

Special Educational Needs, Disability and Inclusion Policy

1. Introduction

- 1.1 This policy was reviewed and updated in July 2017 in line with the Code of Practice.
- 1.2 Children may have special educational needs either throughout or at any time during their school career. A child has a learning difficulty or disability if he or she has a significantly greater difficulty than the majority of others of the same age. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.3 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, such as girls and boys, minority ethnic and faith groups, learners who need support to learn English as an additional language (EAL), learners with learning difficulties, learners who are disabled, those who are looked after by the local authority.

2. Aims

2.1 The aims of this policy are:

- To enable school to create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure parents are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process.

3. Educational Inclusion

- 3.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and emotional and mental health needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.
- Need pastoral support to enable them to access learning in the classroom.

3.2 Teachers respond to children's needs by:

- Providing tailored support for children who need help with communication, language and literacy. (See Special Needs leaflet)
- Planning to develop children's understanding through the use of all their senses and of varied experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their emotional and mental health needs and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4. Additional Needs

- 4.1 A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age. (See Special Needs leaflet)
- 4.2 Class teachers and the senior leadership team hold pupil progress meetings 3 times a year where the progress of all children is discussed. These meetings also seek to identify pupils making less than expected progress given their age and individual circumstances.
- 4.3 Where a pupil is identified as having SEND, staff take action to remove barriers to learning and put effective provision in place. These children are recorded as having SEN support. We will record provision in Every Child Matters class folders.
- 4.4 Where a child on SEN support is identified on the Sheffield Support Grid at level 3 or above for provision then this child may be monitored on a My Plan.
- 4.5 The majority of children with SEN or disabilities will have their needs met within local mainstream settings. Some children may require an Education, Health and Care plan (EHC plan). The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and prepare them for adulthood. (See Special Needs leaflet)
- 4.6 Identifying and assessing SEND for children whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of

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learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from a SEN or disability.

4.7 Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND. Where there are concerns the school liaises with parents and outside agencies to discuss appropriate interventions. These interventions will be run by our Learning Mentor Team.

4.8 Our Learning Mentor Team is also alerted to other children's needs by school staff or parents. These needs may include bereavement, low self-esteem, change in home circumstances, bullying e.t.c. Discussions are held and appropriate pastoral support is put in place.

5. The Role of the Governing Body

5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with SEN support.

5.2 The governing body has identified a governor to have specific oversight of the school's provision for vulnerable groups of children. The governor identified for this role is Margaret Anderson. (See Special Needs leaflet)

6. Access to the Curriculum

6.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to;

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

6.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives: we differentiate work appropriately, and we use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. At times, though, to maximise learning, we ask the children to work in small groups or 1:1 situations outside the classroom.

7. Partnership with Parents

7.1 Parents are invited to attend SEN support review meetings (APDR – Assess, Plan, Do, Review) at least 3 times a year to discuss their child's progress and next steps.

- 7.2 For children with My Plans, parents are invited to attend 3 meetings a year to review their child's plan. Outcomes will be reviewed and altered accordingly.
- 7.3 For children with EHC plans, parents are invited to attend a yearly meeting to review the plans as well as 2 APDR meetings.
- 7.4 Parents evenings occur 3 times a year. 2 of these are formal meetings and 1 is an informal open evening. Children's progress and next steps are discussed.
- 7.5 Parents are actively involved with monitoring their child's progress relating to emotional regulation. These can involve phone calls, meetings to discuss individual behaviour plans or PSPs. (see behaviour policy)

8. Pupil Participation

- 8.1 The majority of children at level 3 or above on the SSG will have a one page pupil profile.
- 8.2 Pupils are invited to attend behaviour review meetings and are encouraged to voice their opinions.

9. Monitoring and Review

- 9.1 The SENCo has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have statements/EHC plans.
- 9.2 The inclusion team, including the SENCo, Inclusion manager and Learning Mentors are constantly monitoring vulnerable children. This may include lesson observations, supporting school staff, pupil premium data, data from pupil progress meetings.
- 9.3 Where a child is identified as having SEND this SEN support takes the form of a four part cycle, graduated approach through which enabling our school to continually reflect on our approaches to meeting a child's needs. This four part cycle involves assessing, planning, doing and reviewing.

10. Admissions Procedure

- 10.1 Transition procedures are in place which aim to collate detailed information about pupil need and disability before they attend Watercliffe Meadow.
- 10.2 F1 and F2 staff conduct home/school visits and the SENCo attends meetings to ensure that the right information is recorded and any action needed is implemented.

10.3 For mid-term admissions the Head of school and Senior Learning Mentor conduct home visits and share any specific information with relevant staff.

11. **Accessibility**

Please refer to the Accessibility Plan

Approved by Governors –

Review – September 2018