



St Jude's Church of England Primary School SEND and Inclusion Policy

*Our children
Our St Jude's family
Happy Inspired Loved
The sky is not the limit
Ready for today prepared for tomorrow*

St. Jude's CE Primary School is committed to providing an appropriate and high quality education for all. We believe that all children, including those identified as having a special educational need or disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

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

At St. Jude's we are committed to inclusion and aim to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- children who are summer born
- learners who are disabled
- those who are more able
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers or those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or also relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Reception and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn.

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At St. Jude's C of E Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Definition of Special Educational Needs and Disability (Code of Practice 2015)

A child or young person has SEN/D 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 or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities or of a kind generally provided for others of the same age in mainstream schools.

The four primary areas of SEN/D

Four areas of primary need are identified, but it is recognised that many children do not easily fit into one area and/or may change over time.

We recognise that behavioural difficulties do not necessarily mean that a child has a special educational need. The four main areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

At St. Jude's C of E Primary School we see the inclusion of children identified as having a special educational need as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The development and monitoring of the school's work on Inclusion will be undertaken by the Inclusion Team who meet at least twice a half term, or when required.

The inclusion team consists of the Headteacher, the SENDCO, the Deputy Headteacher and the Learning Mentor.

Objectives

- To ensure the 2015 Special Educational Needs and Disability Act, Code of Practice and associated guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with a special educational need.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENDCO, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as receiving Special Educational Needs and Disabilities (SEND) support.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.

- To enable children to leave our school well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SENDCO provision:

More information on St Jude's SEND provision can be found in the school's 'Information Report for children with SEND' on our website. This shares information regarding how parents can be informed of the support that their child will be receiving. Information about Lambeth LA's provision for children and young people with SEND can be found through the 'Local Offer.' The Lambeth Local Offer can be accessed through the website: <http://younglambeth.dev-fsit.com/local-offer/landing-pages//local-offer.html>

Overview of SEND provision:

- The SENDCO will meet with each class teacher at least three times a year to discuss additional needs concerns and to write and review IEPs. Parents are invited to attend IEP meetings.
- At other times, the SENDCO will be alerted to newly arising concerns by teaching and non-teaching staff. These concerns are discussed at our Inclusion Team meetings and Pupil Progress Meetings and appropriate action taken.
- Where necessary, reviews will be held more frequently than three times a year for some children.
- Targets for children with SEND will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The SENDCO monitors planning for SEND and supports class teachers and adults leading interventions with planning.
- The SENDCO and other members of the Leadership Team monitor the quality and effectiveness of provision for pupils with SEND through classroom observation.
- SEND support is primarily delivered by class teachers through differentiated teaching methods, including different scaffolded approaches and use of manipulatives. Additional support is provided by the SENDCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's notional budget for each child with SEND.
- The support timetable is reviewed termly, by the SENDCO and the leadership team, in line with current pupil needs and the budget. Additional funding may also be allocated on an individual basis by the LA through an Education Health and Care Plan (EHCP).
- Support staff, class teachers, SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised Provision

Where appropriate we engage the expertise and support from outside agencies to provide specialised provision and to support with the creation and delivery of targets. Where appropriate, members of staff are involved in professional development to support the teaching and provision for children with additional needs within the mainstream school.

Allocation of Resources to Pupils

Each term we map the provision for individual pupils to show how we are supporting them, this is part of termly pupil progress meetings.

Identification and Assessment Arrangements, Monitoring and Review Procedures

At St. Judes we regularly observe, assess and record the progress of all children to identify those who are not progressing satisfactorily and who may have additional needs.

To identify children we:

- Measure their progress against literacy and numeracy objectives.
- Measure their progress against Target Tracker Key Performance Indicators
- Use standardised screening and assessment tools
- Observe behavioural, emotional and social development
- Use an existing EHCP or SEND assessment
- Use assessments by a specialist service, such as educational psychology.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCO and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through an IEP
- An Education Health and Care Plan (EHCP).

