



# Inclusion and SEND Policy

Written: October 2018  
Review: October 2019

### **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.
- To equip all our learners are equipped with the necessary skills and attitudes essential for everyday life as a responsible citizen in the 21<sup>st</sup> century.
- To ensure all our learners make continuous and even rates of progress throughout their learning journey at Sutton Park because the whole school 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
- Accessibility Plan

### **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.
- 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.

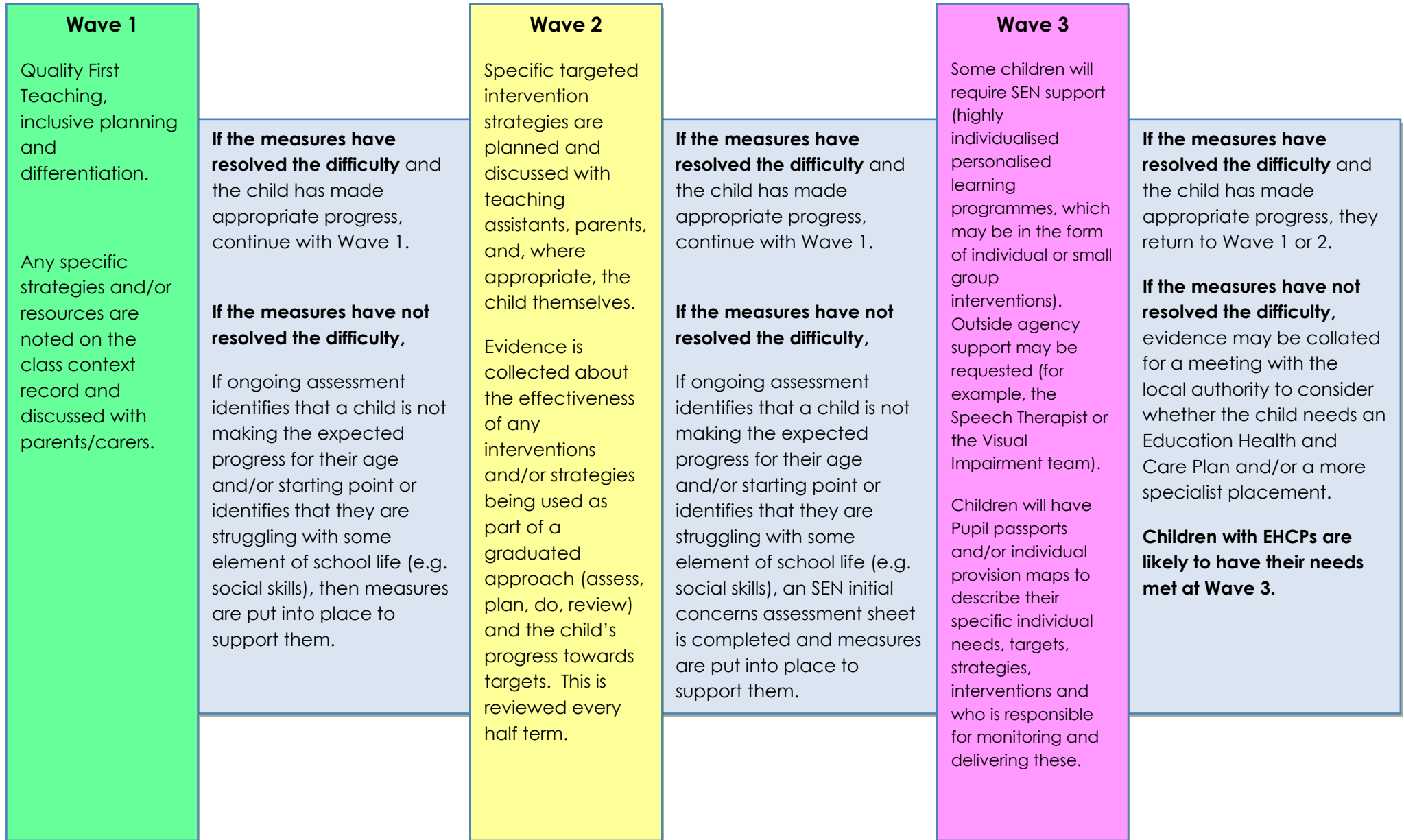
### **How these policies have been formulated**

