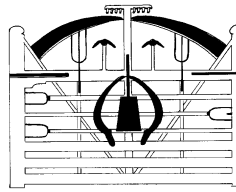


At Prettygate we are committed to safeguarding and promoting the welfare of all children and expect all staff and volunteers to share this commitment.



Prettygate Schools **Special Educational Needs and Disabilities Inclusion Policy**

Reviewed annually summer term

Our policy reflects the 2014 SEND COP and guidance from Essex LEA.

Our aims are:

- To provide equal opportunities for all children irrespective of ability, gender or race.
- To provide a caring, well-ordered environment within which all pupils can learn and develop to their full potential.
- To recognise that pupils are individuals with differing interests, knowledge and skills who are working together within a school community.
- To value the contribution and achievements of all so that through successful outcomes children's self esteem is raised.
- To follow national curriculum requirements ensuring that all pupils have a broad, balanced and differentiated curriculum.
- To assess needs in consultation with relevant staff, outside agencies, parents and pupils as appropriate.
- To involve all staff in maintaining high standards, and expecting these standards from pupils.
- To provide pupils with ongoing challenge so that their learning moves on and they develop independence skills.
- To see support as an entitlement for pupils who need it rather than as a special addition to their education.

Entitlement

It is our belief that all children have the right to an education that challenges and encourages self-belief and a determination to achieve their personal full potential, irrespective of ability, gender or race. We believe that work for children with SEND should be suitably planned, differentiated and resourced.

All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

2014 SEND Code of Practice Section 6.1

Special Educational Needs and Provision

A child of compulsory school age is defined as having SEND if they "have a learning difficulty or disability which calls for special educational provision to be made for him or her which is over and above that required by their peers. Pupils show significantly greater difficulty in learning than the majority of others of the same age or have a disability which

hinders them from making use of facilities generally provided for others of the same age in mainstream schools.” (SEND Code of Practice 2014)

Behavioural difficulties do not necessarily mean a child has SEND. However, consistent disruptive or withdrawn behaviours may be an indication of SEND and an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues should take place. Should a pupil be unable to access school or the school curriculum because of their challenging behaviour, Prettygate Schools may use a Consistent Management Plan to address this need and, where appropriate, this may be implemented in parallel to the pupil's Individual Support Plan.

Roles and responsibilities:

Headteacher / Senior Management team should ensure:

- Strong teaching and learning is taking place.
- Regular meetings with SENCO.
- Accurate assessment and identification of pupils.
- A well-designed curriculum that is accessible for all pupils.
- Close tracking and monitoring of progress including pupil progress meetings with individual teachers.

The Governing Body should support the necessary provision for pupils with SEND by::

- Ensuring the school has a SENCO.
- Making sure parents are informed if their child is receiving SEND provision but does not have an EHCP.
- Publishing SEND information which outlines the schools SEND policy, admission arrangements for disabled pupils and the schools' accessibility plan.
- Monitoring provision
- The Governor with a responsibility for SEND is Mr David West

SENCO:

- Overseeing the day-to-day operation of the SEND policy.
- Co-ordinating provision for all children with SEND and those who have EHCPs.
- Advising on a graduated approach to providing additional SEND support.
- Advising on the deployment of the schools' delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents and children with SEND.
- Liaising with early years providers, other schools, educational psychologists and social care professionals.
- Being a key point of contact with external agencies, especially LA and LA support service.
- Liaising with potential next providers of education to ensure a pupil and his/her parents/carers are informed about options and a smooth transition is planned.
- Working with the Headteacher and school governors that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Ensuring that the school keeps records of all children with SEND up to date.

Graduated response

High quality teaching, differentiation for individual pupils is the first step in responding to pupils who have or may have SEND. All vulnerable learners will be included on a whole school provision map which outlines and monitors all additional intervention across the school. The benefits of early identification are widely recognised and providing good evidence-based interventions improves long-term outcomes for the child.

1. Early identification and assessment includes:

- Pupil already has, or is in the process of application for, an EHCP.
- Analysis of data including baseline assessments. Spelling age and reading age.
- Classroom-based assessments.
- Concerns raised by parents, the child themselves or the class teacher.
- Tracking progress over time.
- Information from feeder nurseries on entry to school, previous schools and other services.

