced curriculum that meets their needs, aptitudes and interests
- Benefit from a curriculum which promotes a love for learning and contributes to academic achievement, physical wellbeing and spiritual, moral, social, and cultural development.

How these policies have been formulated
- These policies reflect the contributions made during staff meetings and other professional development activities such as TED days, dialogue during lesson observations feedback discussions and attendance at training events for the new SEN Code of Practice.
- These policies also reflect the most effective practice observed in school.
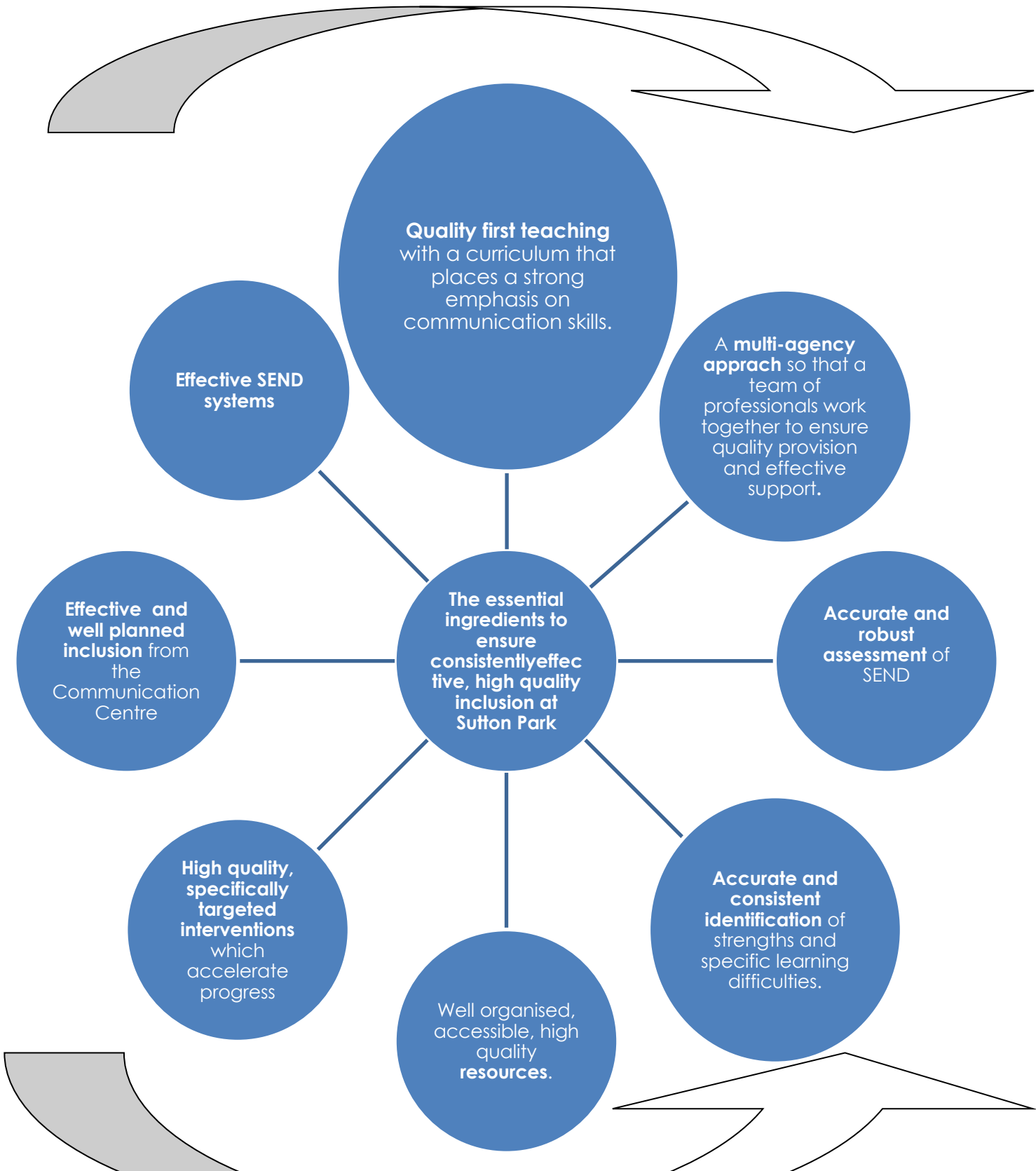
Inclusion and SEND at Sutton Park

Sutton Park is committed to providing children with enjoyable, engaging and challenging, learning experiences which will enable <u>all</u> children to achieve the highest possible standards regardless of any Special Educational Need or Disability.