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation/extra support/additional use of manipulatives will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, the SENDCO may identify that the child has a Special Educational Need or Disability (with the support of External Professionals as needed).

The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCO. The SENDCO will keep an individual record for the child that contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from any outside agencies. Where the child has a high level of need, the SENDCO may create a Student Support Plan to coordinate the interventions, advice and support they are receiving from all agencies. The SENDCO will look at the monitoring information, along with other members of the Inclusion Team, on a termly basis and make adjustments to the provision for the child, if appropriate.

School request for an Education Health Care Plan (EHCP).

For a child who is not making adequate progress, despite a period of support, where the school has exhausted its notional budget and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to issue an EHCP (Education Health and Care Plan).

The school is required to submit evidence to the LA whose Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the school's SEND budget. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request. A child who receives an EHCP will receive any additional support that is provided using the funds made available through the EHCP. There will be an Annual Review, chaired by the SENDCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

The School's Arrangements for SEND and Inclusion In-Service Training

The SENDCO attends regular network meetings to update and revise developments in Special Needs Education and Inclusion.

In-house additional needs and Inclusion training is provided through staff meetings by the SENDCO and any other relevant agency.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

The EP visits the school regularly following discussion with the SENDCO as to the purpose of each visit. A SALT visits the school several times a term to work with children who have speech language and communication difficulties. She also models interventions for TAs, screens Reception children, setting up interventions run by TAs, advice for class teachers as well as training for TAs is provided.

Specialist, direct teaching from other services is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties. The Pupil Referral Unit or Lark Hall ASD unit may be contacted for further support.

Specialist teachers work directly with children who have vision or hearing impairment and where this is indicated on their EHCP. Class teachers plan alongside these specialist teachers who also attend and contribute to IEP reviews.

The SENDCO liaises frequently with a number of other outside agencies, for example:

- Social Care/Education Welfare Service
- School Nurse/Doctor
- Child and Adolescent Mental Health
- Speech and Language Therapy
- Physiotherapy/Occupational Therapy
- CAHMS

Parents/carers must authorise the involvement of any outside agency.

Arrangements for partnership with parents/carers

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCO will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and our aim is that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Links with other schools/Transfer arrangements

Foundation Stage staff will liaise with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCO will telephone to further discuss the child's needs. The SENDCO will contact other schools when a child transfers from St. Jude's CE Primary School.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENDCO or Learning Mentor, and referrals will be made as appropriate.

Social Services and other services will be accessed through the Common Assessment Framework (CAF), or Early Help Referral as appropriate. Class teachers will alert the SENDCO if there is a concern they would like discussed.

Inclusion Principles

Staff at St. Jude's CE Primary School value pupils of different abilities and support inclusion.

Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is flexibility in approach in order to find the best placement for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate

provision is being made for the child.

Access to the Environment (see also School Accessibility Plan)

St. Jude's CE Primary School is a single site school, with Foundation Stage, Key Stage 1 and Key Stage 2 departments joined by the dining area/Hall. There is also an Arts Block on site. The school is on one level. All entrances are suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

There is currently one accessible toilet for children or adults outside the school office and another in the Arts Block.

We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for any visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised.

There is one disabled car parking bay.

Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that extra-curricular activities are barrier free and do not exclude any pupils.

Access to Information (see also School Accessibility Plan)

All children requiring information in formats other than print have this provided, where appropriate.

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Admission to reception is on a part-time basis for the first two weeks. These arrangements are flexible to cater for individual needs.

Prior to starting school, parents/carers of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity. Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage disabled people to join our governing body.

Terminology, imagery and disability equality

We work with the children to understand the impact of words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

We encourage the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

Evaluating the success of the School's SEND and Inclusion Policy

Every term, we analyse the data and behavior incidents. We use this analysis to help us set new targets for the year ahead, aiming for:

- Increased attainment and progress of all groups, including our SEND children
- A reduction in behaviour incidents and exclusions

The SENDCO regularly provides information to the governing body as to the numbers of pupils SEND support as well as any pupils for whom an EHCP has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The SENDCO will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND Governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

Individual targets for children with additional needs will be reviewed through IEP targets, and a summary of the outcomes arising from these targets will be shared with governors.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

The policy itself will be reviewed annually by the Inclusion Team and presented to the Governors.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing, following the complaints procedure which is available at the school office and on the school website.

