

GUSTON CHURCH OF
ENGLAND PRIMARY
SCHOOL



**Inclusion Policy:
SEND (Special Educational
Needs and Disability) Information
Report and Inclusion of
Vulnerable Groups**

January 2018

Review: January 2019

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEND Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools - Special Educational Needs Co-ordinators

Schedule 1 regulation 51- Information to be included in the SEND information report

Schedule 2 regulation 53 - Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies and guidance:

Accessibility Statement, Teaching and Learning Policy, Safeguarding policy, Admissions Policy, Medical Care Policy, Attendance policy and the Whole School Provision Map.

This policy was developed with the help of the Governing Body and Parents through meetings and open discussion forums. It can be amended in response to parental feedback through forums and the website, publication of new legislation and routinely on an annual basis.

Ethos Statement

At Guston Church of England Primary School we believe that the way that we work together, behave with one another and seek to support and nurture others, gives life to our Christian ethos. It is one which is inclusive and seeks to encourage and inspire everyone to achieve their fullest potential.

Rationale

We actively seek to remove the barriers to learning and participation that can hinder or exclude individuals and groups of pupils:

- girls and boys;*
- minority ethnic and faith groups;*
- children who need support to learn English as an Additional Language (EAL);*
- Service children*
- children with Special Educational Needs and Disabilities (SEND);*
- Gifted and Talented children (G&T);*
- children who are at risk of disaffection or exclusion;*

- *Children in Care (CiC)*
- *Other vulnerable groups*

The National and Early Years Foundation Stage Curricula are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- *setting suitable learning challenges;*
- *responding to children's diverse learning needs;*
- *overcoming potential barriers to learning and assessment for individuals and groups of pupils;*
- *assessing accurately and termly to ensure each child is looked at as an individual*
- *providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.*

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has 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 institutions.

SEND Code of Practice (2014, p 4)

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 - that is '...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' This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2014, p5)

Procedures with Pupils with SEND

1 The kinds of special educational need for which provision is made at the school

At Guston Church of England School we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autistic spectrum disorders (ASD), learning difficulties and mental health difficulties which may present as behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is

less familiar, but where necessary we will access training and advice so that these needs will be met.

Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority. Where our school is the school of choice we will work with parent, pupil and outreach services to ensure the skills and equipment required are in place to best support the needs of our learners.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2 Information about the policy for identification and assessment of pupils with SEND

At Guston Church of England we monitor the progress of all pupils six times a year through pupil progress meetings to review their academic progress. We also use a range of assessments with all the pupils at various points which are listed in our whole school provision map. Implicit in these tests are the universal and/or statutory assessments of Year 1 phonics testing, Speech-link screening, Language Link, triannual reading age assessments, termly assessments in reading, writing and mathematics, SATs (Statutory Assessment Tests).

Where progress is not sufficient (below that of peers, or significantly different to previous pupil performance), even if special educational need has not been identified, the school will put in place extra support to enable the pupil to catch up or access the learning objectives. Where necessary, training and outside support will be procured.

Some pupils may continue to make less progress than their peers, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Guston Church of England School we are experienced in using a range of assessment tools (see Whole School Provision Map) and utilise the following guidance:

- National Curriculum descriptors for the end of a key stage
- National Curriculum end of year descriptors
- EYFS Framework
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Education Health Care Plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs

- Another school or LEA which has identified or has provided for additional needs

The purpose of specialist teaching service assessments are to provide more detailed assessment to understand what additional resources and strategies are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND provision map and/or support plan which will be reviewed regularly, and refined / revised as necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEND is changed parents will be notified. Some pupils may have low attainment with no identified specific learning difficulty or diagnosis. These children will be supported by an appropriately differentiated curriculum but may not be identified as SEND. They will always be a focus of pupil progress reviews to ensure appropriate provision is in place.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

3 Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans, including

3a How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEND provision map will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEND Code of Practice (2014, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rates of progress
- Widens the attainment gap

For pupils with a Statement/ Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

3b the school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Guston Church of England Primary School are detailed in the whole school provision map. Using these it will be possible to see if pupils are increasing their level of skills in key areas.

If these assessments do not show adequate progress is being made the SEND support plan will be reviewed and adjusted.

3c the school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered, SEND Code of Practice (2014, 6.37)

At Guston Church of England Primary School, the quality of teaching is judged to be good in our last Ofsted inspection and the school is working closely with staff, governors, children, the Local Authority and Specialist Teaching Services to improve further.

We follow the Mainstream Core Standards (<http://www.kelsi.org.uk/>) advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. visual aids, adult support, one to one tutoring, appropriate use of ICT support, word-banks, time, rest breaks etc. These are delivered by additional staff employed through the funding provided to the school as 'notional SEND funding'. Where appropriate the school identifies resources and individualised curricula for children with SEND and will endeavour to secure additional support through High Needs Funding.

