



## **Whitehall Junior Community School**

### **WHITEHALL JUNIOR COMMUNITY SCHOOL SEN AND INCLUSION POLICY**

The SEN Governor is **Mrs. C Jones**.

The SENCo is **Mrs. Y Collins** (National Award for SEN Coordination 2011).

The Designated Senior Person for Safeguarding is **Mrs, E Attwood/ Mrs T Botfield**.

Contact details: 01922 720778

#### **Rationale:**

Whitehall Junior Community School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs 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 strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Whitehall is committed to inclusion. Part of the school's strategic planning for improvement is 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 (for example the key board lessons).

This does not mean that we will treat all children 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
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; 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 need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may 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 Key Stage 2 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 Whitehall Junior Community 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.

Whitehall sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we model inclusion in our staffing policies, relationships with parents/carers and the community. We are moving from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The SEND Coordinator is **Mrs Y Collins** who also takes the led role in relation to inclusion, and as a member of the SMT, reports regularly to the group on this area.

## **Compliance**

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014 updated 2015) and has been written with reference to the following guidance and documents.

- Equality Act 2010 updated 2014
- SEND Code Practice 0-25 (2014 updated 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions

- September 2014(see separate policy)
- The National Curriculum in England KS1 and 2 framework document September 2013
  - Safeguarding Policy
  - Accessibility Plan
  - Teaching Standards 2012

### **Policy Creation**

This policy was created by the school's SENCo, with the SEN Governor in liaison with the SMT, staff and pupils of children with SEND in the spirit of the current reforms.

### **Objectives**

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum\* through differentiated planning by class teachers, SENCO, and support staff as appropriate.

(\*Except where disapplication, arising from an Education Health Care Plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND throughout the graduated response (Quality first teaching, Early response, SEN support and Educational Health Care Plan).
6. 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.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.

10. To involve the children themselves in planning and in any decision making that affects them.

### **Arrangements for coordinating SEN provision**

1. The SENCO is available to meet with each class teacher to discuss additional needs concerns and to discuss the **Access, Plan, Do Review Cycle**.
2. The SENCO will be alerted to newly arising concerns through the additional needs concern form.
3. The SENCO will discuss issues arising from these forms with the class teacher within one week of receiving the form.
4. Where necessary, reviews will be held more frequently than twice a year for some children.
5. Targets arising from **Access, Plan, Do Review Cycle** meetings will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The Senior Management Team monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, book scrutinises and analysis of assessment information.
7. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained learning support assistants (LSAs) and teaching assistants throughout the school. This is funded from the school's annual budget. The support timetable is reviewed, by the SENCO, and the management team, in line with current pupil needs, educational initiatives and the budget. Additional support is funded through individual allocations from the LA.
8. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **Specialised Provision**

There are no special educational needs classes or groups at Whitehall but we do have target groups for interventions, for example First Class Math. Pupils are identified by staff, parents, liaising with previous schools and via outside agency reports. Pupils are identified through pupil progress meetings, Access, Plan, Do, Review meetings; additional needs concern forms and monitoring. Progress is tracked and evaluated through assessment data.

## Identification and Assessment Arrangements, Monitoring and Review Procedures

- X The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.
  
- X The school's system includes reference to information provided by:

\$	Baseline assessment results
\$	Progress measured against the objectives in the National Curriculum and year group expectations
\$	National Curriculum descriptors for the end of a key stage
\$	Standardised screening and assessment tools
\$	Observations of behavioural, emotional and social development
\$	An existing EHCP
\$	Assessments by a specialist service, such as educational psychology, identifying additional needs
\$	Another school or LA which has identified or has provided for additional needs

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

1. Differentiated curriculum support within the class
2. Additional support through **School's graduated SEND response system.**

### 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.

**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.

The school uses the definitions of adequate progress as below:

- \$ Closes the attainment gap between the child and their peers
- \$ Prevents the attainment gap from growing wider
- \$ Is similar to that of peers starting at the same attainment baseline
- \$ Matches or betters the child's previous rate of progress
- \$ Ensures full access to the curriculum
- \$ Demonstrates an improvement in self-help or social or personal skills
- \$ Demonstrates an improvement in the child's behaviour

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, provision at the **School's graduated SEND response** level may need to be made.

