



**CROSSACRES PRIMARY ACADEMY**  
**SEND AND INCLUSION POLICY 2016-2017**

**Rationale:**

Crossacres Primary 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 will 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.

Crossacres is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices which 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.

This does not mean that we will treat all learners in 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 whose families are 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 know 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 Crossacres Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

Crossacres sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

**The SEND Co-ordinator is Miss Julie Harrison**

**The SEND Governor is Nichola Langton**

### **Objectives**

1. To ensure the SEND Code of Practice, 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.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as needing **SEND Support**.
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 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.

8. To involve parents/carers at every stage in plans to meet their child's additional needs.
9. To involve the children themselves in planning and in any decision making that affects them.

### **Arrangements for coordinating SEND provision**

1. The SENCO will meet with each class teachers regularly throughout the year to discuss additional needs concerns and to review SEND lists, individual targets and One Page Profiles.
2. At other times, the SENCO will be alerted to children by class teachers as concerns arise.
3. Where necessary, reviews will be held more frequently than twice a year for some children.
4. Targets arising from meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. Class teachers will plan for SEND children in their short term planning documentation.
6. The SENCO, together with the other members of the SLT, monitors the quality and effectiveness of provision for pupils with SEND.
7. SEND support is primarily delivered by class teachers through quality first teaching methods. Additional support is provided by specialist learning needs teachers and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed termly, by the SENCO, and the management team, in line with current pupil needs, and new educational initiatives
8. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning

### **Specialised Provision**

Mrs Saira Pester is our Learning Needs Support teacher. She works in school every Wednesday and teaches groups of pupils using a multi-sensory approach.

Ms Catherine Lappin is our Speech and Language therapist who is in school one day per week.

Mrs Julie Feehily takes individual pupils from Key Stage 1 for Reading Recovery and older pupils for reading/comprehension

This year we have increased our Educational Psychologist provision to 25 days. Michelle Laverack is our named psychologist for the year.

Elizabeth King is our Art Therapist for the year who works in school for half a day and she is also overseeing two Art Therapy students working within school to provide therapeutic interventions for identified pupils.

We also have a trainee Play therapist working within school this year.

### **Allocation of Resources to and amongst Pupils**

Each term we map our provision to show how we allocate resources to each year group for our SEND provision.

This year's provision maps can be found in MIS/SEND 2016 - 2017/Provision Maps. There is one provision map per year group. They are reviewed on a termly basis following pupil progress meetings.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

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. There are also transition meetings for children who are new to the school with parents and previous settings if they have attended elsewhere before joining Crossacres.

This year school have introduced PIVATS to assess and monitor children who are working well below age-related expectations. They will be assessed on a termly basis by their individual class teachers and progress will be reported to SLT at pupil progress meetings.

### **Categories of Need**

The new Code does not assume there are discrete categories of special educational need, but recognizes that children's needs and requirements fall into four broad areas

- ☐ Communication and Interaction
- ☐ Cognition and Learning
- ☐ Social, Emotional and Mental Health
- ☐ Sensory and/or physical

### **The SEND Code of Practice makes it clear that 'all teachers are teachers of pupils with special educational needs'**

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO, will ensure those pupils requiring different or additional support are identified at an early stage. Teachers will speak with the SENCO or complete an SEND concerns form if they think a child has a special educational need. Assessment is the process by which pupils with SEND can be identified. If a child is not making adequate progress this is seen as a significant factor in considering the need for SEND provision.

### **Early Identification**

Early Identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools and ascertain pupil progress through:

- Evidence obtained by class teacher observation/assessment
- Information from external agencies and other professionals such as speech therapists
- Performance against Age Related Expectations (ARE)
- Standardized screening or assessment tools eg screening/diagnostic tests, reports/observations, records from previous schools, information from parents, National Curriculum results

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 **SEND Support** provision

SEND support children will receive support above and beyond Quality First Teaching such as interventions or professional support/assessment.

Thorough transition processes are in place for EYFS children who join Nursery and Reception which identifies most children with SEND through liaison with professionals or early years providers and enables the children to have a smooth transition to school in September.