3d how the school adapts the curriculum and learning environment for pupils with special educational needs

At our school we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have recently made the following improvements as part of the school's accessibility planning:

- Refurbishing the wheelchair access to the Year R classroom
- Installation of a second disabled toilet in the Community Room
- TA training in assessment methods and provision mapping
- Autism awareness training for some staff
- Read, Write, Inc training for Inclusion Manager and all KS 1 staff
- Mainstream core standards supplied to all class teachers
- New assessment tools for learning difficulties like Dyslexia and Dyscalculia purchased
- Whole school Dyslexia Awareness training
- Retraining on new National Curriculum for all staff
- SEMH champion identified
- Boxhall profiling training
- TA staff trained on Speech and Language Difficulties - identification and access to the Mainstream
- Inclusion Manager has received training on the New SEND Code of Practice
- Leuven Scales and their use in the Classroom

and have identified that the following aspects of the school need to be improved:

- Main entrance
- Reception play area access
- Whole school Autism Awareness Training
- Working Memory Training
- Language through Colour Training
- EAL: Ways to support language development

3e additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case. A termly class provision map is generated in pupil progress meetings to meet the needs of the whole class, including those with SEND. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up through the High Needs Funding. High Needs Funding does not secure 1 to 1 support for children and is subject to variation.

3f how the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Guston Church of England Primary School are available to pupils with SEND. Where it is necessary, the school will use the resources available to it to enable the safe participation of any pupil in the activity: resourcing of extra adults, purchasing of equipment, outreach training from specialist schools etc.

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, through greater differentiation of the child's work, or through the provision of additional and different learning resources. In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow and will.

3g support that is available for improving the emotional and social development of pupils with special educational needs

At our school we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, assemblies, reflection and daily worship, reflection in RE lessons and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following access to councillors, pastoral support groups, learning mentors, special friends, play buddies, time out and access to specialist Mental Health services such as ChYPMHS (Children and Young Peoples' Mental Health Services).

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

4 The name and contact details of the SEND Co-ordinator

The Inclusion Manager responsible for SEND and Family Liaison at Guston Church of England Primary School is Mrs Tracey Tee, who is a qualified teacher and has been accredited by the National Award for SEND Co-ordination.

The first point of contact for all issues regarding an individual child is their class teacher, but to contact the Inclusion Manager, Mrs Tracey Tee is available on 01034 206847 or at SENCO@guston.kent.sch.uk.

5 Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have recently had the following awareness training:

- Dyslexia Awareness

- Safeguarding

- Allergy awareness and Epi-pen training

- Diabetes Training

- Boxall Profiling

- Supporting children with Speech and Language Difficulties in the mainstream classroom

- Big Read training

- Subject Leadership

In addition members of the school staff have received specialist training in:

- Language through colour

- Marking for improvement

- Autism Awareness

- The language challenged child in the classroom

- Big read

- VERP

- SENDSory Circuits

- Receptive/Expressive language skills

- Language Link

- Lego Therapy

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach include: Educational Psychology, Speech and Language Therapy, Occupational Therapy, Dyslexia screeners, Special Schools, Specialist Teaching Services, CHATTs (Therapy services), School nursing services. The cost of training is covered by the notional SEND funding.

6 Information about how equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

7 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Guston Church of England Primary School are invited to discuss the progress of their children three times yearly and receive a written report of their children's progress. In addition we are happy to arrange meetings outside these times for children with children that have SEND and actively seek the attendance of parents at meetings with specialist services to discuss provision planning for pupils with SEND. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Provision Map which will be shared with parents three times per year.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made. Teacher, Inclusion Manager and outside specialists will undertake an assess, plan, do and review cycle of monitoring to best support the child's learning needs. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEND / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

9 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Guston Church of England Primary School are used for complaints about provision made for special educational needs and disability. We encourage parents to discuss their concerns with their class teacher as a first point of contact, but both the Inclusion Manager and Head Teacher are available as required to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEND where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

10 How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Free membership of LIFT for access to specialist teaching and learning service
- A Service Level Agreement with Educational Psychology service for 3 days per year
- Link to Disabled Children's Service for support to families for some pupils with high needs

- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Communication and Assistive Technology Team, etc
- Membership of professional networks for SENDCO
- FLO local network
- SENDCO local forum
- AEN termly meetings through special school outreach provision
- CHATTS Talking Therapy Services

11 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

A special educational needs and disabilities service for children, young people and parents exists in Kent called the Information, Advice and Support, Kent. I-ASK. This group offer independent support and advice to parents.

Helpline: 03000 41 3000. Monday to Friday, 9am - 5pm.

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: IASK on Facebook

They can also meet you face to face at a suitable time and place, outside of office hours if needed.

12 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

The school meets with early years settings and parents prior to children starting in reception and telephone conferences with transfer schools for pupils starting from outside of area. Where appropriate the school liaises closely with Social Care, Armed Services, Specialist Teaching Services and Health to inform how best to meet the needs of every child. In the cases of children with SEND, our Inclusion Manager conferences with the SENCO of the transfer school by telephone. All school files are transferred electronically and checked at transfer for full and detailed information. Health issues that may affect a child's access to the curriculum are discussed through a parent and professionals meeting. Where medicines need to be administered in school parent permission is required to discuss administration of the medicines in the

school day with a medical professional so their name can be added to an individual healthcare plan.

