



Weston Mill Community Primary School

SEN INFORMATION REPORT and POLICY

SEN AND INCLUSION POLICY

Rationale:

Weston Mill Community Primary School (WMCPs) 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 and exciting 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.

WMCPs 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.

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 (LAC)
- any Learners who are at risk of disaffection and seclusion

1. What is special educational needs?

'A child or young person has SEN (Special Educational Needs) 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:

- a) have a significantly greater difficulty in learning than the majority of other of the same age:

or

- b) has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

(SEND Code of Practice 2014 p15-16)

The four main areas of difficulty identified in the Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

This report describes the way we meet the need of children who experience barriers to their Learning in any /all of these areas.

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 Weston Mill Community Primary 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.

WMCPS 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 development and monitoring of inclusion will be undertaken by the Inclusion Filter Group which meets termly, includes teaching and non-teaching staff, and sometimes representatives from other support professionals including Governors and local PCSOs.

The SEN Coordinator also takes the Lead role in relation to inclusion, and as a member of the SLT, reports regularly to the group on this area.

2. Our Objectives Are:

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination

against, children with special educational needs.

- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN.
- To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our community.
- To develop children to become capable, inspired, self-motivated, enthusiastic ambitious and individual citizens
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

3. Who is the person responsible for SEN and Inclusion, and how do I contact them?

Mrs Julia Down

Contact school office on 01752 365250

Email: jdown@westonmill.plymouth.sch.uk

4. Arrangements for coordinating SEN provision

- As part of the school's monitoring programs, the SENCO will co-ordinate parents' meetings with class teachers, three times a year to discuss any additional needs concerns and review progress of children.
- At other times, the SENCO will be alerted to newly arising concerns through the 'Raising Concern' form or through weekly Team and Leadership meetings.
- The SENCO will discuss issues arising from these forms with the class teacher within one week of receiving the form.

- Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The SENCO monitors planning for SEN through the tracking of interventions, termly.
- The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEN through normal classroom observation routines.
- SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. Additional support is funded through individual allocations from the LA.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

5. Specialised Provision

There are no special educational needs classes or groups at Weston Mill Community Primary School, rather, we filter out pupils that require specific support to ensure that they are equipped with the necessary tools to engage fully in class and apply new Learning with increased independence.

6. 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 and who may have additional needs.

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| <ul style="list-style-type: none"> • Baseline assessment results • Progress measured against the objectives in the National Literacy and Numeracy Strategies • National Curriculum descriptors for the end of a key stage • Progress measured against the P level descriptors • Standardised screening and assessment tools • Observations of social, mental and emotional development • An existing Education Health and Care Plan (previously named Statement of SEN) • 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 |
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6:1 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.

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, the child is allocated to the school's SEN register.

Once allocated to the register, a meeting with parent/carers will be requested to raise a support plan (currently known as an Individual Education Plan - IEP), specific to the needs of the individual child. This may involve one or more intervention program to address a particular target or difficulty.

The school has access to a wide range of resources, both internal and external. These include:

In School

A number of well trained and experienced Teaching Assistants, including 1:1 support.

2x Learning Mentors

Counsellor

Drama Therapist

Emotional Literacy Support Assistant (ELSA)

Speech and Language Therapist

External Support

Multi Agency Support Team (MAST)

Educational Psychologist

Educational Welfare Officer

SEND Strategic Advice and Support Team

School Nursing Service

NHS Speech and Language Service

Communication Interaction Team

Early Years Inclusion Service

Primary Mental Health Service

6:2 Monitoring.

Individual Education Plans are reviewed three times per year. The class teacher will take the Lead in the review process. Parents/carers and wherever possible, their child, 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, the child continues to have significant needs which are not being met by current interventions. At this stage, the involvement of **specialist services** will be required. The SENCO will, along with the Class Teacher and parents/carers, determine the appropriate support package for the child. This will require a Multi-agency approach and a team of support will be built around the child. A Multi-Agency Support Plan will then be raised, in addition to the School's IEP, to co-ordinate services and target support.

7. School request for a statutory assessment

For a child on the SEN Register with a Multi-Agency Support Plan, who is not making adequate progress despite a period of support from a number of services, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether an Education, Health and Care Plan is required.

