



# ARCHIBALD PRIMARY SCHOOL

## **POLICY ON INCLUSION PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

Revised: September 2017,  
Adopted by the Governor Raising Achievement Committee  
Ratified by the Governing Body: October 2017  
Reviewed September 2018 (**amendments in bold**)

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## 1. **INFORMATION ABOUT THE SCHOOL'S SEN PROVISION**

### 1.1 **Rationale**

We value all of our pupils. We believe that all children have an equal right to an education, which enables them to develop fully their personal, social and intellectual potential. At Archibald Primary we have a commitment to high achievement and we strive to provide all of our children with a quality education appropriate to their individual needs.

We also recognise the fact that a child does not have a learning difficulty solely because their language at home is different from that in school.

### 1.2 **Our objectives are:**

1. That our school's philosophy as outlined above, underpins all of our actions and is actively promoted by all members of our school community.
2. That all children whatever their ability, gender, ethnic origin, social background or disability have access to a broad, balanced, relevant and differentiated curriculum.
3. That we have high expectations of all of our pupils in all areas of school life.
4. That children's views are sought and targets are shared.
5. That we promote positive partnerships with
  - Parents and carers, involving them in children's learning programmes and achievements;
  - pupils so they are aware of their targets and receive positive reinforcement.
6. That we make appropriate use of the expertise of external agencies through having whole school documentation available.
7. That our policy and procedures on Special Educational Needs are known, understood and followed by all members of staff in order that:
  - a) we have in place a consistently applied framework for identifying those children whose individual needs will require intervention (refer to graduated Response Appendix 2);
  - b) we always strive to produce a consistent, high level of relevant education for all our children.
8. To provide relevant staff training.
9. To provide the SENCO with non-contact time to monitor the children's progress, especially in relation to teaching, learning, annual reviews (for pupils with EHCP and SEND Support Plans) and Provision Maps.
10. To develop our system for assessment, recording and reporting so that it is easily managed, accessible and clearly linked to our SEN policy.
11. To provide a clear structure for the management of specialist support, eg timetable and working guidelines for support staff.
12. To produce provision maps which are consistently formulated, manageable and are implemented as an integral part of our short-term planning and delivery.

### 1.3 **Definition of Special Education Needs:**

Children have a special educational need if they have learning, behavioural, physical or medical difficulties, which require special educational provision which is additional to, or different from, the provision generally made for them.

The 1996 Education Act states that a pupil has special education needs if he or she has:

- significant greater difficulty in learning than the majority of children of the same age, or
- a disability preventing or hindering use of the educational facilities provided for children of the same age within the LEA.

A child must not be regarded as having a learning difficulty solely because the language of the home differs from the language in which he or she is taught. However, it may be that in the short-term children with little knowledge of English will need extra support to enable them to develop functional use of the language.

1.4 The SENCO is Steve Cowgill and the assistant SENCO is Catherine Marley. See Section 1.7 for the arrangements to co-ordinate SEN.

### 1.5 **Admission arrangements**

With due regard to parental choice, and the accessibility of the school building all children with special educational needs who apply will be accepted into the school providing there is space in their year group.

### 1.6 **Arrangements for providing access for pupils with SEN to the National Curriculum**

All children will be taught a broad and balanced curriculum. Where children require extra support, resources or extension materials this will be provided wherever possible.

Provision will be mainly provided by the class teacher through:

- careful planning which takes into account the needs of all the children;
- strategic help, with the teacher targeting tasks for pupils who need more input or guidance;
- work which is appropriately matched to the individual need and taught through an arrangement of different groups, tasks or resources;
- good procedures for assessment and recording.

Where this provision is not resulting in progress, as outlined in the Code of Practice, the SENCo will be consulted for advice.