**School's graduated SEND response** provision would be indicated where there is evidence that:

There has been little or no progress made with existing interventions

Additional support is required to develop literacy or numeracy skills

Additional support is required for social, emotional development and mental health difficulties

Additional support is required for sensory or physical impairments

Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **School's graduated SEND response**.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling. Walsall SEN Team defines this stage as: **Early Response Stage**
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice. Walsall SEN Team defines this stage as: **SEN Support Stage**

Where needs are similar, it is appropriate to support these children within a group,

focussing on the common needs. However, there should be scope within the **School's graduated SEND response** for each child to have an **individual target/s**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCO**.

A child receiving support within the **School's graduated SEND response at the Early Response Sage** will have an **Access, Plan, Do Review Cycle grid**.

The **Access, Plan, Do Review Cycle grid** replaces the Individual Educational plans and their review sheets.

A record of children's progress towards meeting their targets will be completed on a weekly basis using the back of copies of the child's **Access, Plan, Do Review Cycle grid** by all those involved with the child. Significant achievements and difficulties will be recorded. The SENCO will look at this information on a termly basis and make adjustments to the provision for the child, if appropriate.

**Access, Plan, Do Review Cycle grids** will be completed at least three times a year, although some pupils may need more frequent reviews. The class teacher will take the lead in beginning cycles for those children without outside agency involvement. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to involve outside agencies.

### **Outside agencies**

The graduated response can lead to the involvement of **specialist services if the child:**

A variety of support can be offered by these services, such as advice to the school

\$	Continues to make little or no progress in the areas of concern
\$	Continues working at National Curriculum levels substantially below that expected of children of the same age
\$	Continues to have difficulty in developing literacy and numeracy skills
\$	Has social, emotional or mental health needs which regularly and significantly interfere with the child's or others' Learning
\$	Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
\$	Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to Learning

about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

The **Access, Plan, Do Review Cycle** grids will continue at the SEN Support Stage.

### **School request for an Education and Health Care Plan**

For a child who is not making adequate progress, despite a period of support from outside agencies, and in agreement with the parents/carers/carers, the school may request the LA to make an assessment in order to determine whether it is necessary to make **an Education and Health Care Plan**

The school is required to submit evidence to the LA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current Criteria for making **an Education and Health Care Plan** assessment.

The **Access, Plan, Do Review Cycle** continues as before while awaiting the outcome of the request.

### **Education and Health Care Plan**

A child who has an **Education and Health Care Plan** will continue to have arrangements as for the graduated response, and additional support that is provided using the funds made available through the **Education and Health Care Plan**

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the **Education and Health Care Plan** or to the funding arrangements for the child.

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

- § The SENCO attends regular cluster meetings to update and revise developments in SEND and Inclusion.
- § Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- § In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.
- § 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. Example: a class teacher has requested the National Award for SEN Coordination training.
- § Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate. Example: year 5 LSA requested training to support a child with a hearing impairment.

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

- § The Educational Psychologist allocated by the LA is contactable by email and will visit school when requested.
- § Specialist, direct teaching from this service 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 mental health difficulties.
- § Teachers from the Sensory Impairment Team work in school to support children, both with and without **Education and Health Care Plans**, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on an **Education and Health Care Plan**. Class teachers plan in light of reports generated by specialist teachers thereby their expertise contributes to **Access, Plan, Do Review Cycle** grids.
- § The SENCO liaises frequently with a number of other outside agencies, for example:
  1. Social Services
  2. Education Welfare Service
  3. School Nurse
  4. Community Paediatrician
  5. Speech Therapy

6. Physiotherapy
7. Occupational Therapy

X Parents/carers are informed if any outside agency is involved.