Accurate Assessment

Inclusive Pedagogy
(inc. working with all stakeholders)

Differentiated Curriculum

The intrinsic links between these three areas have to be fully understood and exploited in order for optimum, differentiated learning to take place.

Quality first teaching with a curriculum that places a strong emphasis on communication skills.

Effective SEND systems

A **multi-agency apprach** so that a team of professionals work together to ensure quality provision and effective support.

Effective and well planned **inclusion** from the Communication Centre

The essential ingredients to ensure consistentlyeffective, high quality inclusion at Sutton Park

Accurate and robust **assessment** of SEND

High quality, **specifically targeted interventions** which accelerate progress

Well organised, accessible, high quality **resources**.

Accurate and consistent **identification** of strengths and specific learning difficulties.
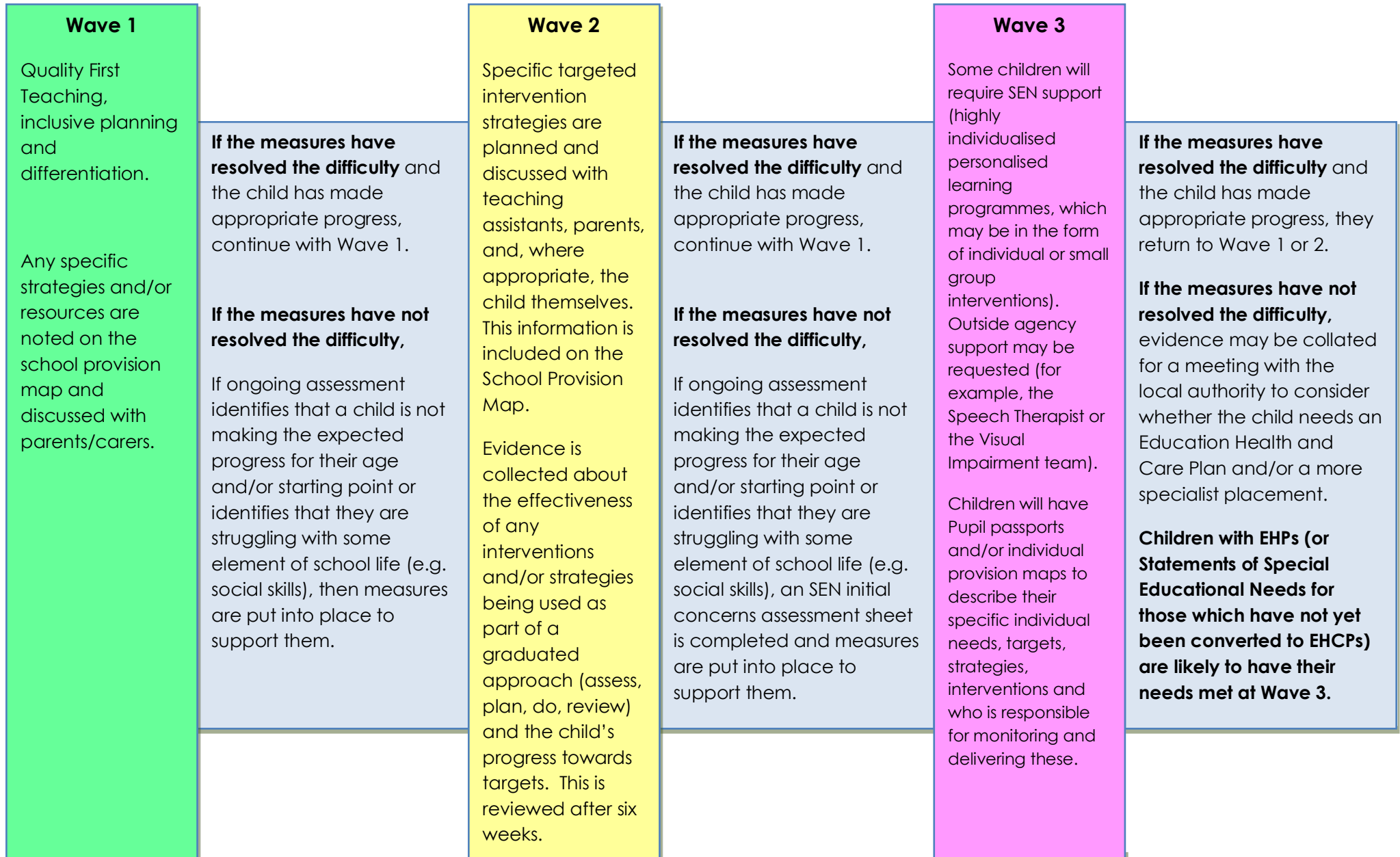
Strong relationships between adults and children.