2. Where a child continues to make little or no progress:

A person centred approach (Assess, Plan, Do and Review) will be undertaken, and an ISP (Individual Support Plan) will be put in place.

The school will consider involving outside agencies and pupils will be offered additional SEND support when it is clear their needs require intervention which is additional or different from the well-differentiated curriculum offer for all pupils in the school (i.e. they have a special educational need as defined by the SEND code of practice 2014.)

Where a pupil is identified as having a significant severe and sustained need it may be necessary to enter a multi-disciplinary assessment process with health and social care to consider the need for an Education Health Care Plan. The LA will conduct an assessment of education health and social care needs and prepare an EHCP when it considers that the SEND provision cannot be provided for within the resources normally available to mainstream schools.

3. Statement of SEN or EHCP.

Pupils with an EHCP (post September 2014) will also have an annual review. Our school will comply with local arrangements and procedures when applying for an EHCP. EHCPs will focus on outcomes for the child and set out how services will work together. The plan will put the child and parents at the centre of decision making. The assessment and planning process should usually take no more than 20 weeks.

Access to the environment

Please read details of our plans and targets for improving environmental access in the schools' Accessibility Plan.

One Page Profile

If it is felt more extensive support will be required, information will be collected to produce a One Page Profile. This profile captures important information to help teachers to personalise learning for pupils who, despite the measures stated above, are not making

progress in line with their peers. This information enables teachers to be aware of the strengths, interests and specific support needs of pupils with SEND. This can make learning more meaningful and relevant to the child. They are also a way for parents/carers to share their knowledge and expertise on how best to support their child.

Resources

Funding for the school SEND provision is in the schools' budget and is calculated through a set formula by the Local Authority. The Headteacher will manage the funds allocated to meet SEND. This covers two main areas, staff and teaching resources.

The SENCO will advise and support the class teacher so that appropriate strategies and resources are in place. This will involve being involved in planning, monitoring, assessment, supporting teaching or working with groups. The SENCO will inform all staff of practical resources available for use with SEND pupils to help with differentiated teaching. All practical SEND resources can be borrowed. LSAs work within each class under the direction of the classteacher but will liaise closely with the SENCO.

The SENCO will make staff aware of Local Authority resources available in the Provision Guidance Toolkit and the Local Offer – <http://www.essexlocaloffer.org.uk>

Staff training

In order to meet the demands of the 2014 Code of Practice there is a commitment to the training of all school staff both in attending external courses and through a regular link with Local Authority and outside agency personnel, with whom issues relating to the day-to-day management of the process can be discussed and implemented. The SENCO in particular will attend relevant courses as available and within budget allocations, and report back to the staff on both a formal and informal basis.

Admission arrangements

No pupil will be refused admission on the grounds of his or her SEND.

In addition to general school admission arrangements outlined in the admissions policy, the following procedure will operate for children with SEND:

- When children entering the school have already been identified as having SEND, the SENCO will collate and summarise all the information, which is sent from other sources e.g. reports.
- If reports are not available, the SENCO will attempt to contact appropriate sources. The SENCO will also gather information from the parents and pupils and draw up a new support or One Plan, following Essex Stages.
- No child will normally be ineligible for school trips or extra curricular activities on the grounds of SEND. Arrangements will be put in place as appropriate, and reasonable adjustments made.

Complaints procedure

We aim to resolve any issues swiftly and in person, often coming to a mutual understanding and agreement. We encourage parents and carers to talk to us rather than worry or bottle up concerns. Our complaints policy is on our website or is available from the school office on request.

Promoting the Education of Looked After Children and Previously Looked After Children

Prettygate Schools are committed to the Safeguarding, Welfare and Education of Children in Care and Previously Looked After Children.

We will undertake the protocols as set out in the Statutory Guidance for Local Authorities (September 2018).

The Designated Teacher for Children in Care at Prettygate Schools in Mrs. A. Tinnion
(Senco)
Assisted by Mr. D. Shaw (Deputy Head Teacher).

Review

This policy will be reviewed annually in the Summer term.

Please refer to;
School Offer
Behaviour Policy
Policy for supporting pupils with Medical Needs.
Inclusion Policy.