The school is required to submit evidence to the LA who 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 making a statutory assessment.

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

8. Education Health and Care Plan (previously known as a Statement of Special Educational Needs)

A child who has an Education Health and Care Plan will continue to have arrangements as for all children on the SEN register, along with additional support that is provided using the funds made available through the 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 EHC Plan or to the funding arrangements for the child.

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

- The SENCO has obtained the National Award for SEN Co-ordination, through Plymouth

University, in 2014.

- The SENCO attends regular 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/SEND Strategic Advice and Support Team.
- Support staff are encouraged to extend their own professional development and the management team will ensure that needs are met in line with individuals and school.

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

- The Educational Psychologist visits the school and is a member of the school Inclusion Filter Group.
- SEND Strategic Advice and Support Team professionals will visit as required, to provide specific information, share resources and provide in-service training to all staff and SENCO.
- The SENCO liaises frequently with a number of other outside agencies, for example:
 - Excellence Cluster professionals –learning mentors/counsellors/therapists
 - Social Services
 - Education Welfare Service
 - School Nurse
 - GPs / Paediatricians
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - Communication Interaction Team

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

11. 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 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.

- 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.
- IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews 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 may be invited to work alongside pupils in the classroom where this is appropriate.
- A parental reading group is established and reading volunteers work with children during the school day.
- Regular curriculum workshops are offered for parents/carers to attend.
- Parent's/carer's 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.

12. 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.

13. 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 SEN. Information sent from organisations will be posted on the parent's/carer's notice board.

14. Inclusion Principles

- Staff at Weston Mill Community Primary 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.

15. Access to the Environment

- Weston Mill Community Primary School is a single site school. The school is built on two levels with stairs from ground floor or first floor. Entrance to the building is through the main reception, which is ramped and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access, and a lift to provide access to the first floor.
- There are currently four accessible toilet facilities for children in Key Stage 1 and Key Stage 2. There are also showering facilities (on the first floor), and a disabled toilet and changing facilities on the ground floor. There are currently no laundry facilities.
- The disabled toilet is installed with building regulation standard provision for alarm, lighting and safety arrangements (for example, 2 tone toilet facilities) for any visually impaired pupils or visitors.
- Two yellow bay parking spaces have been designated in the carpark for disabled visitors to

park in.

16. 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'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 and leads towards inclusion.)
- 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.
- 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.
- 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 are planned where 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.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

17. Access to Information

- All children requiring information in formats other than print have this provided (e.g. we have previously had a child who used Braille).
- 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.
- WMCPS 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.

18. 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.
- 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.
- Admission to reception is on a part-time basis for a designated time. These arrangements are flexible to cater for individual needs. Prior to starting school, parents/carers of children with a Statement of SEN/Education Health and Care Plan or one pending will be invited to discuss the provision that can be made to meet their identified needs.

19. 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.
- Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- 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.
- Opportunities to use symbols on displays and around the class are optimised.

20. 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.

- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

21. Listening to disabled pupils and those identified with additional needs

- WMCPS encourages the inclusion of all children in the School Parliament and other consultation groups.
- We aim to include children in their target setting and encourage and support them to take an active part in their reviews, through preparation, and making the information and meeting itself accessible and unintimidating.

22. Working with disabled parents/carers

- WMCPS 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 parent's/carer's activities. We also make sure that we hold parent's/carer's meetings in the Hall that is accessible.
- 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. If required, we have regular telephone contact, if this is their preferred method of communication.

23. Disability equality and trips or out of school activities

- WMCPS tries to make all trips inclusive by planning in advance and using accessible places.
- All children are welcome at our afterschool activities.

24. 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 also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
 - A reduction in the percentage of children with very low attainment,
 - An increase in the percentage of children recorded as having special educational

- needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2,
 - A reduction in behaviour incidents and exclusions
- The SENCO will provide information to the governing body as to the numbers of pupils receiving special educational provision as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each level 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 Annual Report to parents/carers will include the details of SEN provision.
- SEN and Inclusion is an agenda item at Full Governing Body Meetings.
- The SENCO will meet with the SEN governor to discuss Inclusion and current SEN concerns. The SEN Governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.
- Individual targets for children with additional needs will be reviewed through IEP targets, and a summary of the outcomes arising from these targets will be included in the governors' annual report to parents/carers and at the subsequent governors' meeting with parents/carers.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN 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 and Level 4 at the end of Key Stage 2. 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 with additional needs who achieve either Level 2 or Level 4 at the appropriate Key Stage, and become more ambitious from year to year. We aim to ensure that all pupils leaving at the end of Key Stage 2 achieve at Least Level 2.
- The policy itself will be reviewed annually by the school's Governing Body.

