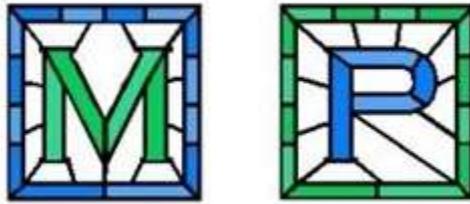


Monkfield Park



*Primary School and
Care & Learning Centre*

Inclusion and Special Educational Needs and Disability Policy

Approved by the Governing Body in:

Autumn 2022

POLICY ON ASSESSMENT OF AND PROVISION FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

This policy complies with the statutory requirements laid out in the SEND Code of Practice (2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE 2013,
- SEND Code of Practice (2015),
- Statutory Guidance on Supporting children at school with medical conditions April 2014,
- The national Curriculum in England Key Stage 1 and 2 framework document September 2013,
- Safeguarding Policy,
- Teachers Standards 2012

It outlines the purpose, value and management of Special Educational Needs in our school and reflects the consensus of opinion of the whole staff and has the full agreement of the Governing Body.

The implementation of this policy is an on-going process involving the staff and Governors.

CONTACT DETAILS

At Monkfield Park the role of SENCo is held by the Inclusion Manager and is referred to as the InCo. The Inclusion Manager and SENCo for Monkfield Park Primary School are Mrs Kate Major and Mrs Paula Ray. They are members of the Senior Leadership Team and report to the Headteacher.

The Pupil Premium Champion is Mrs Nikki Flack. She is responsible for supporting children who are eligible for Pupil Premium funding.

Sharon McLaughlin is the governor responsible for Inclusion.

Sharon McLaughlin is the governor responsible for SEND

All can be contacted via the school office by telephoning 01954 273377 or by e-mail: office@monkfieldpark.cambs.sch.uk

INTRODUCTION

At Monkfield Park we have high aspirations for every child and aim to provide an inclusive curriculum appropriate for all children including those with Special Educational Needs and Disabilities such as: learning difficulties, behavioural problems, physical disabilities, sensory impairments and other medical conditions. We believe all children have a right to an education based on their level of understanding which enables them to, acquire a wide range of skills and abilities; develop their imagination and creativity; and expand their thirst for learning. Social disadvantage should not be a barrier to learning and by using the Pupil Premium funding we are working to reduce barriers to learning and maximise attainment in order to ensure that all children have the same life choices and are able to realise their full potential. Monkfield Park offers many levels of support for children which are specifically aimed at the vulnerable children on roll who receive Pupil Premium funding. Our aim is to provide a stimulating and supportive environment where children can achieve using age appropriate resources as required.

We believe that early identification of a child's specific needs is vital and that it is important to work alongside children, staff, parents/carers and outside agencies to develop and refine skills, knowledge and understanding. We will endeavour to secure special educational provision, that is provision which is 'additional to and different from' that provided within the differentiated curriculum, for

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those children who require it to better respond to the four areas of need identified in the new Code of Practice (September 2015). These four areas are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

DEFINITION

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. SEND Code of Practice 2015.

Children from the following vulnerable groups are eligible for Pupil Premium funding and receive additional financial support:

- Children eligible for Free School Meals
- Children known to have been eligible for Free School Meals in any of the previous six years
- Children in Local Authority Care (LAC)
- Children adopted from Local Authority Care
- Children eligible for the service child premium in any of the previous four years.

The Inclusion and SEND policy details how, at Monkfield Park Primary School we will do our best to ensure that the necessary provision is made for any child who has special educational needs or who encounters barriers to their learning, and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those children from vulnerable groups and/or with special educational needs, allowing them to participate fully in all school activities, together with their peers.

AIMS AND OBJECTIVES

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside children who do not have SEND or barriers to their learning;
- To foster independent learning and raise achievement through careful target setting;
- To request, monitor and respond to parents/carers and the child's views in order to evidence high levels of confidence and partnership;
- To make clear the expectations of all partners in the process;
- To ensure a high level of staff expertise to meet child need, through well targeted continuing professional development;
- To carefully map provision for all vulnerable learners to ensure that staff deployment, allocation of resources and the choice of interventions lead to good learning outcomes;
- To provide support for children with medical conditions by consulting with health and social care professionals to ensure that they are fully included in all school activities;
- To enable all children to have full access to all elements of the school curriculum through reasonable adjustments;

- To ensure there is a multi-professional approach to meeting the needs of all vulnerable learners by working in cooperation with and forming productive partnerships with the Local Authority and other outside agencies.