### **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/phone call will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- § We make sure that all parents/carers are given information about Supportive Parents/carers for Special Children, which is our local parent partnership organisation, as soon as a child has been identified as experiencing special educational needs.
- § At **Access, Plan, Do Review Cycle** 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 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.
- § **Access, Plan, Do Review Cycle** targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the process. All **Access, Plan, Do Review Cycle** grids 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 will also be invited to work alongside pupils in the classroom where this is appropriate. Example: Inspire Workshops.
- § Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- § Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.
- § The school's local offer outlines the provision available and is available for

parents on the school website.

### **Links with other schools/Transfer arrangements**

- X Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCO will telephone to further discuss the child's needs. Children transferring from Whitehall Junior Community School to new schools will have their SEND records transferred once the receiving school has made contact. The SENCO will discuss these children with other schools on request.

### **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 SENCO, and referrals will be made as appropriate.
- § Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENCO if there is a concern they would like discussed.
- § There are many voluntary organisations supporting SEND. Information sent from organisations will be shared with parents through leaflets or via social media.

### **Inclusion Principles**

- § Staff at Whitehall Junior Community 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 within the school. 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.

## **Access to the Environment (see also School Access Plan)**

- X Whitehall Junior Community School is a single site school, built on two levels with stairs from ground floor or first floor, the dining area is on the first floor. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.
- § We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, blinds, quiet areas).
- § An access audit of the school is carried out periodically and we have created a designated orange badge bay and drop the kerb from the car park. A toilet has also been added to the first floor and a bespoke medical room created on the ground floor.
- § 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 Access Plan.

## **Arrangements for providing access to learning and the curriculum (see also School Access 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 or the safety of others.)
- § 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 Computing where this is appropriate.

- § The school will ensure that the curriculum and extra curricular activities are barrier free and do not exclude any pupils.
- § Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

### **Access to Information (see also School Access Plan)**

- § All children requiring information in formats other than print have this provided
- § We adapt printed materials so that children with difficulties can access them, or ensure access by pairing children/peer support/extra adult support. Example: increasing the font for VI children.
- § We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- § Whitehall uses a range of assessment procedures within lessons (such as audio recording, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- § Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

### **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.
- § Prior to starting school, parents/carers of children with an **Education and Health Care Plan** or an **Education and Health Care Plan** 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. Advice will be sought from Disabled People's organisations on appropriate resources.
- § The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive

images and a positive portrayal of Disabled People as they become available.

### **Terminology, imagery and disability equality**

- § The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- X We aim to make optimum use of PHSE for raising disability equality issues.

### **Listening to disabled pupils and those identified with additional needs**

- X Whitehall encourages the inclusion of all children in the School Council and other consultation groups.
- X 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.

### **Working with disabled parents/carers**

- X Whitehall recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities.
- X When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio, large print etc.

### **Disability equality and trips or out of school activities**

- X Whitehall Junior Community School tries to make all trips inclusive by planning in advance and using accessible places, providing additional TA support for individual children as required.
- X All children are welcome at our afterschool activities.

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

- X Termly, the SENCO will provide information to the governing body as to the numbers of pupils receiving special educational provision through the graduated response (with outside agency support and with outside agency support) and **Education and Health Care Plans** as well as any pupils for whom an **Education and Health Care Plan** 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.
  
- X The SENCO will meet with the SEND governor to discuss Inclusion and current SEND concerns.
  
- X 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.

## Dealing with complaints

- X If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.
  
- X If the issue cannot be resolved, the parent can submit a formal complaint to the Headteacher.
  
- X Any issues that remain unresolved at this stage will be managed according to the school' s *Complaints Policy*. This is available, on request, from the school office.

This policy is reviewed annually by the Governing Body and is available on the school's website.