



Together We Can Be The Best!

Inclusion/SEND policy: January 2019

This SEND policy will be reviewed annually by the Governing Body of Cowlersley Primary School.

The SENCO is Mrs Rebecca Gough (National Award for SEN Coordination) who is a member of SLT.

To be read in conjunction with the SEND Code of Practice (2014)
and the Local SEN offer (SEN report).

We recognise that at some point in any child's life at Cowlersley Primary School, they may require additional support to reach their potential. Regardless of the need and length of time for which support is required, the school will meet that need wherever possible, seeking external support if needed.

In developing this offer, SEND children are understood to be those students with or without [Educational Health Care Plans \(EHCs\)](#) or statements who have difficulty participating in those curriculum experiences which they could have expected to share, had the particular difficulty not existed.

Section 1: What are the aims of the SEND provision?

- To ensure that all children have access to a relevant, broad and balanced curriculum.
- To ensure children receive a differentiated curriculum appropriate to the individual's needs and abilities.
- To ensure the identification of children requiring additional support as early as possible.
- To ensure that parents / carers of children with additional needs are fully informed regarding their child's progress
- To encourage a positive self-image of children with additional needs and disabilities.
- To ensure continuity and ease of transition across the school.
- To ensure that children with SEND are involved, where appropriate, with decisions affecting their future SEND provision.

Section 2: What are the objectives of the SEND/Inclusion Policy?

- To identify and provide for pupils with special educational needs.
- To work within the guidance of the SEND Code of Practice, 2014.
- To recognise that there is a 'whole school approach' to SEND and a continuum of needs and provision.
- To give all children the greatest possible access to a broad and balanced education.
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work within the SEN Inclusion Policy.
- To provide support and advice for all staff working with children with SEND.

Section 3: How do we identify SEND?

A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them which is additional and otherwise different from others of the same age. This may be:

- A significantly greater difficulty in learning than the majority of children of the same age in one or more of the following areas: cognition and learning, communication and interaction, social, emotional and mental health and sensory and/or physical.
- A disability that prevents or hinders a child from making use of the facilities or accessing the curriculum does not necessarily constitute SEN, but may require special educational provision to be made. In line with the Equality Act (2010), reasonable adjustments will be made to ensure children have access to learning.

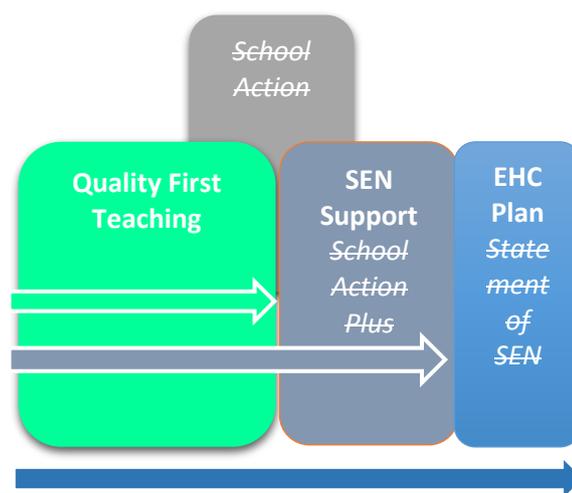
Difficulties related solely to English as an additional language do not constitute SEN alone but children with EAL may need additional support for a time.

Behavioural difficulties in themselves do not constitute a learning difficulty, however persistently disruptive behaviour, especially that which puts the child or others at risk, needs investigation and assessment. Behavioural difficulties may sit alongside emotional, social or mental health needs and/or other learning difficulties.

For further details, see the 2014 SEND Code of Practice.