Staff to facilitate the child's involvement in the decision making process regarding their learning, as much as possible.

Staff to encourage the child to take ownership of their own learning and feel empowered to make progress.

SEN Support at Sutton Park Community Primary – Our School Offer

Wave 1

Quality First Teaching, inclusive planning and differentiation.

Any specific strategies and/or resources are noted on the school provision map and discussed with parents/carers.

If the measures have resolved the difficulty and the child has made appropriate progress, continue with Wave 1.

If the measures have not resolved the difficulty,

If ongoing assessment identifies that a child is not making the expected progress for their age and/or starting point or identifies that they are struggling with some element of school life (e.g. social skills), then measures are put into place to support them.

Wave 2

Specific targeted intervention strategies are planned and discussed with teaching assistants, parents, and, where appropriate, the child themselves. This information is included on the School Provision Map.

Evidence is collected about the effectiveness of any interventions and/or strategies being used as part of a graduated approach (assess, plan, do, review) and the child's progress towards targets. This is reviewed after six weeks.

If the measures have resolved the difficulty and the child has made appropriate progress, continue with Wave 1.

If the measures have not resolved the difficulty,

If ongoing assessment identifies that a child is not making the expected progress for their age and/or starting point or identifies that they are struggling with some element of school life (e.g. social skills), an SEN initial concerns assessment sheet is completed and measures are put into place to support them.

Wave 3

Some children will require SEN support (highly individualised personalised learning programmes, which may be in the form of individual or small group interventions). Outside agency support may be requested (for example, the Speech Therapist or the Visual Impairment team).

Children will have Pupil passports and/or individual provision maps to describe their specific individual needs, targets, strategies, interventions and who is responsible for monitoring and delivering these.

If the measures have resolved the difficulty and the child has made appropriate progress, they return to Wave 1 or 2.

If the measures have not resolved the difficulty, evidence may be collated for a meeting with the local authority to consider whether the child needs an Education Health and Care Plan and/or a more specialist placement.

Children with EHPs (or Statements of Special Educational Needs for those which have not yet been converted to EHCPs) are likely to have their needs met at Wave 3.

Special Educational Needs support at Sutton Park

Sutton Park is an inclusive school. We strive to support all learners and can cater for a range of special educational needs. We have experience of supporting children with needs in the following areas:

- Communication and interaction
- Cognition and Learning
- Physical
- Sensory
- Social, emotional and mental health

In the Mainstream Language Unit there is a strong staff expertise for meeting the needs of children with language and communication difficulties that all staff in the mainstream school can access. More complex needs may be able to be met following consultation with SEN services and access to Higher Level Needs funding.

<u>Identifying when a child has additional needs</u>

Wave 1 Provision at Sutton Park Community Primary

Every learner is an individual and teachers are responsible for ensuring that teaching and learning is appropriate for the needs of each individual. Every teacher is responsible and accountable for all pupils in their class, wherever or with whoever they are working.

The needs of a wide variety of learners can be met through Quality First Teaching. The key characteristics of quality first teaching can be summarised as:

- Highly focused lesson design with Steps to Success (STS);
- High demands of pupil involvement and engagement with their learning;
- High levels of interaction for all pupils;
- Appropriate use of teacher questioning, modelling and explaining;
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
- An expectation that pupils will accept responsibility for their own learning and work independently;
- Regular use of encouragement and authentic praise to engage and motivate pupils.

