



# Baslow St-Anne's Church of England Primary SEND & Inclusion Policy



*Growing healthy minds and hearts together*



"Life in all its fullness"

Version/ Issue	Date	Author		Reason for Change
1	December 2014	M Clark		
2	December 2017	M Clark		
3	November 2018	M Clark		
4	October 2019	M Clark		Updated KR Governor
5	October 2020	M Clark		No changes

6	September 2021	M Clark	Minute Number	Updated SEND Code of Conduct Jan. 2015 reference to website link
7	September 2022	M Clark		No changes
8	November 2023	M Clark		Updates
9	June 2024	M Clark/M Racey KRG	08/FGB/07/24	SENCo + KRG updates

### **Principles and Values**

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life.

At Baslow St. Anne's we are passionate about ensuring that the needs of all children are met in a fully inclusive way, which encourages a love for learning with the support needed to succeed and prepare for the next steps in education and ultimately life. We take account of the needs of each valued individual, ensuring they feel secure and have a sense of belonging. We actively seek to promote inclusion and reduce barriers to learning and participation to ensure all learners can strive for and attain their highest levels of achievement and enjoyment of school. We fully respect that children may have individual educational, emotional and physical needs that require different strategies to enable them to learn effectively.

The Children and Families Act 2014 came into force on September 1st 2014 and the new Code of Practice for Special Educational Needs and Disability was issued in June 2014.

The SEND Code of Practice describes the principles that we adhere to at Baslow St. Anne's when working with children and young people who have SEN / disabilities. Our aims and objectives are based around these principles.

### **Aims and Objectives**

- ✓ to build a strong inclusive ethos where everybody is valued

- ✓ taking into account the views of children, young people and their families enabling children and their parents to participate in the decision making
- ✓ collaborating with partners in education, health and social care to provide support
- ✓ identifying the differing needs of children and ensuring that suitable provision is made
- ✓ to create an environment that meets the needs of every child
- ✓ to provide a broad and balanced curriculum all children
- ✓ to set high expectations for all pupils and closely monitor progress
- ✓ to identify the roles and responsibilities of staff in providing for children's special educational needs
- ✓ making high quality provision to meet the needs of children focusing on inclusive practices and removing barriers to learning helping children to prepare for their next step in education and ultimately adulthood
- ✓ to ensure all children to have full access to all elements of the school curriculum by making reasonable adaptations to procedures and practices
- ✓ to help children manage their emotions especially trauma or stress to enable them to focus on learning

### **Responsibility for the Co-ordination & leadership of SEND and Inclusion**

The Special Educational Needs Coordinator (SENCO) is responsible for the coordination of SEN and Inclusion. The SENCO:

- manages day to day operation of the policy
- co-ordinates and manages the responses and provision for children with SEN
- supports and advises colleagues with regard to SEN
- maintains accurate record keeping
- manages school based SEN assessment and completes documentation required by outside agencies and the Local Authority
- acts as a link with parents and outside agencies, and makes contact with feeder schools at transition
- monitors SEN provision and reports to the Governing Body and Key Role Governor
- manages a range of resources linked to pupils with SEN
- Attends appropriate CPD to keep abreast of the requirements needed

## Facilities for vulnerable pupils, those with SEN/D

The ethos of the school ensures that all pupils are nurtured by all staff and the Headteacher (Safeguarding Officer). The SENCO and staff monitor closely any children who are perceived as vulnerable. Children are aware of adults and other pupils who can offer them support in school.

- The school has disabled access to all areas and a toilet for the disabled. Classrooms and shared areas are continually reviewed and reorganized to reduce any barriers to learning.
- Children with SEN may at times be withdrawn from the classroom to work on their specialist programmes, individually or with a group and there are a number of areas throughout school areas where this may take place.

## Access to the Curriculum

All pupils are entitled to a broad, balanced curriculum which is differentiated to enable children to:

- foster a love of learning with barriers removed
- understand the relevance and purpose of the learning activities
- experience levels of understanding and rates of progress that bring feeling of success and achievement
- share the same learning experiences as their peers
- to enjoy their experience of school

## Allocation of Resources

The school has a range of resources with which to support pupils with special needs:

- suitably qualified teaching assistants will be deployed effectively to support groups or individuals in class and beyond.
- specialist teaching resources are available; some in the classrooms and others in the staffroom. These will be regularly reviewed and new resources purchased to ensure individual needs are consistently met.
- Links to support service on the website for parents to access
- Tools such as the Dyslexia Indicator Test are utilised in school to support evolving need
- Access to external support services to support staff CPD, knowledge and skills i.e.: Early Help, **ISAS**, Dyslexic tutors

## **Identification and Review of Pupil Needs**

We are committed to a whole school approach to identification, assessment and provision. Teaching staff, in collaboration with TAs, are responsible for monitoring progress and identifying any difficulties or potential barriers. Any concerns are referred to the SENCO/ Headteacher and appropriate advice or action is given.