- 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 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 all children to achieve the highest possible standards regardless of any Special Educational Need or Disability.**

# SEN Support at Sutton Park Community Primary



## 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 (including ASD)
- Cognition and learning (including dyslexia)
- Physical and/or sensory
- Social, emotional and mental health (including ADHD)

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.

### Identifying when a child has additional needs

#### 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 Quality First Teaching Checklist 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.

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.

The majority of our additional provision is in the form of '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 also 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.

## **SEN register**

All children with a special educational need are listed on the school's SEN register. A special educational need is defined as:

- a learning difficulty or disability which calls for special educational provision to be made for him or her.
- a significantly greater difficulty in learning than the majority of others of the same age
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.

## **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 further assessment and, if appropriate, outside agency support can be arranged.

Each class has an electronic SEND folder on the staff shared area. This folder follows the class throughout their time at Sutton Park. It contains the individual files of each child on the SEN register or receiving additional support. Whilst this folder contains confidential information it should be made available to all adults working within the class.

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.

## **Pupil passports and Individual Provision Maps**

Each child with an 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 (SEN support/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 an Education, Health and Care Plan. 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 EHCP, the targets set at the previous annual review and key achievements and current challenges. This report should be emailed to the SEN admin assistant. 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 SEND admin assistant. The SEND admin assistant will prepare the child's Annual Review report, updating contact information, attendance figures and targets under review.
- 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 the SENCo will complete the report. 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 interventions 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 scan the report, save it electronically in the child's class file (SEND shared/Year...) as well as their individual file (SEND private/Individual Pupil Files) and pass the original to the SENCo. Teachers must ensure that relevant teaching assistants have access to all reports. 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 an 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. 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.