### 1.7 **The arrangement for co-ordinating educational provision for pupils with SEN – roles, responsibilities and structures**

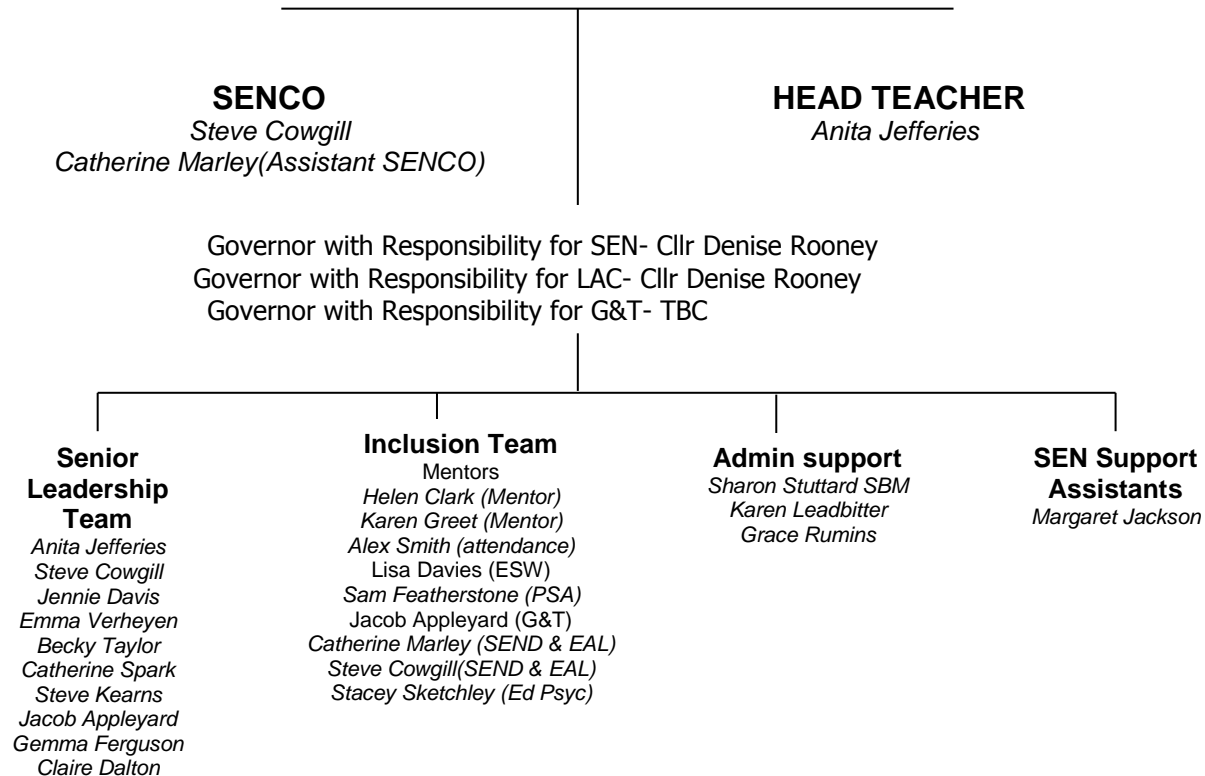
In our school we feel that a team approach is the most effective way we can ensure that the needs of our children are met.

1.8 Archibald Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

# SEN Team Responsible for Co-ordinating SEND Provision

## SEND TEAM 2018 -2019

Overall Responsibility for SEN Provision and Monitoring



Meetings between members of the SEN Team and year group class teachers to review progress are held termly for pupils on the SEND Register, as are co-ordination meetings with SLT to update them on current pupils' progress against targets (This is regular a part of the Standards Team meetings).

### SENCO

The SENCO, as part of the Senior Leadership Team, is able to represent SEN in all decision making and strategic planning. This involves attending Governing Body meetings, as appropriate, and being a partner in writing the SEF.

These responsibilities include:

- liaising with and advising colleagues
- co-ordinating provision, managing any support staff
- maintaining the SEN register and recording system in accordance with Middlesbrough guidance
- liaising with parents together with the class teacher and Team Leader, as appropriate;
- monitoring and evaluating the quality of teaching, learning and standards of pupils' achievements and practice (including carrying out classroom observation, sampling of work, talking to children and parents about action taken and the outcomes), setting targets for improvement;
- reviewing the progress of SEND children within school and, at a regular meeting with SLT, drawing together a whole school picture of the effectiveness of school practice; (mini SEF, SEND Review and Action Plan)