25. Dealing with complaints

- 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.

- If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- 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.

Frequently asked questions

a) Who can I contact for advice and support for my family and how?

In school: Class teacher, SENCO (see section 3) or a member of the Senior Leadership Team.
School Contact Number: 01752 365250

Out of School

Plymouth Parent Partnership. Plymouth Parent Partnership is a support service for Young people, parents and carers in the Plymouth area. This includes a specialised service to parents and carers of children with additional needs or special needs and disabilities.

They provide impartial and confidential information and support about additional or special educational needs, providing: Impartial support in meetings, Help with reports, letters and other paperwork, Impartial guidance through the statutory assessment process, including: Support through parents request for statutory assessment, Assistance with the EHC needs assessment, Support around proposed EHCP and the appeals process, Support in choosing schools including special schools, Support at annual review meetings, Help in understanding Direct payments and Personal budgets, Support at transfer review from a statement of education needs to an Education Health and Care Plan, Signposting to relevant groups / services - e.g. inclusion works / short breaks, Signposting to the relevant parent carer groups in the city.

Plymouth Parent Partnership we have a team of full time and part time Parent Support Coordinators (PSC's). The core work of PSC's is around SEN, in addition each coordinator is responsible for a particular topic of work, including: Early Years, SEND Support regarding choosing schools for your child, Exclusions, Post 16.

Web address: <http://www.plymouthparentpartnership.org.uk>

Included on their website is a link to the Plymouth Local Authority Local Offer. Local authorities must set out, in one place, the provision available across education, health and social care for children and young people who have SEN or are disabled.

b) Where can I find information about the Local Authority's Local Offer for children and young people with SEN and their families?

Information about the Local Authority's Local Offer can be found on the Plymouth City Council

website.

Web address: <http://www.plymouth.gov.uk/homepage/education.htm>

c) How does the school assess the progress of pupils and what would they do if my son/daughter were falling behind?

Please refer to section 6.

d) How will the school let me know if they have concerns about my child's learning?

- Informal contact from your child's class teacher at school or by telephone.
- Information about your child's general progress and targets will be provided through two/three times yearly Parent's evenings and yearly report.
- Information specific to your child's Individual Education Plan will be provided at the three times yearly review meetings.
- Education Health and Care Plans will have an additional annual review meeting.

e) How does the school support children with SEN?

All pupils in school receive high quality teaching. This means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs.

Classes are supported by teaching assistants who can support small group work or interventions where appropriate.

At times it may be necessary to hold meetings with a range of professionals in order to ensure that we can access the best possible support for your child.

Group or individual work may be carried out by an outside professional.

The vast majority of needs are met through the support available in school. However, a very small number of children with persistent and ongoing complex needs may need the support of an Education Health and Care Plan (EHC). Please refer to sections 7 and 8.

We have a committed team of staff who may be involved in supporting your child at Weston Mill. Please see section 6:1.

f) What training or specialist expertise do staff have to support children with SEN?

School staff have been trained to provide a variety of specialist support. Where the expertise is not present, the school will ensure that relevant expertise is sought from an outside source. Please refer to section 6:1.

g) What further external support can the school access and when would this happen?

Please refer to sections 6:1 and 6:2.

h) How are parents / carers and children and young people with SEN supported to share their views and concerns and work alongside the school?

Parent and children are encouraged to be involved in all aspects of their SEN support. Parents and children are invited to attend the three times yearly IEP review meetings and targets are shared in school and through the school planner which is taken home daily. For additional information please refer to section 11.

i) How accessible is the school environment?

Please refer to sections 16, 17 and 18.

j) If I am not happy with the provision at the school, how can I share my concerns or make a complaint?

In the first instance, please speak to your child's class teacher. However if you still have concerns, please refer to Section 25.