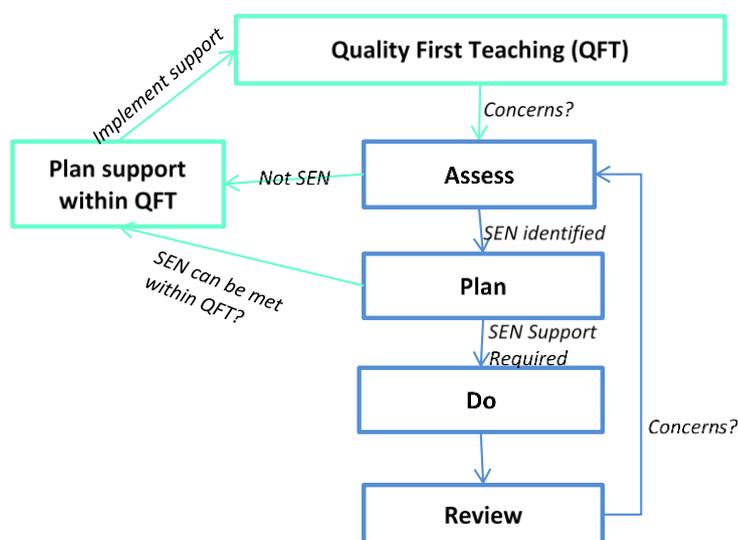
Section 4: How do we support children with SEND? The graduated approach

- All children, no matter their needs, are entitled to a differentiated curriculum to support them with learning inside the classroom. This is called 'Quality First Teaching'.
- Some children may need additional small group support to meet a particular area of need (eg: phonics, mental maths, managing emotions). They would access an intervention group for a fixed period of time, which would be tracked and reviewed on the Whole School Provision Map. **Children accessing interventions on the provision map are not necessarily on the SEN register, although some children with SEND will be in intervention groups.**
- Some children will need a higher level of support either due to specific SEND which is causing a barrier to their learning or a lack of progress over time despite quality first teaching and interventions. **This is the SEN Support category.** For the majority of these children, advice from outside specialist agencies will be sought at some point.
- Some children previously in the 'School Action' category will receive intervention support through the provision map. Others will be supported through the SEN Support category.
- Children with a high level of complex needs who need more personalised provision will need an Education Health Care Plan (EHC) which replaces a Statement of SEN.



**Children may receive monitored and timed interventions
in a small group outside main class teaching at any point during the SEN scale.**

The SEND review cycle



Raising concerns:

The Code of practice suggests that pupils are only identified as having SEN if they do not make adequate progress once they have had good quality, personalised teaching.

Quality First teaching, which may involve differentiation through support, resources or activities, is the first step in responding to pupils who have or may have SEN.

Class teachers are supported by the SENCo in responding to the individual needs of children in their class. This is reviewed and monitored through lesson observations, planning and book scrutinies, drop-ins, learning walks, pupil voice.

Teachers may raise concerns about possible SEN needs of a child through next step meetings, half-termly Inclusion meetings with the Inclusion team or through the school [Inclusion Referral Process](#). Any member of staff can refer a child to the Inclusion Team if they have concerns about their progress or learning. Referral forms are reviewed at regular Inclusion Team meetings, led by the SENCO and concerns are actioned. This may result in further observations and assessment, advice to class teacher or inclusion in relevant intervention groups.

Parents may also raise concerns through meetings with the class teacher or SENCO and these are also referred to the Inclusion Team.

Assess:

After concerns have been raised, it may be appropriate to assess a child's level of needs. This varies depending on the area of need and can include:

- summative and formative learning assessments/tests
- reading and spelling age scores, including Accelerated Reader screening tool

- GL assessment screener for dyslexia or cognitive screening tool
- dyspraxic indicators screener
- vocabulary and memory screening tools (Renfrew)
- speech and communication assessments
- ELDA screening for English language use
- ‘Thrive’ assessment screening for emotional, social and behavioural difficulties
- formal and informal observations by SENCo, Inclusion team or SLT
- class teacher and parental observations
- child and parent views
- observations and assessments by outside agencies, including PPRS, SALT, Educational Psychologist

A decision will then be made to either place the child on the SEN register or to support the child through Quality First Teaching. **At this point, it may be decided that the child could benefit from an intervention group to accelerate progress or to meet a specific need.** The class teacher will be offered advice in supporting the child within the classroom from the Inclusion Team and further training will be given if needed.

Plan:

- Children who have identified SEND and who are on the SEN register will have a Personalised Learning Plan (PLP). This is produced with the child and parent and details their barriers to learning as well as their successes.
- The class teacher, with advice from the Inclusion team, will produce a termly target related to their area of need, with specific, measurable ‘smaller steps’ of progress for the child to achieve in order to meet that target. The ‘smaller steps’ to the target will be recorded on a child friendly ladder sheet which is then monitored termly as part of Pupil Progress and Inclusion meetings. These targets should be linked to support arrangements and interventions received by the child that are ‘additional and different’ throughout the term and will therefore demonstrate meaningful, up-to-date and realistic steps of progress.