- g) liaising with the CPD co-ordinator to provide INSET activities which are known and used effectively;
  - h) liaising with the senior management team to ensure appropriate levels of funding are budgeted for and built into the School Development Plan;
  - i) building up a resource bank of practical strategies for the identification and assessment of pupil's short, medium and long term SEND as well as resources for providing appropriate work for the children in the classroom;
  - j) working with external agencies and support staff to ensure school use any extra support in the most effective way;
  - k) collaborating with curriculum co-ordinators;
  - l) involvement in strategic planning for SEND provision by identifying future needs and contributing a costed plan for inclusion in the School Development Plan.
  - m) Meeting with the SEN Governor to talk about the outcome of all of the above points.
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### **Responsibilities of Headteacher and Designated Governor**

The role of the Headteacher and Designated Governor is to:

- support the SEND team in carrying out their work to a high standard;
- promote high expectations;
- monitor and evaluate the quality of teaching, learning, attainment and progress;
- ensure that SEND allocation in the budget enables, as far as possible, the team to meet its objectives and by doing so raise standards in the classroom;
- ensure commonality of practice in line with school policy.

The SENCo, Headteacher and the Designated Governor work together as a team to monitor the effectiveness of the procedures in place.

## 2. **INFORMATION ABOUT THE SCHOOL'S POLICIES FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SEN (Refer to Graduated Response – Appendix 2)**

### **The Procedures at work in the school**

The Code of Practice action provides us with a framework for deciding practice.

Each class teacher has responsibility for the educational and pastoral care of the children within his/her class. The class teacher, therefore, is usually the first person to identify the child who is failing to progress. The importance of the class teacher in identifying a concern and responding to that concern is paramount.

#### 2.1 **Concern Level (pre Code of Practice level) – Graduated Response Stage 1**

Before deciding if a pupil is to be registered on the SEND Register, the teacher will observe the child more closely, talk informally to parents and try strategies/differentiation of the curriculum to overcome the child's difficulties. The class teacher will consult with the SENCo/Assistant SENCo/SEN Team.

#### 2.2 **Action and intervention Level (SEN Monitoring & SEN Support) – Graduated Response Stages 2 & 3**

When a child is identified as having SEND they will be added to the SEND Register and their parents/carers informed. A provision map or SEN Support Plan will be written detailing the provision/targets for the pupil. These interventions will not usually be steps on the way to statutory assessment.

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills;
- demonstrates improvements in the child's behaviour.

### **School Support**

**Triggers** – teacher's or others' concern, underpinned by evidence, about a child who despite receiving differential learning opportunities:

- makes little or no progress even when teaching approaches are targeted, particularly in a child's identified area of weakness;

- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
  - presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school;
  - has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
  - has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- (see further guidance in "SEN Thresholds" DfES.)

## **Processes/Roles and Responsibilities**

### **SENCO takes the lead in**

- further assessment of child's strengths and weaknesses, if appropriate;
- planning future support for the child in discussion with colleagues;
- monitoring and reviewing the action taken;
- ensuring parents are consulted and kept informed of action;
- in some cases outside professionals may already be involved. If they are not, the SENCo should contact them if applicable.

### **Class teacher should**

- remain responsible for working with the child on a daily basis;
- plan and deliver a Provision Map or SEN Support Plan.

### **Nature of the intervention**

- SENCO and class teacher decide on the action based on previous assessment;
- joint decision concerning the most appropriate action, eg
  - different learning materials
  - special equipment
  - group or individual support
  - specific Provision Map, effectiveness monitored
  - staff development and training
  - access to support services for one-off assessment, advice, strategies, and provision of staff training without the need for regular input.

### **Documentation required**

- The child's individual records will be centrally filed. An electronic copy can also be accessed in the shared staff folder under the title SEN PROVISION MAPS.
- A timetable of review meetings is drawn up at the beginning of the year.
  - Pastoral Support Programme (EBD) if applicable.
  - Pupil assessment information
  - SEN registration form signed by parent/carer. Pupils cannot be registered without this.
  - Pupil's personal information form.
  - Action summary sheet from educational psychologist, if applicable.
  - Multi-disciplinary team reports.
  - Provision Map – this should only record that which is additional to, or different from, the differentiated curriculum plan which is in place for all children.
  - SEN Provision Map
  - The SEN Register will be kept by the SENCo in collaboration with the data technician.

