

# Langley First School Policy for Special Educational Needs and Inclusion

## Rationale:

Langley First 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, inclusive of those identified with special educational needs and disabilities 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.

In the Special Educational Needs and Disability (SEND) Code of Practice 2014 the definition of SEN states: "A pupil has SEN where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age."

At Langley First School, all teachers are a teacher of every child including those with a special educational need or disability. We aim to provide a whole school inclusive environment where all pupils can achieve their full potential and can achieve success through a range of teaching and learning opportunities and styles, through a Quality First Teaching approach. We also aim to work closely with pupils and their families to achieve outcomes that take into account the knowledge, views and experiences of the whole family.

Langley First School is committed to the principles of inclusive education as expressed in the UN convention of the Rights of the Child. 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.

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:

- minority ethnic and faith groups
- 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

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 1 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 Langley First 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.

Langley First School 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 Special Educational Needs and Disabilities Coordinator (SENCo) is Mrs Claire March, who is responsible for the day to day operation of this policy and who reports regularly to the School Management Team and SEND Governor on this area. The SEND Governor is Mr Chris Coady who can be contacted via the school.

Mrs Claire March holds the National SEN Co-ordination Award Qualification.

## **Inclusion Principles**

**Ethos: It is our ethos that every member of school has something worthwhile to offer to school and that all have a part to play.**

- Staff at Langley First 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.
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

## **Relevant School Aims**

At Langley First School pupils, parents/carers, governors and staff will work in partnership as a whole school community to create a welcoming, safe and stimulating environment for learning.

We aim to:-

- promote excellence in standards of work and behaviour,
- provide and support high quality teaching and learning,
- provide a broad and balanced curriculum which through planning and organisation meets the requirements of the National Curriculum and Early Years Foundation Stage Profile to allow each child, irrespective of their needs and disabilities (SEND),

the best possible start to their school lives and to ensure they reach their full potential.

- create a positive school environment in which pupils develop a sensitivity to each other and to other cultures and acquire a set of moral values that enable the development of self discipline.

## **Aims of Special Educational Needs and Disabilities (SEND)**

- To promote high levels of achievement for all children with special educational needs.
- To work in partnership with parents and carers in order to promote the raising of achievement.
- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school; recognising the four areas of need as set out in section 6.28 of the September 2014 SEN Code of Practice (communication & interaction; cognition & learning; social, emotional & mental health difficulties; sensory &/or physical needs).
- To identify and intervene in the first years of school to give children with Special Educational Needs (SEND) the best chance of achieving.
- To take note of the disability equality scheme to ensure inclusion for all.
- To work in partnership with a range of multi -disciplinary professionals to effectively meet the needs of pupils with SEND.
- To provide opportunities for children with SEND to access a broad and balanced curriculum appropriately differentiated to their individual needs.
- To ensure that available SEND resources are targeted and utilised efficiently and effectively.
- To provide on-going access to appropriate high quality professional development for staff and governors in order to build up a resource of well qualified people.
- To continue to review and evaluate policy, practice and provision for meeting special educational needs in order to ensure high quality education for all.

## **Objectives for Special Educational Needs and Disabilities (SEND)**

- To provide for flexible groupings of pupils.
- To set suitable learning challenges.
- To respond to pupils' diverse learning needs by adapting the curriculum to cater for different ways of learning at different paces.
- To overcome potential barriers to learning and assessment for individuals and groups of pupils.
- To ensure a classroom layout and appearance that will stimulate pupil/teacher interaction and adjustment to changing curriculum needs.
- To ensure accessible online/remote learning opportunities.
- To give easy access to resources including ICT where appropriate / necessary.
- To manage pupil behaviour through a whole-school approach to discipline based on tactical teaching.
- To encourage co-operative learning among pupils.

- To ensure communication and co-operation among staff, parents / carers and Governors, and to create a forum for discussing how pupils needs will be met within the National Curriculum (NC), Early Years Foundation Stage Profile or through Pivats.
- To promote effective management of support from teachers, teaching assistants (TAs), parents, and trainee students through clear definition and discussion of roles and the use of room management, small group tutoring and in classroom one-to-one help.
- To ensure that there is clear guidance and access to the Local Offer, with specialist advice and services through Educational Psychology, Speech and Language Therapy, Health and Social Services and other relevant agencies.
- To co-operate with North Tyneside Special Schools in the integration and inclusion of their pupils into mainstream education.
- To provide opportunities for professional development, both in school and externally for all staff.
- To maintain continuous communication with parents and mutual parent-teacher support.