IDENTIFICATION AND ASSESSMENT

Children with special needs may be identified by the class teacher, through consultation with parents/carers, by the InCo (Inclusion Coordinator) or through observations. Once children are identified, assessments are made to track progress, and work in class is then appropriately differentiated and specific targets made. Both the child and parents/carers are involved in this process and we strongly believe in working together in the best interests of the child. Individual Support Plans (ISPs) are written, implemented and monitored with at least three reviews a year, with parents/carers involved and the child's views included.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If a child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and InCo will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences and form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

ROLES AND RESPONSIBILITIES

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the INCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

'All teachers are teachers of children with special educational needs.'

(SEND Code of Practice 2015)

The class teacher:

- identifies that a child has special educational needs or specific barriers to their learning;
- records appropriate differentiation and strategies before a child is identified as requiring SEND support;
- works with parents/carers to inform them of the progress of their child and the provision made for them;
- liaises with the InCo as appropriate;
- plans what each child should learn;
- teaches children at all stages;

- supervises any helpers (such as external professional support, teaching assistants) involved in the learning of their children;
- assesses and records the learning that has occurred.

The Inclusion Co-ordinator (including the role of SENCo):

- oversees the school's special needs and inclusion policy;
- determines how best to spend the school's pupil premium allocation to maximise the achievement of eligible pupils;
- identifies barriers to learning for disadvantaged children and how to effectively remove them;
- advises teachers, when necessary, on how children might meet planned learning objectives;
- co-ordinates provision for children with special needs;
- maintains the school's special needs register and oversees the records kept by class teachers on all children with special educational needs, and which form part of the child's individual support education plan;
- works in partnership with the parents/carers of children with special educational needs;
- supports teachers in the writing of ISPs and undertaking reviews as appropriate;
- carry out observations of children on the school's SEND register to monitor their progress;
- co-ordinates the training of staff and Governors; in co-operation with the Headteacher and the Director for Professional Development;
- works in partnership with external agencies, including the Educational Psychology Service, Specialist Teaching Team, Child Protection Service, Health Education Service, Hearing Impairment Service, Educational Welfare Service, Visual Impairment Service, Parent Partnership, and the medical and social services and voluntary organisations;
- manages the Teaching Assistants;
- uses ICT for recording and analysing assessments, target setting, communications, tracking progress and devising and monitoring work programmes;
- liaises with secondary schools so that support is provided for children from vulnerable groups and/or with SEND in Year 6 as they prepare for transition;
- is a member of the Senior Leadership Team.

The Pupil Premium Champion:

- works in conjunction with the INCO to prioritise provision for children eligible for pupil premium funding;
- reviews and writes sections of the annual Inclusion Action plan;
- ensures that all pupils eligible for pupil premium funding are identified;
- ensures that staff are aware of the pupils who are eligible for pupil premium funding;
- supports identified pupils using a range of high quality targeted intervention programmes;
- analyses termly progress and attainment data for pupils eligible for pupil premium funding and determines priorities for improvement;
- monitors the academic progress of pupils eligible for pupil premium funding on a termly basis and shares the analysis with stakeholders;
- evaluates the impact of interventions on eligible pupils' and shares findings with stakeholders.

Headteacher:

Has overall responsibility for:

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- management of the policy, for assessment and provision for children with special educational needs;
- management of the policy for assessment and provision for children from vulnerable groups;
- the spending of the pupil premium funding;
- keeping the Governors informed.

Any complaints about general or specific provision will be referred to the Headteacher and/or relevant staff in the first instance.

MONITORING PROGRESS

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the InCo to consider what else might be done. This review might lead to the conclusion that the child requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening;
- Closes the attainment gap between the child and his peers;
- Better the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour.

The InCo will meet with each class teacher at least three times a year to discuss additional needs or concerns. At other times, the InCo will be alerted to new concerns as they arise.

Targets arising from ISP meetings and reviews will be used to inform and support whole class approaches to inclusion e.g. differentiation or varied teaching styles. All planning for children with SEND will be monitored by the InCo and where necessary he/she will support the year group teams with curriculum planning.