## **The Provision Map (setting and reviewing targets) should be discussed with:**

- the child, eg plenary within Mathematics, English, PHSE curriculum time; when objectives for the lesson are shared etc. The Provision Map is the responsibility of the class teacher;
- the parents, eg parents evenings/triangulation meeting (class teacher) and/or more often according to the pupils' needs (class teacher/SENCo).

If strategies at Concern Level (Monitoring) and School Support show that a child may need further support to help their progress, the teacher should discuss this with the SENCO, then parents. The records of evidence are vital within this process.

## **Triggers** – despite receiving a Provision Map and concentrated support, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and numeracy skills;
- has EBD which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individual behaviour management programme;
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has on-going communication or interaction difficulties and cause substantial barriers to learning.

## **Processes/Roles and Responsibilities**

**SENCO** when necessary should consult specialist(s) when taking action

### **External Support Services should**

- advise teachers about new Provision Maps and fresh targets;
- provide more specialist assessments;
- give advice on the use of new or specialist strategies/materials;
- in some cases provide support for particular activities.

**SENCO, class teacher, English, Mathematics co-ordinators and external specialists**, should consider a range of different teaching approaches and appropriate equipment, including ICT.

### **External specialist may**

- act in an advisory capacity
- provide additional specialist assessment
- be involved in teaching the child directly

### **Documentation required**

- Child's individual record
  - the new Provision Map should set out fresh strategies for supporting the child's progress.



- Developed with the help of outside specialists but implemented as far as possible in the normal classroom setting. The delivery of the Provision Map continues to be the responsibility of the class teacher.
- If the SENCO and external specialist consider the information to be insufficient and more detailed advice must be obtained from other professionals, then the consent of the child's parents must be sought.

The Class teacher/SENCO should note in the child's records (on their Provision Map):

- what further advice is being sought
- the support to be provided for the child pending receipt of the advice.
- SEN provision sheet

#### 2.4 **School referral for a statutory assessment (EHP) – Graduated Response Stage 4**

Where the SEN Team makes referral for a statutory assessment to the LA, the child will have demonstrated significant cause for concern. Parents must be consulted as part of an on-going dialogue. There should be written evidence of or information about:

- the school's action through School Support;
- Provision Maps and SEN Support Plans ;
- records of regular reviews and their outcomes; - Provision Maps
- National Curriculum assessments;
- attainments in English (Reading and Writing) and Mathematics;
- educational and other assessments, eg advice from a support teacher or an educational psychologist;
- views of the parents and of the child;
- involvement of other professionals;
- any involvement of social or education welfare services;
- child's medical history where relevant.

Refer to Appendix 1 – 'EDUCATION HEALTH & CARE PLAN [EHCP] PATHWAY'

#### 2.5 **Working with Children with Education Health and Care Plans (EHP)**

Short-term targets should be set through the Provision Map, which should record only that which is additional to or different from the differentiated curriculum.

The delivery of the Provision Map continues to be the responsibility of the class teacher with monitoring and evaluation by the SENCo and the LA through the Statutory Annual Review. At the review of Year 5 pupils, provision required at the secondary phase should be considered. The SENCo of the receiving school should be invited to the final review in primary school.

#### 3.0 **Monitoring**

Regular meetings between the SENCo and Senior Management Team are held to discuss progress of SEN children.

The Designated Governor meets with the SENCo on a regular basis so that s/he is aware of the procedures, which operate in school.

The SENCo meets with class teachers, as required, to review the progress and new targets of school support children every term.

The SENCo monitors the reviewed Provision Maps each term and feedbacks to class teachers and team leaders as required.

The SENCo provides termly updates for SEND pupils who are monitored through the Standards Team for each year group

The progress of each child on the SEN Register is tracked termly. This enables us to both analyse the progress of individual children and to look at our success rate across the entire school. Success, in this school, is seen as enabling a child to achieve to his/her optimum progress.