(NASEN 2013)

Our <u>Quality First Teaching Checklist</u> can be found in Appendix 2 of this policy.

Wave 2 and Wave 3 interventions at Sutton Park

Through ongoing assessment by the class teacher and discussions with SLT at Pupil Progress Meetings it may be decided that a pupil needs an individual or group intervention to help them make accelerated progress. This should always be discussed with the parent/s and suggestions should be given about how they can provide support at home. All interventions should be recorded on the school provision map.

Interventions must always be:

- **Specific** - in order to make accelerated progress in one particular area.
- **Measurable** – assessments are made at the start and at the end of the intervention to monitor progress and to justify the intervention.

- **Time bound** - interventions should not be ongoing, they must have an end point at which the success of the intervention can be monitored.

In addition to 'bespoke' interventions intended to support a child with a very specific need (for example, a short term intervention to help a child who needs specific help with place value), we are able to use a range of intervention programmes (Appendix 3).

More specific interventions may also be offered if recommended by an outside agency and/or as individual needs are identified.

SEND systems

As part of our dedication to high standards and the rapid progress of SEND children, efficient SEND systems are in place to effectively identify, monitor, track and assess children with SEND. If a child is still not making the expected progress despite having worked through at least two Assess Plan Do and Review cycles, an SEN initial concerns assessment sheet (Appendix 4) should be completed by the class teacher so that appropriate outside agency support can be arranged.

Each class has an SEND folder. This folder follows the class throughout their time at Sutton Park. Whilst this folder contains confidential information it should be made available to all adults working within the class and must be available in school.

This folder will include:

- The SEND Inclusion Policy
- Quality First Teaching inclusive checklist
- Current SEND register
- Current School Provision Map
- Pupil passports and Individual provision maps (where appropriate)
- Intervention planning (where appropriate - if it is not in the SEND folder please ensure its location is recorded in the SEN file and it is made accessible)
- Recent reports from outside agencies/annual review paperwork/statements

School Provision Maps

Provision Maps are used to record provision at Waves 1, 2 and 3. They include:

- Names and details of specific needs of pupils within the class
- Details of any specific strategies at Wave 1 used for pupils
- Details of pupils' specific needs (e.g. if they are left-handed)
- Details of any interventions pupils are accessing
- Interventions and specific targets are reviewed every half term

Interventions are planned and reviewed by the Class Teacher and Teaching Assistants involved in the children's learning. These are monitored by the SENCo and/or subject co-ordinators and discussed at Pupil Progress Meetings.

Provision Maps are updated half termly based on pupil progress.

Pupil passports and Individual Provision Maps

Each child with a Statement of Special Educational Need or Education, Health and Care Plan has a Pupil Passport and/or an individual provision map (IPM) which will track their progress throughout their time on the register. IPMs are reviewed termly. Each IPM includes the following:

- Who is responsible for implementing and reviewing the targets
- Up-to-date SEND status (SSEN, EHCP)
- SMART (Specific, Measureable, Achievable, Realistic, Time) targets set each term.
  - *Example of a SMART target 'To know all phase 2 sounds by sight and sound with 80% accuracy by July 2015)'*
  - Example of an immeasurable target 'To get better at spelling'.
- An outline of strategies and/or interventions explaining how this target will be targeted at school and home.
- Additional information about this child:
  - Any outside agency input (who/date)
  - Any additional input being provided (e.g. reverse integration to the MLU/PSP programmes/additional provision, etc).

Annual and Termly Reviews

An annual review is held each year for those children with Education, Health and Care Plans and/or Statements of Special Educational Need (where these have not yet been converted to EHCPs). These meetings will be chaired by the SENCo and where possible will be attended by the class teacher. When the annual review is for a child in the Mainstream Language Unit, the MLU teacher and mainstream teacher should attend the annual review. These meetings are approximately an hour long. Class teachers must produce a short report 2 weeks before the meeting outlining the child's progress towards the objectives on their Statement, the targets set at the previous annual review and key achievements and current challenges. This report should be emailed to the SENCO. All annual review dates will be set in September and written in the school diary. Parents will receive a reminder 2 weeks before the meeting. Teachers should arrange cover with the Deputy Head at least one week prior to the Annual Review taking place.