Together with the Headteacher, the InCo monitors the quality and effectiveness of provision for children with SEND through classroom observations.

SEND support is primarily delivered by class teachers through differentiated teaching methods. The class teacher:

- will identify that a child has a strong need for differentiation;
- will consult the child's parents/carers and the child;
- collects relevant information about the child, consulting the Inclusion Co-ordinator and completing the relevant documentation;
- gives special help in the classroom through appropriate differentiation;
- monitors and reviews the child's progress.

Additional support is provided by the InCo and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. Additional support is funded through individual allocations from the Local Authority (LA).

The support staff, class teachers, InCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

GRADUATED RESPONSE

The school has a graduated response to providing help for children with special educational needs. This is the stages approach recommended by The SEND Code of Practice 2015 and adopted by Cambridgeshire LA for the identification of provision for children with special educational needs. The advice of specialists will be sought when needed.

The graduated response is based on the principles that:

- provision for a child with special educational needs should match the nature of their needs;
- there should be regular recording of the child's special educational needs, the actions taken and the outcomes.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents/carers may be consulted and strategies employed to help address the difficulties. This may take the form of additional visual resources or programmes that can be monitored in the classroom. Access to the full curriculum of the school, including the National Curriculum and the Early Years Foundation Stage Curriculum, is to be achieved by the careful differentiation of class work by the class/subject teacher. Through careful planning the teacher will define what the child is expected to learn. Once the learning objective is defined a class/subject teacher can seek advice from the InCo on strategies, including ICT, which might be used to help a child achieve the learning objective. It is the responsibility of the class/subject teacher to assess whether the objective has been achieved.

The InCo will inform all those who teach a child with SEND of the nature of the need. If there is essential information (e.g. that a child is epileptic), or a child requires treatment or management different from that normally given to other children, the InCo will ensure that all who are likely to come into contact with the child are appropriately informed, and trained if necessary.

If, after a period of time, there is still little or no progress, then, with parental permission, the child may be added to the school SEND support register. Reasons for a child being added to the SEND register may include:

- makes little or no progress, even when teaching approaches are targeted to a child's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress.

The class teacher after discussion with the INCO might then provide additional interventions to those already provided as part of the school's differentiated curriculum. Support may also include:

- different learning materials or specialist equipment;
- some group or individual support, which may involve small groups of children being withdrawn to work with the INCO; or, with TA support ;
- extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness;

- staff development and training to introduce more effective strategies;

The child will be given individual learning targets and an ISP which will be monitored by the class teacher and teaching assistants. These will be reviewed formally at least three times a year, by the teacher, the parents, the child, and, on occasions, with the InCo.

SEND Support is managed by the InCo who:

- when needed advises the class teacher(s), who remains responsible for planning, teaching and recording;
- in conjunction with the class teacher collates relevant information, including, as appropriate, information from beyond the school;
- ensures that the child and parents/carers are informed and involved;
- monitors and reviews the child's progress;
- draws on the advice of outside specialists;
- draws up an individual support plan if required;
- ensures that the child and parents/carers are involved in reviews;
- considers whether the child meets the criteria justifying an application for statutory assessment.

If, after a further period of time there is still inadequate progress, then the InCo may seek the help of outside agencies who may become involved. In some cases a document called an EHA (Early Help Assessment) can be raised to access further support for the family or child. The InCo will normally, but not always, be responsible for writing the EHA and be the lead professional if such a document is raised in the school.

The advice of outside specialists should be used at all stages of the graduated response. Outside agencies may become involved if the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematical skills;
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class/group;
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;
- despite having received intervention, the child continues to fall behind the level of their peers;
- agencies used currently by the school include; Educational Psychology Service, Speech and Language Service, Occupational Health and Physiotherapy Services, Locality Service which provides child and family support, Hearing/Visually Impaired Services, CAMH service for mental health and Blue Smile.

In some circumstances, if it is felt that the child needs a more individual or focused support in order for them to access learning, school may request Statutory Assessment, which, if accepted, will lead to an Education, Health and Care Plan (EHCP).

The provision mapping process undertaken in school is also used to identify children in need of additional support and the nature of the support programme and staff allocation to be provided.