### **3.1 The school has access to the following resources**

- School resources
- Inclusion SEN support provided from outside Learning Support (Anne Bulmer)
- MIND - Individual and group support programmes for pupils with Emotional difficulties or requiring emotional support
- Speech and Language Team
- Outreach support from other Middlesbrough Schools (eg Beverly School, Holmwood School)
- Educational Psychologist Service
- LA SEND Team

### **3.2 Access to the National Curriculum/ Inclusion**

Access to the curriculum is driven through Quality First Teaching in the first instance and then supported through Wave Two and Three intervention. Staff work with the SENCo to ensure targets on Provision Maps are challenging yet broken down into sufficient small steps so to ensure progress.

If children are not making appropriate progress at School Support they may then have access to specialist assessments / resources where appropriate.

Archibald Primary fully supports Middlesbrough Borough Council's Inclusion Policy. The school has an accessibility audit and plan for improvement. Children in school with disabilities are catered for appropriately so as to ensure they have full access to the curriculum The SENCo works with a range of professionals to ensure these children make progress.

### **3.3 Arrangements for considering complaints about special educational provision within school**

1. Initially these should be referred to the class teacher and Team Leader and a meeting will be arranged to discuss the problem.
2. Depending on the outcome of this meeting, referral would be made to the SENCo and then the Head Teacher as appropriate.
3. The parent/carer would be informed of the name of the governor with the responsibility for monitoring the SEN policy and the existence of the list of LA identified/nominated persons who could help them deal with their problem. (refer to SEN Information Report)
4. As we aim to make the parents/carers and child feel as if they are a part of the whole process and aware of how vital we feel their contribution is we hope that we can resolve any difficulties or complaints within the school.

#### 4. **INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOLS**

##### 4.1 **SEND In-service Training**

- To monitor the budget appropriately for those priorities identified in the school improvement plan.
- The CPD co-ordinator and the SENCo will liaise to ensure INSET provision is known and used effectively
- To review SEN policy annually

##### 4.2 **Partnership with parents, carers and pupils**

The school will endeavour to:

- provide clear and accurate information about the child's SEN and the purpose of any assessment, Provision Map or intervention;
- ensure that the pupil and parents/carers understand the agreed outcomes of any intervention and how they can be a partner in working towards their targets;
- be aware that many pupils may already be in contact with other professionals;
- be aware of any local support or advocacy services for children.
- **Keep the school SEND Information Report, as published on the school website, up to date.**

##### 4.3 **Links with other mainstream and special schools**

This school has close links with the secondary schools, which receive our children. Secondary Schools – the majority of our children feed into Acklam Grange and Macmillan Secondary School.

During the Summer Term SEND staff from the secondary schools visit the school, meet the SENCo, Y6 teachers and discuss children's needs and possible transfer problems.

SEN files are passed on towards the end of the Summer Term.

During Y6 we may, if necessary meet with our school psychologist and parents to discuss any transition challenges our children may experience. Formal Statutory Reviews to take account of transfer arrangements will now include Y5 pupils.

SEN secondary staff may attend Multi-agency meetings for Y6 in the Spring and Summer terms.

Learning mentors liaise with the learning mentors in the secondary schools. Learning mentors may go with target children for their transition days.

##### 4.4 **Links with health and social services, Education welfare services**

###### **Social Services**

Emma Verheyen is

- The Designated person working with children on the Child Protection Register.
- The Designated person for Looked after Children

###### **Health**

- The link teacher for the School nurse

The LAC Governor is Cllr Denise Rooney.

###### **Education welfare services**

The ESW is Hazel Davies and the PSA is Sam Featherstone.

**The success of the Policy can be judged by:**

- All pupils and parents/carers are involved in setting and reviewing their targets.
- The SENCO/Assistant SENCO can provide evidence of the above through monitoring classroom practice, evaluating planning, Provision Maps, SEN Support Plans and pupils' work.