### **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. **Differentiation will be recorded in the daily planning by the class teacher.**

**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 suggested in the revised Code of Practice, that is, progress which:

1. Closes the attainment gap between the child and their peers
2. Prevents the attainment gap from growing wider
3. Is similar to that of peers starting at the same attainment baseline but less than the majority of peers
4. Matches or betters the child's previous rate of progress

5. Ensures full access to the curriculum
6. Demonstrates an improvement in self-help or social or personal skills
7. 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 **SEND Support** level may need to be made.

**SEND Support** 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 emotional, behavioural or social development
- 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 **SEND Support**.

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.
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.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope for each child to have **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.

A child receiving **SEND Support** will have a one page profile and an individual target book.

These documents form an individual record for the child and contain a summary of the child's additional needs and action taken to meet them.

Individual targets will be reviewed on a weekly basis throughout the year. The class teacher and the child (if appropriate) will take the lead in the review process. Parents/carers, will be invited to contribute and will be consulted about any further action.

As part of the review 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.

There are some children in school for whom behaviour is a barrier to their learning. These children are being monitored using Boxall Profiles and are given individual strategies on a termly basis.

### **School request for an EHCP**

For a child who is not making adequate progress, despite a period of support at SEND Support, and in agreement with the parents/carers, the school may request the LA to undertake a statutory assessment in order to determine whether it is necessary to give the child an EHCP.

The school is required to submit evidence to the LA whose fortnightly Moderation of Assessments Panel makes a judgment about whether or not the child's needs 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 undertaking a statutory assessment.

Planning, provision, monitoring and review processes continue as before whilst awaiting the outcome of the request.

### **EHCP**

A child who has an EHCP will continue to have additional support using the funds made available through the EHCP.

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 EHCP or to the funding arrangements for the child.

### **The School's Arrangements for SEND and Inclusion CPD**

The SENCO attends regular network and cluster meetings to update and revise developments in Special Needs Education 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.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

### **Additional Agencies**

The SENCO liaises frequently with a number of outside agencies, for example:

- Social Services
- School Nurse
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- Outreach schools
- Educational Psychologist
- Outreach providers eg specialist schools

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 will be made by the class teacher to meet all parents/ carers including those children who are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- At review 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.
- Individual targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- 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 upon. 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.

**See School Complaints Policy**



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

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. When children with SEND transfer from Crossacres to new schools the SENCO will ensure that the new school is updated on the child's SEND needs.

### **Links with other Organisations**

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO or the class teacher, and referrals will be made as appropriate.

If a child is receiving Social Services support the school will work closely with Social Workers to keep them updated on the child's progress and well-being.

There are many voluntary organisations supporting SEND. Parents/carers will be given details of these groups on request or as appropriate.

A link to Manchester City Council's Local offer is available on the school website. The school SEND information report is also on the school website and updated on an annual basis to reflect any changes.

### **Inclusion Principles**

Staff at Crossacres Primary School value pupils of different abilities and support inclusion.

Staff and pupils will be constantly involved in the best ways to support all pupil needs within the school.

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.

Where appropriate, links with partner special schools and outreach services are made.

### **Access to the Environment / Curriculum –see School Accessibility 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. **See Admissions Policy**

Prior to starting school, parents/carers of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs

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

The success of the schools SEND policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO
- Analysis of pupil tracking data and test results
- Value added data for pupils on the SEND register
- Consideration of each pupil's success in meeting individual targets
- Monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- School Improvement Plan/SEND Action Plan

Each term the SENCO will provide information to the governing body about pupils receiving special educational provision through SEND Support and EHCPs as well as any pupils for whom an EHCP 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.

The SENCO will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

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.

#### **Links with other policies and safeguarding**

Children with SEND may present as being more vulnerable than other children and may also have additional barriers which mean it can be harder for staff to identify neglect or harm.

Therefore, the SEND and Inclusion policy should be read in line with the following policies

- Supporting pupils with medical needs
- Safeguarding
- Administration of medicines policy
- Accessibility Policy and plan
- Admissions policy

And in addition to these policies the following guidance

- Keeping Children safe in Education guidance (Sept 2016 update)

This policy will be reviewed in 2017

**School SEND Information Report can be found on the school website**  
**Julie Harrison 2016**

**Governors Approval.....**