Do:

- There is a whole-school approach to inclusion and children who have additional needs are integrated into all aspects of our school life.
- All staff have access to training about supporting children with a wide range of needs in our school.

- We use an 'Inclusion checklist' to ensure our learning environments enable children with SEND to access the curriculum, whether through adapted resources, communication-friendly signs or methods of teaching.
- Child-friendly Personal Learning Plans (PLPs) ensure children are clear on how to make progress and understand what helps them to learn.
- Children with emotional, social and mental health needs are supported through key staff in school, who have received training in behaviour management strategies and approaches. See Behaviour for Learning Policy for further details or speak to the SENCO/Inclusion team.
- Children with SEND may also have behavioural needs which are supported in various ways, including positive attitude plans and personalised reward systems. For further details, refer to the school Behaviour Policy.

Review:

- The Whole School Provision Map which details interventions received by children (not all of whom have SEND) is reviewed half-termly by the Inclusion Team and Headteacher. Each intervention is tracked through relevant tracking data (eg phonics screening scores) and progress is monitored at the Inclusion Team Half-Termly Review by the Inclusion team, Headteacher and SEND Link governor (Mr R Iredale). Interventions themselves are monitored by the SENCo, Headteacher and class teachers. New interventions may be added or interventions removed depending on the needs of the children on a half-termly basis.
- PLPs are reviewed termly with children and parents, although the 'smaller steps' towards the termly target allow for review on a more regular basis alongside adults working with the child in class.
- Class teachers are accountable for the progress of SEND children in their class. Class teachers review the progress of SEN children on a termly basis against their academic attainment, academic progress and progress against their SEN targets. New targets are then set for the following term.
- Often the advice of outside agencies and specialist services will be sought to help support children with SEND. The Inclusion team and Headteacher will consider whether a referral needs to be made and to which service. This will be completed alongside parents/carers. Advice given will then be actioned and form part of the assess, plan, do, review cycle. Services listed in Appendix 1.
- If, following review, it is felt that it is no longer right for a child to remain on the SEN register due to changes or progress made, the SENCO will make this decision after consultation with the class teacher, Headteacher and parent/carers. The child will continue to be monitored and may still access interventions to ensure they continue to make progress.

My Support Plan and Education Health Care Plans

Children with complex needs who are accessing support from various interventions and services and who are not making sufficient progress may need a more detailed assessment of their needs. Initially, this will take the form of a 'My Support Plan'. This is produced alongside the parent and child in school and centres around child and family-focused outcomes for the child. Parental and child views are sought and long, medium and short term outcomes/targets will be produced in partnership between all those working with the child. My Support Plans are reviewed at least termly and often more frequently.

If a child with complex needs and a 'My Support Plan' is not making sufficient progress, the school may consider making a request for an 'Education Health Care Plan' (formally known as Statement of Special Needs) An EHC request will be undertaken by the school. Once a request has been made, the Local Authority will make an assessment and subsequent decision about whether an EHC is needed.

An EHC is produced alongside the parent and child with support from a 'key worker', who may or may not be a member of staff within school. All agencies working with the family and child will have specific outcomes that form part of the plan, which is then reviewed annually.

See Appendices for EHC request timescales.

Section 5: Roles and Responsibilities

The Inclusion team, which includes the SENCo, the Pastoral Leader and the Learning Mentor work together with their roles overlapping.

The role of the SENCo-Mrs Rebecca Gough-taken from the Code of Practice (2014)

- Strategic development of SEN policy/provision alongside SLT and Headteacher.
- Day to day responsibility for overseeing provision provided by class teachers.
- Monitoring targets for SEND children.
- Guidance, support and advice to teachers.
- Liaising with parents of SEND children over progress.
- Overseeing record keeping and administration.
- Managing referrals to outside agencies and liaising with professionals.
- Managing the Inclusion team and those staff who work exclusively with children with SEND.

The role of the Governing Body of Share MAT

- The governing body, along with the Head of school and Executive Headteacher, decides the school's general policy and approach to SEND and managing their needs.

The governing body and Executive Headteacher oversee the school's development plan and this includes objectives for SEND pupils.