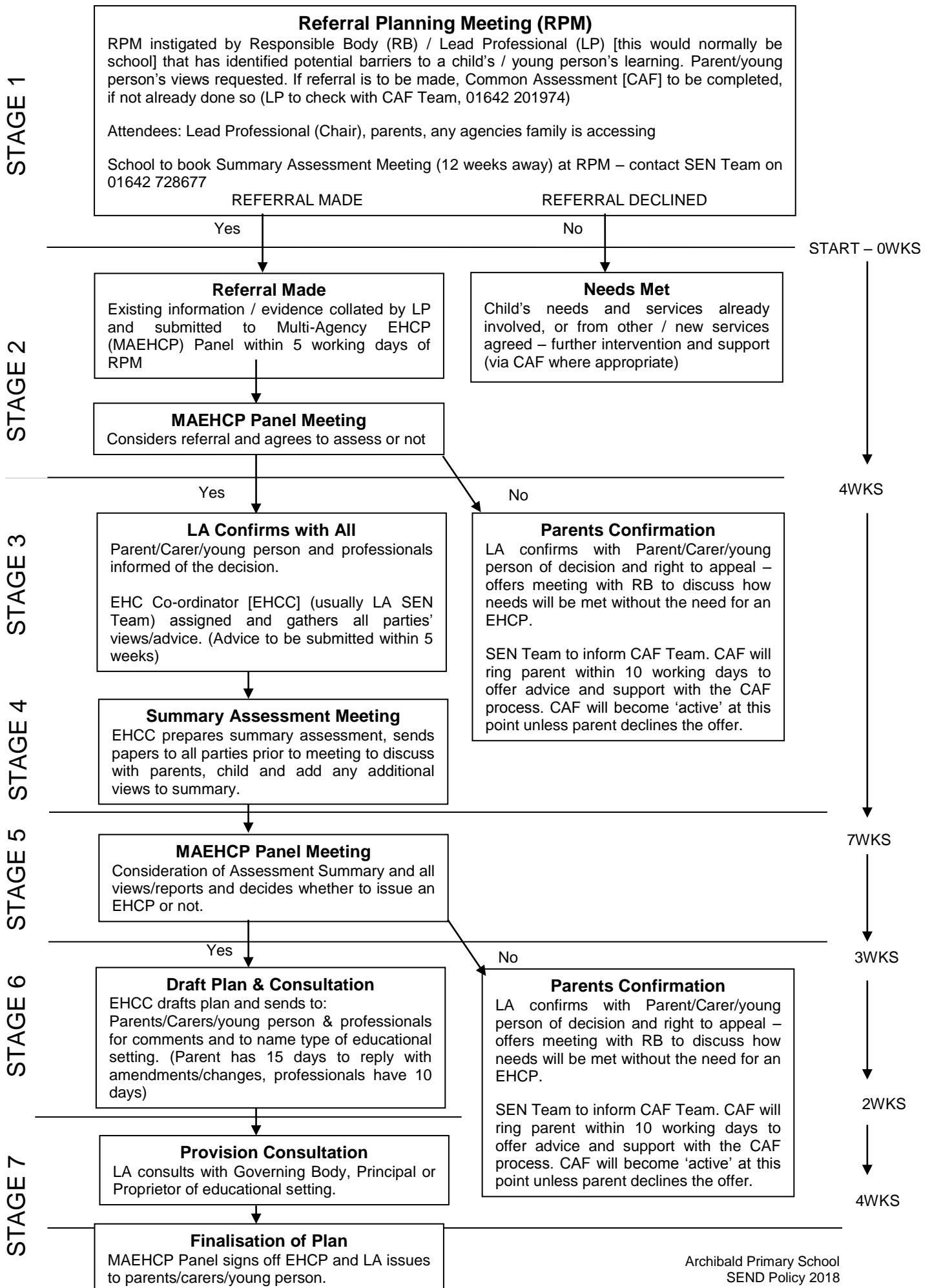
**This policy was reviewed and amended in September 2018 and will be reviewed annually.**

Steve Cowgill  
SENCo

Catherine Marley  
Assistant SENCo

# Appendix 1

## EDUCATION HEALTH & CARE PLAN [EHCP] PATHWAY



## Appendix 2 Archibald Primary School - Graduated Response to SEND

The Graduated response supports Archibald Primary School in deciding whether a pupil should be placed on the SEND Register, whether they should have a SEND Support Plan, or whether, after collection of appropriate evidence an Education Health Care plan is required.

