



Inclusion Policy

Date: Spring 2023
Review: Spring 2024

Special Educational Needs

Inclusion Coordinator

The Inclusion Co-ordinators (INCo) are responsible for co-ordinating provision for children with SEND and Gifted and Talented. The School Inclusion lead/School Special Educational Needs and Disabilities Co-ordinator is Mrs C Elson. She can be contacted via the school office or her email address c.elson@roebuck.herts.sch.uk The School's Special Needs Early Years and Disabilities Co-ordinator, (ages 3-5) and Speech and Language Support for the whole school is Mrs M Bayford and her email address is bayfordm@roebuck.herts.sch.uk.

Nominated Governor

There is a nominated governor with responsibility for Special Needs. The SEN Governor is Nadia Hodge

Every teacher at Roebuck is a teacher of every child in their class including those with SEN. Our SEN policy applies to all children in the school including those in the Early Years Foundation Stage (EYFS).

Aim

It is our aim to raise the aspirations and expectations for all pupils with SEN. Our approach focuses on the outcomes for children not just an allocation of provision and support.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs.
2. To work within the guidance provided in The SEND Code of Practice 2015.
3. To work in partnership with parents, who are to be consulted and involved in their child's education.
4. To provide support and advice for all staff working with special educational needs pupils.

What are Special Educational Needs?

At Roebuck Academy we identify pupils as having Special Educational Needs if they meet the definition as set out in the Draft Special Educational Needs (SEN) Code of Practice (DfE, July 2014) This defines SEN as:
A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: He or She he has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities or a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’. The school provides special educational provision for pupils who require “special educational provision, that is provision different from or additional to that normally available to pupils of the same ag.” Page 15

Identifying Special Needs

A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. There are four areas of special education needs:

Please see information below regarding these four areas of SEND, taken from the Code of Practice 2015
As stated in the Code of Practice:

“These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance, speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

The broad areas of need are:

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. “

The purpose of identification is to work out what action the school needs to take rather than to fit a pupil into a category. In deciding whether to make special educational provision the class teacher and INCo, in partnership with the child's parents gather information about the child's progress, explore other factors impacting on the child's progress and attainment and consider the needs of the whole child.

SEN Support

SEN Support takes the form of a four-part cycle:

1. Assess.

A clear analysis of the pupil's needs is carried out. This is reviewed at least termly.

2. Plan.

The class teacher in consultation with the INCos, child and parents produce a SEN Support Plan (SSP) which includes interventions and the support to be put in place. It has clear outcomes to be achieved over the next year.

3. Do.

The class teacher remains responsible for working with the child on a daily basis, even though interventions may involve small group or 1 to 1 teaching away from the main class. Interventions are delivered by a teacher or trained teaching assistant. Class teachers work closely with any teachers, teaching assistants or external specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The INCos support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. Review.

The effectiveness of the SSP is reviewed at least termly. Children and their parents are involved in this process and are encouraged to express their views. The INCo will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes.

Education and Health Care Plans

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school and parents will consider requesting an Education, Health and Care needs assessment from the local authority.

External Agencies

School will refer children to external agencies when appropriate. This will usually be discussed at a review meeting and parents consulted. External Agencies currently working with school include:

- Educational Psychology
- The School Medical Service
- Staff from the Specific Learning Difficulties Base
- Speech and language therapist
- SEND SAS Team
- Hearing Impairment Team
- Attendance improvement officer
- DSPL2 Tier 2 and Tier 3 behaviour support.
- SPLD base

We ensure that each child is considered as an individual. However, understanding of the complexity of a pupil's needs depends on the collection of accurate information from a variety of sources. Close working with other agencies, over time, and understanding of their priorities is essential in identifying a child's complex needs.

Exiting SEN Support

Children will no longer receive SEN support when their needs can be met by provision that is normally available to pupils of the same age.

Supporting Pupils and Families

SEN support includes planning and preparation for the transitions between classes and phases of education. To support transition, the school should share information with the new schools or other settings. SEN support includes provision for accessing formal assessments. This is the responsibility of the class teacher supported by the INCo.

School recognises children with medical conditions and disabilities should be fully supported so that they have full access to the curriculum including trips. Children with medical conditions have their needs met through a health care plan.

Management Strategies

The responsibilities of the INCo involve supporting colleagues with the teaching of pupils with SEN, being informed about current developments in this area, and providing a strategic lead and direction for this area in the school. The INCo will give the Senior Leadership Team an annual summary report in which the strengths and areas for development in this area are evaluated, and areas for further improvements are indicated.

Responsibility for co-ordination of SEND provision

The school's provision for pupils with SEND is led by Clare Elson and Maria Bayford. Class teachers are responsible for SEND in their class.

The key responsibilities of the SENCO are:

- Overseeing the day to day operation of the school's SEN policy
- Coordinating provision for children with SEND
- SENCO is also a Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date.

Arrangements for coordinating SEND provision

The SENCO has an important role to play with the Head Teacher and Governing Body, in determining the strategic development of SEN policy and provision in the school. The SENCO has day to day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHCP plans. The SENCO provides professional guidance to colleagues and works closely with staff, parents and carers and other agencies. The SENCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEN receive appropriate support and high-quality teaching.

Admission Arrangements

- The school follows the County Admissions arrangements.
- Pupils with Education, Health and Care Plans will be given priority.
- No child will be refused admission purely on the grounds that the child has special educational needs and / or a disability.

Resources

The school receives delegated funding for SEN from the Local Authority (LA). Additional funding from the LA may be available for children with exceptional needs. Each year a proportion of the SEN budget will be spent, as appropriate on some or all of the following:

- INCos and/or specialist/experienced teacher
- Pastoral Support worker
- Teaching Assistants to deliver Interventions
- Teaching resources and equipment
- INSET for SEN
- Reduced adult child ratio

The SEN budget is discussed with the Governors. The effective use of the budget is to be kept under review by the governing body who will receive termly reports from the Head teacher, and the School Improvement Committee who will report to parents.

Facilities

Roebuck Primary School is fully accessible. The Den is a specially designed room for social, emotional and mental health support. It also has sensory equipment.

Facilities for pupils with SEND or who are disabled

The school seeks to comply with the 2010 Disability and Discrimination Act by ensuring that:

- Wheelchair access is available to all classrooms and playgrounds.
- Several toilets are fitted with handrails and a toilet specifically accessible for wheelchair users.
- Steps around the school are painted with yellow paint for those with visual impairments.

Training

INSET needs of all staff are identified through our Performance Appraisal procedures.

Storing and managing information

Each child on receiving SEN support will have an electronic SEN file which is kept in the locked filing cabinet. Each child, their parents and all staff involved have access to the child's APDR.

Complaints

We have adopted the Local Authority's complaint procedure in respect of children with SEN. Parents concerned about arrangements are encouraged to speak to the class teacher, Headteacher or INCo in the first instance.

Monitoring and Review

The Governor's School Improvement Committee will monitor the school's work with children with SEN. The Governing Body will report annually to parents on the implementation of the Inclusion policy. The Head teacher has overall responsibility for the implementation of the policy. The INCos have responsibility for its day to day implementation.