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

- The SENCO will meet with each class teacher to discuss additional needs concerns and to review Personal Provision Plans (PPPs) as and when required.
- Review meetings will be held each term, in line with parent evenings as well as one annual / summer term review.
- Targets arising from these meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles etc. and will be agreed and signed by parents / carers.
- The SENCO monitors planning for pupils with SEND.
- The SENCO / Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through learning walks, scrutiny of planning and children's books.

### **Provision**

Provision is offered in a graduated approach - Where a pupil is identified as having SEND, Langley First School should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle, assess – plan – do – review. Through this, earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

We recognise a Quality First Teaching approach to learning; that high quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND.

## **1**

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 by quality first teaching and individual target setting. Differentiation will be recorded in the daily planning by the class teacher and through adaptive and responsive teaching. Children with hearing, visual and behavioural difficulties are positioned appropriately.

If following appropriate teacher assessments a child does not make satisfactory progress (as outlined in Code of Practice 2014) the class teacher, in liaison with the SENCO, will invite the child's parents to an early identification of support meeting. At this meeting the school and parents will record the child's strengths and areas of concern. Also, targets will be set at this point to gauge progress moving forward and measure impact of additional help. It will be made clear at the conclusion of this meeting what the expectations for parents, school and child are and a review date no more than a term ahead will be set.

## **2**

### **SEN support**

The children within this stage are deemed as per the code of practice to have special education needs as... 'their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age.' (paragraph 6.15)

Where there is a prolonged concern for the progress of a child (more than one term) and the Early Identification of Support meetings and targets made have not had a positive impact on the child's progress the SENCO will co-ordinate a SEN support meeting with class teacher, SENCO/Headteacher, support workers/TA's (as appropriate) and parents/carers. Here agreement is sought that quality first teaching has not been able to address the lack of progress. The purpose of this meeting, to review impact of support to date and to consider further options such as increased support / intervention and possible referral to other agencies. Where there is the agreement/need for the increase in support this will be highlighted on the child's Personal Provision Map.

Targets are to be set on a termly basis with reviews involving all professionals and staff members. All paperwork will be circulated one week prior to a review meeting.

### **Education Health and Care Plans (EHCP)**

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 or parents should consider requesting an Education, Health and Care needs assessment.

Any child with an EHC plan will continue to have termly reviews and an annual review at least every 12 months. Where a child is not reaching set targets or there are concerns with the progress against the EHC plan targets an early review will be held. At annual reviews, all relevant professionals will be invited at least 4 weeks prior to the meeting with paper work circulated no less than a week before the meeting.

### **Specialised Provision**

Special Support Teachers and Assistants work with children who have more complex needs on a 1:1 basis.

### **Early Years Additionally Resourced Provision**

The Early Years Resourced Provision is managed by the Early Years Phase Leader. This provision is a LA commissioned service with a 3 year review cycle. The funding enables the setting to employ an extra teaching assistant and a day a week of teacher time to provide focussed support for children. Children gain a place in the resourced provision through the LEAPS panel (Local Early Years Action Plus Support). Children in the resourced provision can have a wide variety of difficulties. It is the responsibility of the resourced provision to organise all the assessments and to provide paperwork for consideration of statutory assessment (COSA) and begin the process of applying for an Education, Health and Care Plan where necessary.

### **Gifted and Talented**

Gifted and Talented (G&T) children in each class are highlighted at the beginning of the academic year and their progress is monitored by the G & T / phase leaders / SMT.

### **Looked After Children**

Looked After Children are monitored and will automatically have their own Personal Education Plan, (PEP) prepared by a designated teacher and social worker, in conjunction with the Carers/Parents.

### **Children with English as an Additional Language (EAL)**

Provision for these children may be individual and/ or within a small group. Individual/group work with a learning support assistant would take the form of developing Language and Communication skills, using "Narrative" programmes, often using the recommendations of the Language and Communication Team.