<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>	<b>Stage 4</b>
<b>Cause for Concern</b>	<b>SEN Monitoring</b>	<b>SEN Support</b>	<b>EHCP</b>
<p>This is the first stage on the graduated response. If professional 'alarm bells' begin to ring and staff are concerned about a child, evidence is then collected and staff will highlight on planning /assessments areas of concern.</p>	<p>This stage is for internal monitoring and assessment and will help build a picture of any child who may need to be registered at the SEN Support Stage. At this stage the SENDCo will be aware of the concerns, the child will have been discussed within the year group team and at a pupil progress meeting with the phase leader. The child will be accessing internal intervention and Quality First Teaching. Progress will be tracked and teachers should keep any relevant evidence of progress towards targets and provision made.</p>	<p>SEND registration and support begins. Both the SENDCo and phase leader will be aware of the evidence and the child will have a SEN Support Plan and be closely tracked. School registration forms will now be completed with parents and the child will be registered on SIMS as having a SEND. External agency reports may be required to build the picture of evidence and support required.</p>	<p>This replaces the statement process. There will now be a growing picture of evidence in terms of support, assessments and multi-agency work. At this stage the SENDCo will lead the referral and the meetings required to gain an EHCP needs assessment.</p>
<p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>• Beginning to fall behind age related expectations</li> <li>• Lack confidence in some areas of learning</li> <li>• Difficulty accessing some curriculum areas</li> <li>• Pupil may be withdrawn and have difficulties with social interaction</li> <li>• Slow or zero progress</li> </ul>	<p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>• The child has difficulty in acquiring skills notably in language, literacy and numeracy skills (or early development skills) <b><i>despite appropriate teaching and good attendance record</i></b></li> <li>• Some evidence of lack of confidence in one or more areas</li> <li>• The child requires some level of extra support from a TA to access the curriculum</li> <li>• Shows some lack of understanding in language and comprehension which may affect more than one area of learning</li> <li>• Pupil may show frustration</li> </ul>	<p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>• Sustained low levels of attainment in one or more areas</li> <li>• Inadequate progress despite classroom and internal interventions</li> <li>• Evidence of lack of confidence in one or more areas</li> <li>• The child requires small group and/or high levels of extra support from a TA to access the curriculum</li> <li>• The child lacks understanding in language and comprehension which may affect all areas of learning</li> <li>• Pupil may be withdrawn, isolated, uncooperative or attention seeking</li> </ul>	<p><b>Points to consider:</b></p> <ul style="list-style-type: none"> <li>• The child is well below age related expectations in more than one area</li> <li>• Little or no progress has been made</li> <li>• Evidence of additional spending on interventions and support is available from the SEND team (HNF)</li> <li>• Provision map shows clearly the level of support given over and above everyday norms of intervention and support including the involvement of other professionals</li> </ul>
<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Differentiated learning</li> <li>• QFT</li> <li>• Advice and guidance from the SENDCo</li> <li>• Speak to parents about your concerns and record any concerns the parents may have with regards to home (this dialogue will continue at every stage)</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• Differentiated learning and classroom interventions</li> <li>• SENDCo to give advice and guidance</li> <li>• Learning and language team assessment</li> <li>• Speech and language assessment</li> <li>• Internal intervention (e.g. Lexia, Numbers Count, RWI )</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• SEN Support Plan drafted</li> <li>• Internal and external intervention</li> <li>• Language and Learning Team assessment</li> <li>• EP Assessment</li> <li>• Possible CAMHS assessment</li> <li>• SALT assessment and intervention</li> <li>• Behaviour Intervention</li> <li>• Possible referral to other agencies</li> <li>• Possible High Needs Funding application to LA (HNF)</li> </ul>	<p><b>Actions:</b></p> <ul style="list-style-type: none"> <li>• SENDCo will collate and gather the evidence from reports, assessments and progress over time.</li> <li>• A Referral Planning Meeting will be organised and a decision about whether an EHCP application is appropriate will be made</li> </ul> <p>The process of acquiring an EHCP will be led by the SENDCo along with other professionals, parents and class teacher</p>
	<b>SEND Provision Map</b>	<b>SEN Support Plan</b>	<b>EHCP</b>