The role of the Link SEND governor-Mr Robert Iredale

- Monitoring and developing the school's SEND policy.
- Being up-to-date and knowledgeable about the school's SEND provision, including use of resources.
- Monitoring the quality of SEND provision within school.

The role of the Head of School

- Overall management of provision within the school, including SEND provision.
- Management of the SENCO.
- Ensuring that the school works effectively with parents, in liaison with the SENCO.
- Keeping the governing body informed of changes to SEND provision.
- Ensuring staff are up-to-date on pupils needs.

The role of the class teacher

- Overall accountability and responsibility for the progress and development of all pupils in their class, including those with SEND.
- Managing any staff within the classroom to support children, including those with SEND.
- Ensuring all children access 'Quality First Teaching', including differentiation for children with SEND, whether through resources, activities or support.
- Being aware of how the school identifies, assesses and provides for children with SEND.
- Working alongside the SENCO to ensure children with SEND are well supported in school.
- Developing PLPs with targets that are 'SMART' for children with SEND.
- Ensuring parents are well-informed of the progress of their child.

Section 6: Accessibility

Cowlersley Primary school is committed to ensuring children with disabilities are able to access the physical environment of the school and participate fully in learning where possible. Further details are available in the school's Local SEND Offer.

Section 7: Supporting Pupils and Families

Pupils and their parents are always closely involved in discussing and reviewing SEND needs at Cowlersley Primary School. For further details, please see the school's SEND Local Offer and Appendix 1 for Local Support Services.

Further policies that may be useful: Anti-Bullying Policy, Behaviour for Learning policy, Attendance policy, Complaints and Compliments Policy, Teaching and Learning Policy, Medical Policy, Inclusion Statement of Practice

The school is required to publish current SEN information and provision. This is known as the school's Local SEND Offer and is available on the school website at:

www.cowlersleyprimaryschool.org.uk or from the school office.

For further information on SEND in school, please contact the SENCO Mrs Rebecca Gough at the school office.

Appendices:

- 1. Links with external agencies/local support services for parents.**
- 2. Available interventions at Wave 1, 2 and 3.**
- 3. Inclusion Team referral form**
- 4. Education Health Care Plan request process and timeline**

Appendix 1: Links with external agencies

- Services available to be accessed are:

Educational Psychology, including Early Years Educational Psychology and PORTEX
Speech and Language Service
Vision Impaired Service
Hearing Impaired Service
Autism Outreach
Physiotherapy and Occupational Therapy
Medical Service
EHAT (Early Help Assessment Team)-referrals for family support
PPRS (Primary Pupil Referral Service-Behaviour service)
Child and Adult Mental Health Service (CAMHS)
Children's Emotional Wellbeing Service (CHEWS)
Attendance Pupil Support Officer (APSO)

School Nursing Team

- Local Support Services for Parents

KIAS-Kirklees Information Advice and Support Service <http://www.kias.org.uk/>
01484 225482

-An excellent source of support and up-to-date information on services and support for families of children with special educational needs

Kirklees Family Information Service FIS@kirklees.gov.uk or 01484 414887

Northorpe Hall Child and Family Trust: a charity supporting children's mental and emotional health in Kirklees: www.northorpehall.co.uk

The Kirklees Local Offer-an information portal which provides links to services throughout Kirklees for a range of needs.

<https://www.kirkleeslocaloffer.org.uk/>

Appendix 2: Available interventions at Wave 1, 2 and 3

Wave 1: Quality first teaching, including differentiation of resources, tasks, support. Inclusive teaching environment.

This also includes class teacher direction of ETA support through targeted small groups, for example: additional reading, additional maths, handwriting practice etc.

Wave 2: Interventions normally tracked through the Whole School Provision Map- these have a specific timescale (normally half-termly), entry and exit data to track progress, and are delivered by a teacher or ETA who has had relevant training. They are generally outside of English and Maths whole-class time to reduce impact on learning. Children are 'referred' into these groups through the Inclusion Referral Process or Next Step meetings. These interventions are monitored by the SENCO and class teachers.