We believe early identification is vital and therefore we regularly monitor all aspects of pupil progress in line with schools monitoring and assessment procedures. This allows any potential problems to be identified and provision put in place. Following assessment some children may be placed on the SEN register at 'K' (SEN Support 'E' (Educational, Health and Care Plan). An **Individual Education Plan (IEP)** is written which contains individual or group targets which are reviewed with parents and pupils at regular intervals usually termly.

## **Stages of SEN**

**Differentiation** of task, resources or outcome is provided for and organized by the Class Teacher in order to take account of the learning needs within any class.

**Intervention support groups** - These specific programmes are used to enable pupils to consolidate learning or close the gap in specific areas e.g. Lexia, Rapid Catch Up Phonics Booster groups, tutor (internal + external) etc.

**K** Children with more specific needs are identified. An IEP is written and additional provision and resources are allocated within and beyond the class. Advice may be required from an outside agency in order to diagnose a specific learning difficulty and suitable provision and where needed, SSEN is applied for by their referral form.

**E = Educational, Health and Care Plan** - Some pupils with more specialist or complex special needs may have an Educational, Health and Care Plan issued by the LA which describes the specific support the pupil should have and can include funding as part of the EHCP. The content of the EHCP is designed to help schools understand what provision is needed to meet the assessed need known as special educational need, and to decipher who will provide the different provisions that will help your child achieve their outcomes. The EHCP will explain how to the school how to deliver the higher or specialist level of

education, meet the pupil's identified needs and achieve inclusion. The ISAS will support the school to meet the children's needs.

Your child may need the support and provisions from services outside of school staffing and could include provisions that are delivered from NHS services and/or care services.

### **The Role of the Headteacher**

The Headteacher, Marie Clark, is also the SENCo.

- To ensure all children foster a love for learning and barriers are reduced
- To monitor and review the operation of the SEN and Inclusion policy
- To ensure procedures are followed in line with the new revised code of practice for SEND 2014
- To ensure the effective administration of all SEN provision throughout the school
- To rigorously track and record the progress of pupils with SEN
- To work with staff to remove potential barriers to learning
- To collate a Provision Map outlining support, interventions and specialised programmes put into place to reduce barriers and enhance learning and enjoyment for children with SEND
- To write and implement the SEND & Inclusion (Special Educational Needs & Disability) policy and keep abreast of new initiatives and information that are put forward.

### **The Role of the Governing Body**

- To ensure that all pupils are fully included in all aspects of school life
- To ensure that the SEND procedures follow the new revised 'Special educational needs and disability code of practice 0 to 25 years' January 2015 - link on school website under Key Information - SEND
- To monitor SEND provision throughout the school through reports from the SENCo and Headteacher and Key Role Governor for SEND at curriculum subcommittees and FGB

### **The Role of Parents**

We encourage parents to contact school if they have concerns about any aspect of their child's development or progress.

- Parents are encouraged to express their views and work with teachers to remove barriers to learning and maximize learning and progress.
- Parents are invited for regular consultations and feedback on progress and achievement
- Parents are given open access to come into school to monitor their child's progress or discuss any concerns.
- A 'Person Centred' approach is embraced ensuring that the child and the parents are at the centre of any review or decision making process.

### **Transition of Vulnerable Pupils or SEND Pupils to Secondary Phase**

We recognize that transition can be more difficult for some children and therefore we can make additional provision for some pupils that include:-.

- Early contact may be made with the secondary school and meetings arranged
- Relevant Secondary school staff are invited into school to discuss individual pupils
- Additional visits for pupils and /or parents arranged to build confidence

### **In-Service Training/CPD**

- All staff are encouraged to attend professional training to develop their knowledge and skills; opportunities are highlighted by the Headteacher/ SENCO for both staff and teaching assistants.
- Staff meetings are allocated for specific training needs and may be organized by the SENCO/Headteacher or an outside agency.
- Staff are encouraged and given opportunities to discuss and learn from each other in order to continually improve practice

### **Links with Support Services and other Organizations including Voluntary Organizations**

The school recognizes that working in partnership is key to some children achieving their potential

- The school seeks advice from support services where appropriate to ensure all possible steps have been taken to reduce barriers and achieve inclusion.
- The school makes good use of voluntary organizations where their services are appropriate to meet a particular need.

### **Monitoring and Evaluation**

- The Headteacher/SENCo monitors the pupils identified as having SEND, and evaluates their progress in relation to all pupils
- The SENCo monitors the provision for SEND in school and evaluates its

effectiveness

- The SENCo supports and monitors teachers writing IEP plans and will review them with the class teacher, support staff and outside agencies.
- The SENCo will keep up to date with developments in SEND guidance and advise staff, governors and parents as necessary.
- The SENCo will coordinate EHCP annual reviews and negotiate with the LA about an early review if there is a change in need or new need developing or confirmed about your child.
- The Governors will monitor the SENCo/Headteacher through performance management and in line with school policies for monitoring and evaluation.
- The Governors will monitor the Headteacher and the performance of all pupils through the Headteacher's performance management and Headteacher's reports to Governors and monitoring visits to school.

SENco: Marie Clark

Key Role Governor: Michelle Racey

Policy written by: Marie Clark

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