If deemed necessary referrals would be made to the English as an additional language Team (EMTAS) for advice and support.

### **Literacy Support**

In class literacy sessions are supported by support assistants. They usually work with a group of children. Support staff are also involved with one to one work and individual readers. Two staff members are undergoing training to deliver reading recovery programmes.

Other children with specific difficulties are supported in smaller groups using specific programmes and materials recommended by external agencies. This work is usually carried out outside the classroom but within bubbles.

### **Numeracy Support**

In class Maths sessions are supported by support assistants. Small group intervention sessions also take place outside the classroom but within bubbles.

Pupils who are deemed at SEN support will have additional help with intervention programmes.

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

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEND provision.

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

The school holds a Register of Children who have SEND. This enables the SENCO, Management Team and Governor to monitor provision.

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.

The school's system includes reference to information provided by:

- Baseline assessment results
- Progress measured against objectives in Literacy and Numeracy
- National Curriculum descriptors for the end of a key stage
- Progress measured against the PIVATS (Performance Indicators for Value Added Target Setting) level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHC Plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or Local Authority (LA) which has identified or has provided for additional needs.

Some children come into the Additionally Resourced Early Years provision (ARP) with needs which have to be assessed by staff in conjunction with other professionals. One of the teaching assistants in school is also a portage worker for the LA.

An Educational Psychologist, the health service and therapists might have identified these pre school children.

Foundation assessments will support and exemplify these identifications.

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

- The SENCO attends regular Network 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 and matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.

- All staff has 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, child centred, professional development (through Performance Management arrangements) and the management team will ensure tailor-made training where this is appropriate.

### **Additional Resources (teachers and facilities) from outside the school, including support services**

- We allocate 10 days budget to The Educational Psychology Service, arranged through a service level agreement, who visits the school following discussion with the SENCO to work with individual learners, attend reviews or deliver staff training.
- The Language and Communication, Speech and Language Therapy and Occupational Therapy Teams visit school regularly to assess pupils and advise staff.
- Teachers from the Sensory Impairment Team work in school to support children who have hearing or visual impairment. The specialist teachers work directly with children where this is indicated on an EHC. Class teachers plan alongside these specialist teachers who also attend and contribute to review meetings.
- The Local Authority (LA) Inclusion Manager works with the school through the Headteacher.
- The SENCO liaises frequently with a number of other outside agencies, for example:
  - Social Services
  - School Nurse
  - CAMHs (Child and Adolescent Mental Health)
  - Physiotherapy
  - Occupational Therapy
  - Speech/ Language and Communication Specialists.
- Parents/carers are informed prior to any outside agency being involved.

### **Arrangements for partnership with parents/carers**

The recommendations of the Lamb Inquiry called for “good, honest and open communication with parents, treating them as equal partners.” As a result:

- Parents are recognised as the initial educators
- Staff and parents/carers will work together to support pupils identified as having additional needs
- Parents/carers will be involved before any outside agencies are involved and at all stages of the education planning process and all decision making; they will have the final say about the provision for their child
- 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



- All Personal Provision Plans (PPP) or review meeting notes will be copied and sent to parents/carers after meetings to sign
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request
- Opportunities for parents/carers of children with SEND to meet together with the SENCO and support staff and specialists are offered on a regular basis
- Regular communication between school and home will ensure that concerns are promptly acted on.

## **Pupil Participation**

Children are made aware of their targets as specified in their provision plan. Pupils may be asked to contribute their ideas when target setting. They are made aware of their progress and praised and rewarded accordingly.

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

- Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs.
- Children transferring to another school will have all documentation sent to their new school.
- The SENCO from the Middle school meets with the class teacher to discuss transition. Children who might be vulnerable at Middle School are given the opportunity to have extra visits to Middle School to ensure that they feel comfortable about the change. Parents will need to give permission for this.
- In the term before Middle school the SENCO from the middle school is invited to attend the child's review to hear the reports and to meet the parents.

## **Links with special schools**

We have previously had links with adjacent Woodlawn School, where children from Langley First School have accessed Rebound and Hydrotherapy sessions.

Training/advice has been provided for our staff (eg. Lifting and Handling) and visits have been made to look at specialised equipment/new technologies which were applicable to our needs.