This policy was agreed by governors on February 21st 2017 and will be reviewed annually.

How do we support our SEND pupils at each level?

The table below shows how we allocate resources and how we support our SEND pupils in and out of the classroom. Parents will be informed when their child requires additional SEND support.

Differentiated curriculum provision	Support for SEND Pupils <i>Parents are informed when this support is planned.</i>	Support from outside agencies. <i>We require consent form parents for external agency support.</i>
Modified Learning Objectives Differentiated plans. Peer support and collaborative learning Individual Progress Plan Teacher Focus Group Catch Up Literacy Use of manipulatives	TA support for: Specific group teaching. Specific 1:1 teaching to targets – by SENDCO, Learning Mentor or TA. SENDCO assessment and record keeping. SENDCO small group teaching to targets Planning by class teacher in consultation with the SENDCO. Teachers access information and support from specialist services. Behaviour Plan Individual Timetable Individual Mentor Drama Therapy Social Skills Development	1:1/group direct work with the external professional. Input to planning, monitoring and reviewing TA support group - materials provided by external professional. Input to IEPs from specialist services – SALT, EP and CAMHS Teachers access information and support from specialist services. Pupil Referral Unit Access to specialist teaching and support provided by an external agency where appropriate – for example, for pupils with a visual impairment



Referral Form - SEND

Pupil's Name:	Year group / Class:
Person who is referring:	Today's Date:

Reasons for Referral

Please tick:

- Communication and Interaction
- Cognition and Learning
- Social emotional and mental health difficulties
- Sensory and Physical Needs

How long has the child been a concern?

What current or previous support strategies have been put in place?

What are the pupil's strengths?

Views of the pupil:

What changes do you want to see?

Other agencies involved at present?

Reading Level:

Writing level:

Maths level:

PP?



St Jude's Church of England Primary School

SENDCO Notes

Action to be put in place for the child

Type of intervention / support:

When/Where will it take place?

How will the impact of the intervention be monitored?

Other Agencies to become involved?

Literacy support

Educational Psychologist

Pediatrician

Nurse

OT

SALT

Mary Sheridan

CAMHS

Lark hall Outreach Support

Have parent's been consulted?

Provision Mapping Template 2016 - 2017

Name: Ethnicity: FSM: PP: SEND/EHCP: LAC:

Year group:

Additional Provision:

Regular TA support in class Literacy/Writing/Early Literacy support programme	Literacy Specialist support – Lorraine Gillette	Mentoring support Derrick Lowe and James Morrison – Yr 5/6 boys	Fine motor skills intervention – handwriting/thera putty	Volunteer reading
Regular TA support in class Reading	Maths Specialist support David Winn (DHT)	Regular support with behaviour/ Social and emotional support	EAL support	Teach First Student Support
Regular TA support in class Maths	Targeted year 6 support Maths – Claire Douch and David Winn	Learning mentor support (therapeutic support and counselling)	CENMAC - keyboard support	SENDCO support – small groups and class
Regular TA support in class Spellings/phonics/synthetic phonics	Targeted year 6 support Reading Comprehension – Alex New and Cressida Booth	Withdrawal support with a support teacher Literacy/phonics	Sand Play – Sorina Alexandru	Lego Therapy – Brett Green/Marsha Duke
External Agency involvement EP/OT/Lark Hall / Pediatrician	Speech and Language Support – specialist support	Withdrawal support with a support teacher Maths	Additional parental engagement Homework support packs /spelling /maths games	Parent / Family support Sorina Alexandru

Barrier to learning	Autumn Term Baseline R, W, M	Previous additional provision	Autumn Provision	Review of Impact R, W, M	Spring Provision	Review of Impact R,W,M	Summer Provision	Review of impact RWM	Target Summer	Comments