INDIVIDUAL SEND SUPPORT PLANS (ISPs)

Strategies employed to enable the child to progress, will be recorded within an Individual SEND Support Plan together with their specific targets. The ISP will include:

- The views of the parents/carers and the child;
- The short term targets set for the child;
- The teaching strategies to be used;
- The provision to be put in place;
- How the targets will help the child in their learning;
- What they are responsible for;
- How the child can be successful;
- The review date.

SCHOOL REQUEST FOR STATUTORY ASSESMENT OR EDUCATION HEALTH CARE PLANS (EHCP)

A request will be made by the school to the LA if a child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Views of the parents/carers. Parents/carers are fully involved in this process from the outset and will be invited to be involved in the EHCP drafting meeting, once it has been agreed for statutory assessment to go ahead;
- Previous Individual SEND Support Plans (formally IEPs) and targets for the child;
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- National Curriculum assessment and attainment in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.

Children who are awarded an Education and Health Care Plan will have an internal review each term as part of the school's cycle of pupil progress monitoring, in addition to the statutory annual review assessment. When this coincides with transfer to secondary school, the INCO from the receiving secondary school will be invited to the annual review and informed of the outcome of any subsequent internal reviews before the transfer.

PARTNERSHIPS WITH PARENTS AND CARERS

Partnership plays a key role in enabling children and young people with SEND to achieve their full potential. Monkfield Park values working in partnership with all parents/carers and we will seek to involve parents/carers in all decisions about their children. The views of parents/carers will be sought at all stages of assessment and provision. All communications involving decisions will be recorded. Verbal decisions will be confirmed in writing. Copies will be kept of letters sent. All letters must be sent by post or handed over in person.

We actively get to know the parents/carers of all children, and particularly those with special educational needs, and encourage them to ask questions about the school and the provision made for their child. We will seek their opinions and help in working with their child at home and in school and take their views into consideration at all stages. Together parents/carers and teachers can build a far more complete picture of a child and his/her needs than can be done separately.

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We recognise that the decision of a parent/carer not to participate in the partnership may not indicate lack of interest or willingness. Our careful and sensitive handling of matters concerned with special educational needs will benefit all parents/carers. We will do our best to ensure that parents/carers are involved in all decisions about their child. We will make every effort to encourage parents/carers to work in partnership with us for the benefit of their child.

The school will keep records of all parents/carers and/or those who have parental responsibility for each child. When this involves adults in more than one household, we will deal directly with the parent/carer who has day-to-day responsibility for the child. Records will be sent to all those with parental responsibility, where required. We will seek to involve all parents/carers or those who have parental responsibility in decisions about their child, but recognise that this may require sensitive handling.

The school, in conjunction with other agencies, will endeavour to provide translations in the main community languages, and/or a tape recording if necessary.

Communicating and working with parents/carers will involve:

- having positive attitudes towards parents/carers, respecting the validity of differing perspectives;
- providing user-friendly information and procedures, and being aware of the needs parents/carers might have in respect of a disability or communication and linguistic barriers;
- recognising the pressures a parent/carer may be under because of the child's needs;
- acknowledging the importance of parental/carer knowledge and expertise in relation to their own child;
- gaining parental permission before referring them to others for support;
- informing them about support organisations and the Parent Partnership Service when SEND are identified;
- ensuring the website contains details of our policy for special educational needs and the special educational needs information report, including the arrangements made for children in our school with special educational needs.

Parents/carers also have a responsibility to communicate effectively with professionals, so they should:

- communicate regularly with the school alerting us to any concerns;
- fulfil any obligations under home/school agreements.

CHILD PARTICIPATION

“Children, who are capable of forming views, have a right to receive and make known information, to express opinion, and to have that opinion taken account in any matters affecting them. The view of the child should be given due weight according to the age, maturity and capability of the child.”

United Nations Convention on the Rights of the Child

At Monkfield Park we have an ethos of respect, trust, care, quality and value. We actively encourage and support child participation in all areas of school life. Children should be enabled and encouraged to participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued. In particular, we:

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- ensure access for all children to the activities within the whole life of the school;
- value class and school councils and use many support systems (see P.S.H.E and Positive Behaviour policies);
- acknowledge and respond to the need for training and encouraging the children to take part 'right from the start of their education';
- have a genuine commitment to child participation;
- make special arrangements to help those children with specific needs, e.g. hearing impairment, communication difficulties;
- value the role of the child in setting, monitoring progress and reviewing targets for his/her ISP;
- encourage children to contribute to the Statutory Assessment Process, where appropriate.