## **Links with Health and Social Services, Education Welfare Services**

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the named 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 attendance officer as appropriate. Class teachers will alert the Headteacher if there is a concern they would like discussed.

## **Access to the Environment**

The school has full wheelchair access, 3 disabled toilets, 2 showers and 2 therapy rooms. Both Reception classes, one class in each year group and the hall have hearing fields for the hearing impaired.

All classrooms have been enlarged to cater for children with physical difficulties and the Nursery has a disabled toilet, shower and therapy room.

## **Arrangements for providing access to learning and the curriculum**

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum 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 and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Access to remote and online learning will be inclusive for all students.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- 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 ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

## **Access to Information**

- All children requiring information in formats other than print have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- School uses a range of assessment procedures within lessons (such as taping, 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 given priority when requiring a place. Admission arrangements are detailed in the School Admissions Policy and controlled by the LA.
- There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Prior to starting school, parents/carers of children with an EHC Plan or EHC pending will be invited to discuss the provision that can be made to meet their identified needs.

## **Incorporating disability issues into the curriculum**

- The PSHCE (personal, social, health and citizenship education) curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- Our recovery curriculum in school focuses on positive mental health with a focus on our pupils feeling safe and secure.
- 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.
- Langley First School also recognises the importance of increasing awareness of BSL as a language and can run sessions on it for the children to learn basic signs at a lunch club.
- Opportunities to teach the children through Communicate in Print symbols, using symbols on displays and around the school are optimised.

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

- Langley First School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.
- We aim to include children from Reception to Year 4 in their target setting and encourage and support them to take an active part in their annual reviews, incorporating pupil voice.
- Staff have on-going training opportunities on issues relating to communication and listening skills.

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

- Langley First School 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. We also make sure that we hold

parents/carers' meetings in the Hall that is accessible, and offer BSL interpreters to our deaf parents.

- 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 tape, large print etc.

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

- Langley First School tries to make all trips inclusive by planning in advance and using accessible places. Year 4 children have the opportunity to participate in a residential visit to Robinwood Activity Centre which has specialist facilities for disabled people.
- All children are welcome at our afterschool activities and we try to rearrange SEND transport as necessary.

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

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We use this analysis to help us plan our provision map. During the last few years statistics have shown that children in vulnerable groups have performed significantly above the local and national averages.

Each term, the Headteacher will provide information to the governing body as to the numbers of pupils receiving SEN support provision and EHC's as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Headteacher 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 SEN 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.

Target setting for all pupils takes place daily, half-termly and within each Key Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Percentage targets are set for children to achieve Level 2 at the end of Key Stage 1. Targets are also set, within the Basic Skills Policy for children identified as having additional needs. These targets aim towards increasing the number of children who make two sub levels of progress through the National Curriculum levels. Our success in all these areas is evaluated annually and reported to parents/carers in the Governors' annual report.

### **Role of the SENCO**

To formulate and develop an SEND policy throughout the school  
To support and advise colleagues  
To monitor Pivats and Early Years Foundation Stage Profiles and other assessments to identify children with SEND  
To monitor and evaluate the provision of SEND for pupils  
To monitor pupil performance in SEND  
To promote pupil performance in SEND  
To coordinate the review process  
To budget, manage and evaluate resources  
To attend relevant INSET (In service Training) and to disseminate the outcomes with colleagues  
To form and maintain links with Parents  
To induct newly qualified teachers into the school's policy and practice for SEND  
To have an overall coordination of the referral to external agencies  
To liaise with external agencies including Support Services and Voluntary Bodies  
To report and give advice to the Governing Body upon SEND within the school  
To maintain documentation and records  
To arrange screening activities for pupils  
To performance manage Support Assistants (some Support Assistants will be managed through their KS manager)

### **Role of the Headteacher**

To have overall responsibility for SEND within the school  
To performance manage Support Assistants (some Support Assistants will be managed through their KS manager) and SENCo

### **Complaints about Special Needs and Disabilities**

Complaints would follow the same route as other curricular complaints.

1. Complain to SENCO
2. Complain to Headteacher
3. Complain to SEND/ Chair of Governors
4. Complain to LA

This policy will be reviewed Annually by the SENCO, Senior Management Team and SEND Governor; Alongside the Single Equality Scheme.

To be reviewed: Autumn 2021