They can include:

- Phonics-Read Write Inc, Reading comprehension, Better Readers, Fresh Start Phonics, Accelerated Reader groups
- Speech and Language groups-focusing on improving memory or vocabulary
- Movement-gross or fine motor activities
- Rapid Maths, Maths booster groups
- Thrive groups, social communication groups

Wave 3: Interventions that are following outside agency advice, specific and personalised, for children on SEN Support or with Statements/EHCs. These may be in small groups, but each child will receive targeted, individualised support within that group. These are tracked on the Whole School Provision Map. However, some support, especially 1:1 support, is ongoing rather than a specific intervention.

This can include:

- Personalised targets through Personal Learning Plans and/or My Support Plans
- Personalised behaviour plans-Pastoral Support plans with child-friendly targets, , positive attitude plans, risk assessments, timetables
- 1:1 support for all or part of a timetable, including break and lunchtimes
- SEMH support following assessment of emotional and social needs
- ASD social communication, drawing therapy, listening skills or group work
- Speech and Language support-speech clarity, vocabulary, memory, word-finding
- Dyslexia-specific precision support and teaching, Nessy programme, Portex advice/activities
- 1:1 reading or phonics
- Dyspraxia-Fine and/or gross motor activities with advice from physiotherapy/occupational therapy-often completed in Movement group.
- Resources to support children with dyspraxia/dyslexia (eg: cutlery, plate guards, writing equipment, screening tools, computer programmes)

Appendix 3: Inclusion Team referral form

Inclusion Referral Form

Child's Name: _____

Class: _____

Staff Member referring: _____

Date: _____

SEN register: Y/N

My Support Plan: Y/N

Pupil Premium: Y/N

EAL: Yes/No

Reason For Referral:

Behaviour/SEMH (social, emotional, mental Health) <input type="checkbox"/>	Communication and Interaction Eg: Speech & Language, memory, attention <input type="checkbox"/>
Cognition (learning/academic ability) <input type="checkbox"/>	Sensory (hearing, vision) <input type="checkbox"/>
Physical eg: fine motor <input type="checkbox"/>	EAL <input type="checkbox"/>

Attendance/Punctuality (check Integris/CPOMs) <input type="checkbox"/>	Home Issues (please note safeguarding must be referred through CPOMs) <input type="checkbox"/>	Other: <input type="checkbox"/>
Current attendance this year:		

Evidence:

Learning ability: (eg scaled scores/assessments Maths/Reading/Writing, reading age)

If referral refers to concerns in a specific subject area, please attach examples of work.

Maths

Reading

Writing

Additional relevant assessments (eg: reading age, phonics level, speech and language, dyslexia)

Behaviour tracking (if relevant) –eg: CPOMs logs, serious incidents/exclusions, ABC tracking

Strategies already tried: (eg: target charts, visual resources, booster groups)

What interventions are they accessing/have they accessed in the past-give dates? What was progress like as a result? (check provision map)

Have you spoken to parents? If yes, what was the outcome?

Discussed with Inclusion team: Yes/No Date:

(nb-not necessary prior to referral but referral may be returned if further evidence required)

Below to be completed by the Inclusion Team:

Actions:

Date _____

ACTION required:	Lead person:
------------------	--------------

-
-
-

Monitoring

Date:

Actions completed/summary of next steps:

Appendix 4: Statutory timescales for EHC needs assessment and EHC Plan development

Request for assessment/child or young person brought to local authority's (LA's) attention

Yes **LA decides whether to conduct EHC needs assessment** **No**

LA notifies parent/young person of decision **within a maximum of 6 weeks from request for assessment**

LA notifies parents/young person of decision and right to appeal **within a maximum of 6 weeks from request for assessment**

LA gathers information for EHC assessment

Yes **LA decides whether an EHC plan is needed** **No**

LA drafts plan and sends it to parents/young person

Parents/young person has **15 calendar days** to comment/express a preference for an educational institution and should also seek agreement of a personal budget

LA must consult governing body, principal or proprietor of the educational institution before naming them in the EHC plan. The institution should respond within **15 calendar days**

Following consultation with the parent/young person, the draft plan is amended where needed and issued. (LA notifies parent/young person of rights to appeal).

LA notifies parents/young person of decision and right to appeal **within a maximum of 16 weeks from request for assessment**

On-going LA information gathering – where an LA requests co-operation of a body in securing information and advice, the body must **comply within 6 weeks**

At every stage, child and their parent and/or young person is involved fully, their views and wishes taken into account

Maximum time for whole process to be completed is 20 weeks