In the case of children transferring from our school, the school seeks to supply detailed information on assessments and information on all historical SEND provision for the child. All paper records and electronic files are transferred through klz as a secure email. Confirmation of receipt of records is sought from the receiving school. In the case of service children, targets for provision are included in the Pupil Information Profile (PIP) to ensure they are received in good time to minimise the impact of relocation due to active military service.

When children with Education Health Care Plans transfer the school seeks to arrange meetings between SENCOs at the two settings including the parents to ensure the transition is carefully planned for our most vulnerable pupils. Where appropriate the school seeks to give the child experience of their new school through additional visits and familiarity with the public transport they may use. In the case of individual provision plans the most recent annotated plans and targets are shared with the new setting to minimise the disruption for the pupil on transfer.

The school seeks to support parents in the key stage transition to secondary school to minimise any difficulties the parents or children may experience. All records for interventions are transferred with the pupils csv file on transfer.

13 Information on where the local authority's local offer is published

The local authority's local offer is published on our website under the heading Inclusion, and parents without internet access are welcome to make an appointment with the Inclusion Manager, Mrs Tracey Tee for support to gain the information they require. The link for the local offer is pasted below:

<http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer> .

14 Children with English as an Additional Language (EAL)

In our school, we help children develop their spoken and written English by:

- Good Quality First Teaching
- a structured phonics programme across the school (Read, Write inc. and 'Get Spelling)
- specific grammar session for classes
- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms
- explaining how speaking and writing in English are structured for different purposes across a range of subjects
- providing a range of reading materials that highlight the different ways in which English is used

- ensuring that there are effective opportunities for talking, and that talking is used to support writing
- encouraging children to transfer their knowledge, skills and understanding of one language to another
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another
- providing support through ICT, dictionaries, translators, and readers
- Using 'Kent Steps' to assess progress
- Offer parent support through workshops

15 Gifted and Talented (G&T)

'Excellence in Cities' (EiC) guidance suggests a definition of Gifted and Talented as:

'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE;

'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population but to the top 5% to 10% of our cohort. By identifying 'Gifted' and 'Talented' children, teachers can assess needs, which inform the planning of work to ensure appropriate pace, challenge and extension. Provision maps record enabling provision for our 'Gifted and Talented' pupils.

16 Service Children

Our school is committed to its local community. A large proportion of our children come from service families. Service children are particularly vulnerable in transition, and need careful monitoring with regard to well-being. Our school strives to place all local families and a proportion of our vulnerable pupil budget is used for language support and additional staffing. Flexibility in staffing enables us to be responsive to changing school admission numbers when required. In addition the school completes a Pupil Information Profile (PIP) on transfer to a new school, highlighting most recent assessments, learning behaviours and targets for specific support plans. This profile highlights the most effective strategies to support the child's learning and details specific academic, pastoral and behavioural support.

Children in Care (CiC)

The Head Teacher is the Designated Teacher for Looked After Children, this means children that are in the care of the Local Authority. The Designated teacher ensures a Personal Education Plan is put in place, implemented and regularly reviewed in line with Kent's guidance on Personal Education Plans (PEP):

- *The PEP will be used to facilitate smooth induction for the child and their carer in consultation with the child's social worker*
- *The PEP is completed with the child, social worker, the foster carer and any other relevant people, at least two weeks before the Care Plan reviews*
- *The designated teacher will ensure that the audit on attendance and numbers is returned to the LAC Education Adviser every Term*
- *The Inclusion Manager will ensure suitable arrangements are put in place for pastoral and academic support*
- *The Inclusion Manager will liaise with the Head Teacher to support the return to school of any children moving out of area for child protection reasons. This may include the use of a part time timetable.*

Respect for racial, sexual and cultural backgrounds

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of gender, ethnic or social background. All racist, homophobic, and bullying incidents are now recorded and reported to the governing body by the Head Teacher. The school contacts parents of those pupils involved in any bullying regardless of the origin of the prejudice.

Working in Partnership with Parents

The Class teacher is the first point of contact for parents, who acknowledges and draws on parental knowledge and expertise in relation to their child. Together they will focus on the child's strengths as well as their areas of need. Where a family requires additional support, The Inclusion Manager Mrs Tee can identify agencies or work with them directly to help with a range of needs. These may include: medical, housing, educational, bereavement, domestic violence, parent support groups etc. Further details are on the school website on the FLO page.

Summary

Guston Church of England Primary School is committed to providing an appropriate and high quality education to all the children attending our school. We believe that all children, including those identified as having special or additional educational needs and/or disabilities, deserve a broad and balanced academic and social curriculum, which is accessible to them, and expect them to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish.

Tracey Tee and Deby Day
January 2018