**Policy reviewed Oct 2018**

**Policy to be reviewed annually.**



## Appendix 1: Learning Environment Non-negotiables

<b><u>Non-negotiable</u></b>	<b><u>Why it is a non-negotiable and other information</u></b>
<b>Culture of pride</b>	<ul style="list-style-type: none"> <li>Ⓞ Pupil and teacher's resources kept tidy and safe</li> <li>Ⓞ Whole school presentation policy referred &amp; adhered to</li> <li>Ⓞ Excellent presentation is celebrated regularly</li> <li>Ⓞ Correct uniform (including PE kit) is worn (by pupils &amp; adults)</li> </ul>
<b>Learning Objective and Steps to Success</b> shared with the children and on display throughout the lesson.	<ul style="list-style-type: none"> <li>Ⓞ Children to understand the purpose of their learning/activity</li> <li>Ⓞ Children have a good understanding of what makes a successful piece of learning</li> <li>Ⓞ Provides children with clear expectations</li> <li>Ⓞ Provides a focus for mini-plenaries</li> <li>Ⓞ Encourages self assessment</li> <li>Ⓞ Scaffolds peer assessment</li> <li>Ⓞ Develops understanding of 'next steps for learning'</li> </ul>
<b>'Choices'</b>	<ul style="list-style-type: none"> <li>Ⓞ Zoneboard</li> <li>Ⓞ Positioned at the front of the classroom</li> <li>Ⓞ Celebrate children's success</li> <li>Ⓞ Use as a motivator</li> <li>Ⓞ Reinforces positive discipline</li> <li>Ⓞ Sends clear message about behaviour expectations</li> <li>Ⓞ Children aspire to achieve</li> <li>Ⓞ Gives children ownership</li> <li>Ⓞ Makes expectations explicit</li> <li>Ⓞ Point of referral to correct inappropriate behaviour</li> </ul>
<b>Display</b>	<ul style="list-style-type: none"> <li>Ⓞ Consider backing paper – avoid distracting colours e.g. red</li> <li>Ⓞ English area – yellow backing paper / Maths area – blue backing paper</li> <li>Ⓞ Balance between a stimulating environment &amp; overloading children's sensory systems</li> <li>Ⓞ Displays reflect balance of celebration of current work &amp; resources to support learning</li> <li>Ⓞ Celebration displays need annotating with speech &amp; thought bubbles to clarify learning.</li> <li>Ⓞ <b>Board outside classroom</b> – to celebrate enrich activities from the year so far.</li> </ul>
<b>English Working Wall</b> <b>Maths Working Wall</b>	<ul style="list-style-type: none"> <li>Ⓞ Accessible by the children</li> <li>Ⓞ Provides children with scaffolds</li> <li>Ⓞ Encourages independent learning</li> <li>Ⓞ Consolidates and extends learning</li> <li>Ⓞ 'Zone' areas of the classroom</li> <li>Ⓞ Supports children to succeed</li> </ul>
<b>Visual timetable</b>	<ul style="list-style-type: none"> <li>Ⓞ Promotes independence</li> <li>Ⓞ Part of whole school communication approach</li> <li>Ⓞ At the front of the classroom</li> </ul>
<b>Topic Vocabulary / board</b>	<ul style="list-style-type: none"> <li>Ⓞ Provides children with information to shape and extend learning</li> <li>Ⓞ Promotes inquisitiveness</li> <li>Ⓞ Reinforces and extends technical vocabulary</li> </ul>
<b>High frequency word / Phonics display</b>	<ul style="list-style-type: none"> <li>Ⓞ In all EYFS and KS1 classes &amp; where applicable in Key Stage 2</li> <li>Ⓞ Encourages independence</li> <li>Ⓞ Use as a teaching tool</li> </ul>
<b>Defined areas for learning</b>	<ul style="list-style-type: none"> <li>Ⓞ <b>Celebration area</b> <ul style="list-style-type: none"> <li>○ Area to celebrate completed pieces of work</li> </ul> </li> <li>Ⓞ <b>Quiet space</b> <ul style="list-style-type: none"> <li>○ For children who need space to calm/de-escalate</li> </ul> </li> <li>Ⓞ <b>Reading / Storytelling Area</b> <ul style="list-style-type: none"> <li>○ Enrich language</li> <li>○ Supports writing</li> <li>○ Scaffolds understanding of structure</li> <li>○ Promotion of a love of reading</li> <li>○ Develops speaking and listening confidence</li> <li>○ Develop understanding of storytelling connectives</li> </ul> </li> </ul>
<b>Basic resources to support reading, writing and maths</b>	<ul style="list-style-type: none"> <li>Ⓞ Up to date resources</li> <li>Ⓞ Adequate and accessible resources for the number of children in the class.</li> <li>Ⓞ Age-appropriate equipment and resources</li> <li>Ⓞ Appropriate number of choices regarding resources.</li> </ul>

<b>Labels</b>	<ul style="list-style-type: none"><li>Ⓢ Pictures of adults usually present in classroom on the classroom door - orange border.</li><li>Ⓢ Work labelled by children to give a sense of ownership (where appropriate)</li><li>Ⓢ Clearly labelled areas e.g. 'book corner'</li><li>Ⓢ Labels – words and symbols/photographs as developmentally appropriate</li><li>Ⓢ Exercise books and folders use labels centrally printed by office administrator.</li></ul>
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## Appendix 2: Quality First Teaching Checklist

<b>Strategies</b>
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/ Activate
Peer and self-assessment
Action Words (as appropriate)
Jobs/responsibilities to encourage independence
Word Aware ( Star Word)
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
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 e.g. topic vocabulary
Writing frames
Variety of dictionaries
Pencil grips
Ipads
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

<b>Intervention programmes available in school</b>
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

Appendix 4: SEN Initial Concerns Sheet



**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)**