MLU pupils have termly reviews where the parents, MLU teacher and Speech and Language Therapist meet to discuss progress, new targets and appropriateness of the current provision.

Annual Review Timeline

- September – SENCo sets dates for all annual reviews for the year and shares this with professionals and staff.
- At least 3 weeks before the date of each review meeting the SEND admin assistant sends a reminder to professionals and staff requesting reports and a reminder to parents with a parental comments form included.
- 2 weeks before – reports to be emailed to SENCo or saved in SENCo's e-pigeon hole (SEN/Annual review reports).
- 2 weeks before – SEND admin assistant sends a letter to remind parents and attaches any reports. SEND admin assistant also sends reports to all professionals.
- 1 week before class teacher or other familiar adult supports child to complete pupil's comments form.

- Following the review, SEND admin assistant will type up the review report and send to the SENCo for checking. This will be agreed and signed by the Head Teacher and distributed by the SEND admin assistant. SEND admin assistant must send a copy to SEN Services within 14 working days.

Parental Involvement

Parents must be involved in discussions at every stage of action in regards to their child's specific needs. Existing school systems should be used to support with engaging with parents for the purpose of discussing provision, for example, structured conversations, regular parents evenings, home-school diaries, telephone calls and/or face-to-face contact at the beginning and/or end of the school day.

SEND Monitoring arrangements

Monitoring of SEND provision in school will take place in the following ways:

- Monitoring of School Provision Maps and updating of SEND register through Pupil Progress Meetings half termly by SENCo alongside the Head Teacher and/or Deputy Head Teacher.
- Monitoring of Individual Provision Maps by SENCo termly.
- Monitoring of SEND files by SENCo yearly.
- Parental questionnaires regarding SEND provision sent out by SENCo yearly.
- Observations within the schools monitoring cycle (e.g. learning walks, intervention observations, SLT lesson observations).
- Differentiated planning, intervention planning, book trawls to be monitored as part of the schools monitoring cycle.
- Senior Leadership Team, Governors and the Local Authority are to ensure the SENCo is held accountable for the SEND provision in school.

Outside Agency Support

Decisions about when to involve outside professionals are taken during Pupil Progress Meetings in consultation with the SENCo, Head Teacher and/or Deputy Head Teacher. In order to request outside agency support, the class teacher must provide evidence to demonstrate that the child has not made progress despite extensive support through a graduated approach at Wave 1 and Wave 2. The SENCo will liaise with the class teacher to complete any necessary referral paperwork.

Reports from outside agencies

- Reports are received by the school office.
- SEND admin assistant will photocopy the report, save it electronically in the child's SEND folder (SEND private/Individual Pupil Files) and distribute copies to the SENCo, the child's Class Teacher and, where appropriate, their MLU Teacher.
- Teachers must ensure that relevant teaching assistants have access to all reports and that copies are filed in the class SEN file. They should also ensure that time is allocated for children to work on targets set, either in class or in intervention sessions.
- The class teacher should arrange a meeting with the child's parents to discuss the report if parents wish.

Mainstream Language Unit

The Mainstream Language Unit is a 10 place unit available for pupils from the Wyre Forest area, ranging from 4-11 years of age. Admission to the Mainstream Language Unit is determined by an admissions panel following referral from a speech and language therapist. Pupils at Sutton Park Primary School do not have automatic access to either unit, however the expertise of the staff who are based there is a valuable resource that mainstream teaching staff can draw upon for advice and support. Children who access the Language Unit do not need to have a Statement of SEND or EHCP to access this provision. The main aim of the provision is to provide intensive speech and language therapy for each pupil's specific SLCN (speech language and communication needs) and give the children the skills and strategies to enable them to access learning within a mainstream school.

The children who attend the Mainstream Language Unit are full time at Sutton Park and will access part of the curriculum within their mainstream class. The amount of time spent in their mainstream classes will vary based upon their need and each child has a flexible timetable for inclusion. Typically, children will access specific support for English and Maths within the Language Unit and cross-curricular topic lessons within their mainstream classes, sometimes with support. Children access break and lunch times with their mainstream classes. MLU and mainstream staff have a shared responsibility for the progress and success of the children within the MLU. Children who access the MLU are active members of their mainstream class.