ADMISSIONS POLICY

The currently agreed admissions policy makes no distinction as to children with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child, for any parent/carer who wishes to register at the school. In the case of children with an EHCP, the Inclusion Co-ordinator will work closely with the LA named officer in coming to a decision about the most appropriate provision for the child.

No child will be refused admission solely on the grounds that she/he has special educational needs, and we consult with the LA to provide appropriate resources. At Monkfield Park, children could be admitted to attend mainstream lessons but be registered at a specialist school. Throughout the academic year children with an EHCP could be admitted. The school makes reasonable adjustments to accommodate these children.

The Team Leader for Early Years and the Headteacher will work closely with the SEND Co-ordinator of feeder settings in coming to a decision about the most appropriate provision for children with special educational needs. They will work with health visitors, the pre-school provisions team and with local play groups, nurseries etc.

The school is committed to inclusion for all children and follows the procedures of The SEND Code of Practice (2015). Monkfield Park is responsive to all aspects of diversity, to increase the learning and participation of all children within the school and its locality. We are developing inclusive values, shared between all staff, children, governors, parents/carers and the wider community in a secure, accepting, collaborative and stimulating environment. Everyone is valued and diversity is seen as a rich resource to support the learning of all.

This inclusive culture is reflected in all the school policies and practices. We ensure that classroom and extra-curricular activities encourage the participation of all children, drawing on their knowledge and experience outside school. Teaching and support are integrated together, enabling all children to overcome barriers to learning and participate fully in school life.

ALLOCATION OF RESOURCES

The Governors, through the Finance and Resources Committee, will allocate funds to meet the needs of children with special educational needs. At the meeting of the Governing Body, which approves the budget, the Finance Committee will draw the attention of Governors to the amounts delegated to the school by the LA. The budget is reviewed regularly.

The Headteacher will manage the funds allocated by the Governors to meet the differing needs of the children in the school with special educational needs.

The Governors require the Headteacher and InCo to ensure that optimum use is made of resources. It is expected therefore that every opportunity will be taken to use equipment and staff time for the benefit of all children, as appropriate.

ACCESS TO INFORMATION

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support. Where appropriate, we provide alternatives to paper and pencil recording or provide access through peer/extra adult scribing. We use a range of assessment procedures within lessons (such as recording, role-play and drama, interactive clips, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately. Staff work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning. Within each class, teaching and learning styles and organisation are flexible to ensure effective learning. Groups to support children identified with additional needs can be part of this process.

IN-SERVICE TRAINING OF STAFF AND TRAINING FOR GOVERNORS

In drawing up the staff development and training programmes, the Headteacher will give consideration and appropriate priority to the needs of all staff with regard to special educational needs. The school's in-service training plans for special educational needs will be reported to the Governors, and will include details of training for class and subject teachers, the InCo, Teaching Assistants and all staff.

The InCo will assist in the provision of training for all staff. In particular she/he will form links with the Local Authority's SEND services, and other schools to devise and share training opportunities. The Governors will give appropriate priority to training on special educational needs responsibilities, assessment and provision when drawing up their own plans for Governor training.

MONITORING AND EVALUATION OF THE SEND POLICY

The InCo monitors the movement of children within the SEND system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Support Plans for children. The InCo and the Headteacher hold regular meetings to review the work of the school in this area. In addition the InCo and the named governor with responsibility for Special Educational Needs and Disability also hold annual meetings.

COMPLAINTS

We aim for a close working partnership with parents and if a parent is anxious or unhappy about any aspect of their child's education we ask them to approach the school. We would ask where possible that in the first instance these concerns are shared with their child's class teacher. If the problem is not resolved, reference should be made to the SENCO before discussion with the Headteacher. Parents will be referred to the school's complaints policy. If satisfaction is not achieved through discussion, the complaint is referred to the SEN Governor. In the unlikely instance of the matter not being resolved parents may wish to seek further advice and support. SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) – is a free statutory service that provides information, advice and support to parents/carers.