The Language Unit works closely with a Speech and Language Therapist, who will support target setting, planning, assessment and therapy. The MLU teacher and Speech and Language Therapist also support mainstream teachers with strategies for inclusion. As well as the teacher in the MLU, there is a highly skilled team of teaching assistants who are also there to support mainstream staff in a variety of ways.

Appendix 1: Learning Environment Non-negotiables

Learning Environment Non-negotiables	
Non-negotiable	**Why it is a non-negotiable and other information**
Culture of pride	◎ Pupil and teacher's resources kept tidy and safe ◎ Whole school presentation policy referred & adhered to ◎ Excellent presentation is celebrated regularly ◎ Correct uniform (including PE kit) is worn (by pupils & adults)
Learning Objective and **Steps to Success** shared with the children and on display throughout the lesson.	◎ Children to understand the purpose of their learning/activity ◎ Children have a good understanding of what makes a successful piece of learning ◎ Provides children with clear expectations ◎ Provides a focus for mini-plenaries ◎ Encourages self assessment ◎ Scaffolds peer assessment ◎ Develops understanding of 'next steps for learning'
Zone board	◎ Positioned at the front of the classroom ◎ Celebrate children's success ◎ Use as a motivator ◎ Reinforces positive discipline ◎ Sends clear message about behaviour expectations ◎ Children aspire to achieve ◎ Gives children ownership ◎ Makes expectations explicit ◎ Point of referral to correct inappropriate behaviour
Display	◎ Consider backing paper – avoid distracting colours e.g. red ◎ Literacy area – yellow backing paper / numeracy area – blue backing paper ◎ Balance between a stimulating environment and overloading children's sensory systems ◎ Displays reflect a balance of celebration of current work and resources to support learning ◎ Sutton Park cursive font used where possible ◎ Communicate in Print used throughout school for key labels (where appropriate) ◎ Celebration displays need annotating with speech and thought bubbles to clarify learning. ◎ **Board outside classroom** – to celebrate enrich activities from the year so far.
Literacy Working Wall **Numeracy Working Wall**	◎ Accessible by the children ◎ Provides children with scaffolds ◎ Encourages independent learning ◎ Consolidates and extends learning ◎ 'Zone' areas of the classroom ◎ Supports children to succeed
Visual timetable	◎ Promotes independence ◎ Part of whole school communication approach ◎ At the front of the classroom
Star-word for Maths & English	◎ Promotes learning of key vocabulary
Topic Vocabulary / board	◎ Provides children with information to shape and extend learning ◎ Promotes inquisitiveness ◎ Reinforces and extends technical vocabulary
High frequency word / Phonics display	◎ In all EYFS and KS1 classes & where applicable in Key Stage 2 ◎ Encourages independence ◎ Use as a teaching tool

Defined areas for learning	◉ **Areas for intervention:**
	    o Spaces and times allocated (may be outside of the classroom)
	◉ **Celebration** area
	    o Area to celebrate completed pieces of work
	◉ **Quiet space**
	    o For children who need space to calm/de-escalate
	◉ **Reading / Storytelling Area**
	    o Enrich language
	    o Supports writing
	    o Scaffolds understanding of structure
	    o Promotion of a love of reading
	    o Develops speaking and listening confidence
	    o Develop understanding of storytelling connectives

Basic resources to support reading, writing and maths	◉ Up to date resources ◉ Adequate and accessible resources for the number of children in the class. ◉ Age-appropriate equipment and resources ◉ Appropriate number of choices regarding resources.
Labels	◉ Pictures of people usually present in the classroom on the classroom door-orange border. ◉ Work labelled by children to give a sense of ownership (where appropriate) ◉ Clearly labelled areas e.g. 'book corner' ◉ Labels – words and symbols/photographs as developmentally appropriate ◉ Exercise books and folders use labels centrally printed by office administrator.

Appendix 2: Quality First Teaching Checklist

Strategies
Read Write Inc cards and pictures – up to date to correspond with teaching
Bright, colourful, fun English and Maths zones....but not cluttered and over stimulating
Dyslexia friendly backgrounds and fonts on IWB (not black and white)
Different coloured text to identify different instructions/information/parts of text
Typed LOs for all children
Individual rewards for those that need them, e.g. stickers, sticker charts, 'choice time'.
Learning Partners
Background music (not suitable for all children)
Use of zone board and visually displayed school rules in line with behaviour policy)
Positive school ethos in line with behaviour policy
Fiddle toys
Use of move 'n' sit cushion
Use of cushions and/or carpet spots
House points
Visual timetable on display each day
Using the visualiser to show 'high quality work' – set expectations
Use of time out space so children know they have a space to go to calm if needed
Use of visuals, including real objects and symbols
Labels around the school at child-height and using developmentally appropriate labels (e.g. picture and word, photo and word)
Consistent systems throughout the school – e.g. the Black Sheep Press Narrative Colours, Alan Peat sentences, RWI
Processing time for questions. E.g. '10 second rule' or "I'll come back to you after x's idea" and make sure you do!
Language used at the child's level to model and extend vocabulary
Pot of fairness – lolly sticks
Balance between teacher talk and children talking
Use of puppets
Brain Gym
Peer and self-assessment
Action Words (as appropriate)
Star Word
Word Aware (MLU)
Emotions boards
Thrive approach
Preparing children for change
Transition planning
Signalong and/or natural gesture
Appropriate timing and pace, allowing children time to make meaningful progress.
Children are responsible for getting and using the resources they know they need to be successful
Resources
Task management boards
'Now and next' boards
Routine boards
Thinking Skills books
Magic camels (Maths)
Use 'real life' equipment that engages the child's interest.
Dyslexia friendly coloured backgrounds (including IWB)
Visual timetable.
Use of ICT for alternative recording, e.g. laptops, alphasmart.
Cubes and counters for counting words in a sentence.
'Help needed' cards
Individual traffic lights

Time out cards that children use to alert staff that they might need time out.
Word and concept mats
Talking postcards or recording microphones
Working walls and word banks on the walls
Writing frames
Variety of dictionaries
Pencil grips
Flip cameras
Talking sentence strips
Language Master talking vocabulary cards
Finger spacers
Clicker 5
Communicate in Print
Bead strings
Number fans
Numicon
Number lines and squares
Range of counting apparatus
Pegs and pegboards
Diennes equipment
Range of scissors
Range of rulers
Cushions and wedges
Range of pencil types and sizes
Writing slopes
Appropriately sized tables and chairs
Larger font sizes
Dyslexia-friendly fonts e.g. CWW Cursive, Century Gothic

Appendix 3: Intervention programmes

Intervention programmes available in school
Language Links
Springboard (maths)
Write Dance
The Black Sheep Press Nursery Narrative intervention
The Black Sheep Press Reception Narrative intervention
The Black Sheep Press Key Stage 1 Narrative intervention
The Black Sheep Press Key Stage 2 Narrative intervention
The Black Sheep Press Story Starters
Every Child a Talker
Language Gap
Action Words
Auditory Memory
Rapid Reading
Rapid Writing
Every Child Counts
Speed Up (handwriting)
Sensory Circuits
Take 10 (fine motor skills)
Mr Goodguess
Socially Speaking (Ginger Bear)
Time to Talk
The Friendship Formula
PicToys
Language Steps
Language Land
Talkabout
Action words

Sutton Park Community Primary School

SEN initial concerns assessment sheet

Pupil name ....DoB....................................NC year group...............

Date action initiated.....................................Class teacher...

SENCo..

Areas of concern (Please circle from selection outlined below)

Level of concern 1 2 3 4 5 (please circle 5 being immediate action needed)

Reading   Writing   Spelling   Fine Motor   Gross Motor

Social skills   Developmental (e.g. self help skills, toileting)   Emotional

Speech   Language   Functional Communication

Hearing   Vision   Medical

Other (please state)...

Strengths

Difficulties

Current Assessment
Reading:
Writing:
Maths:

Any outside agency input (inc. Medical)

Interventions/strategies and impact

Contact with parents (comments and concerns) **Date..................**

Child's views (if appropriate)