



# **SEND AND INCLUSION POLICY**

## **2021 - 2022**

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**Updated: Sept 2021**

**Signed: SV & TC**

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## **Introduction**

The Special Educational Needs Code of Practice (September 2014) states that a child has special educational needs (SEN) if they have a learning difficulty that calls for special educational provision that is additional to or different from what is provided generally for children of the same age in a mainstream school .

A learning difficulty means that a child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age or
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities that are provided for children of the same age in a mainstream school.

London Colney Primary School and Nursery is an inclusive school where each person is respected and diversity is valued. The School recognises that some children may have additional needs for a short period of time; for example, speech and language or emotional difficulties.

Through effective teaching and learning, support and encouragement, everyone at London Colney is committed to providing the environment and opportunities needed to enable any child with SEN or a short-term need, to be included fully in all aspects of school life. This is achieved by taking action to remove barriers to learning, making reasonable adjustments and by helping the children to realise their potential for improvement. This allows them to make good progress and secure good outcomes, wherever their starting point might be.

## **Statutory Framework**

The Special Educational Needs Code of Practice requires all schools to follow procedures for identifying and addressing the needs of children with Special Educational Needs (SEN). This is known as the **Graduated Response (Assess, Plan, Do, Review)**. The child is at the centre of all SEN Support.

## **Objectives**

In order to meet the special educational needs of children at London Colney, we need to:

**Assess** - identify those children who have difficulties in any of the following 4 broad areas:

- i) Communication and interaction
- ii) Cognition and learning
- iii) Social, mental and emotional health
- iv) Sensory and/or physical

**Plan** – in consultation with staff, parents and where appropriate, the child concerned, decide what form of intervention and support is most suitable to enable him / her to make progress. This may involve a referral to an external specialist teacher or agency such as a Speech and Language Therapist, Physiotherapist or Occupational Therapist.

**Do** – respect the wishes of the individual child

- listen to and work co-operatively with parents to develop and implement strategies / approaches
- make sure all channels of communication are kept open between everyone supporting and working with the individual child
- use a variety of teaching styles to cater for the different learning needs of children with SEN or disability (SEND) to access the Early Years or the National Curriculum
- use and develop resources to effectively support children with SEND
- work in partnership with Governors and agencies to support and enhance the work of children, parents and staff
- ensure appropriate training for all staff working with children with SEND
- make sure the school keeps families up-to-date with new local and national initiatives and implement them as required.

**Review** - regularly assess, and keep records of progress for children with SEND

- meet with parents, and specialist teachers where appropriate, to discuss next steps
- respect the wishes of the individual child by listening to their opinions and involving them in decision-making where it is appropriate to do so.

## **Roles and Responsibilities**

### **The Class Teacher**

Teachers are responsible and accountable for the progress and development of pupils in their class, even where pupils access support from teaching assistants (TA) or specialist staff.

They:

- Teach a differentiated curriculum which takes into account the learning needs of children with SEND
- Make regular assessments and keep careful records to monitor progress and development
- Work with the SENCo (Co-ordinator for SEND) and support staff to revise the support a child is receiving in the light of his / her progress towards outcomes and development
- Hold regular meetings with parents to discuss their child's progress towards outcomes and development and look at provision including how it can be amended to meet need.
- Manage and monitor the support given to children with SEND by TAs and SEN TAs.

## **The Special Educational Needs Co-ordinator (SENCo)**

The SENCo, Louise Dembowicz, is responsible for the arrangements for SEND provision within the School.

In The SENCo's absence, Luke Varney will take on the role of Acting SENCo.

The SENCo

- ensures that the School is following the SEN Code of Practice
- manages the day to day strategic implementation of the SEND policy
- supports and advises colleagues (SEND Governor, Head Teacher, Class Teachers and Teaching Assistants)
- contributes to the professional development of all the staff
- oversees the records of all children with special educational needs
- acts as a link with parents
- liaises with external agencies to gain advice and support for children with SEND
- oversees the use and implementation of a range of resources for children with SEND
- stays up to date with the latest developments within SEND and inclusion, through cluster meetings

## **The Head Teacher**

The head teacher oversees the provision made by the class teachers, teaching assistants and the SENCo for children with Special Educational Needs. The head teacher may also attend meetings with staff, parents and other agencies as required.

## **The Governing Body**

The Governing Body has identified a governor, Maggie Kirby, to have a specific oversight of the school's provision for children with Special Educational Needs and Disability. The named Governor has regular contact with the SENCo and the Senior Leadership of the school to keep up-to-date with and monitor the school's SEND provision. The SEN Governor ensures that all governors are aware of the school's SEN provision.

## **Admissions**

Pupils with SEND are admitted to London Colney Primary School and Nursery in line with the School's admissions' policy. The School, aware of the requirements of the new SEN Code of Practice (September 2014 and the Equality Act 2010), works closely with parents to ascertain whether a child has SEND. It collects all the relevant information so that a differentiated curriculum or reasonable adjustments can be planned and made. The School makes all reasonable adjustments to meet the needs

of pupils who have an Education, Health and care Plan.

## **Access**

### **Access to the school environment**

There are two disabled toilets available to provide greater room for maneuverability for a child or adult needing this facility. Once inside the building, all areas within the downstairs school are accessible.

### **Access to the National Curriculum**

At London Colney Primary School and Nursery, all Class Teachers, the SENCo and SEN support staff carry out an ongoing process of assessment, planning, delivering support and review of progress that identifies a child's strengths as well as areas for development. Children are tracked on a half termly basis and, where the required level of progress is not being made, strategies are used to enable each child to access the curriculum at their own level. For a summary of provision and strategies please refer to the school's *Local Offer* and the *SEN Information Report* on the School's website.

Examples of strategies used are:

- differentiation of the curriculum to match tasks to ability
- breaking down tasks into smaller, more manageable steps and offering opportunities for reinforcement activities
- grouping children according to ability for English and Maths to match tasks to ability
- using a range of teaching styles to cater for the individual learning styles of the children within the class
- using TAs and SEN TAs to provide additional support
- small withdrawal / intervention groups and 1:1 teaching by staff
- accessing resources to support pupils with physical, visual or sensory difficulties
- using ICT as an alternative means of accessing the curriculum
- accessing advice and support from external specialist agencies where necessary.

### **Access to information**

Please refer to the School *SEN Information Report* and the School's *Local Offer* on the website for detailed information about SEND provision at London Colney Primary School.

General information about the School and its various activities can be found in the School on the website. The SENCo shares information about external meetings, workshops or courses that might be helpful to parents, as appropriate.

## **Resource Allocation**

As a maintained school, London Colney Primary School and Nursery is allocated funding to be used for SEND. This budget covers the salaries of the SENCo, TAs employed to work with specific children, specific equipment and resources related to SEND work, courses and training.

Where a child has exceptional needs, it is possible to apply for additional funding. This is very difficult to obtain and a rigorous system of evaluation is in place within county to assess whether a child's needs warrant the extra funding.

At London Colney, our teaching assistants are a vital resource. We currently have class TAs, who work with children with SEN, 1-1 SEN TAs who work with specific children and an early years practitioner in the Early Years Foundation Stage Unit, who supports any and all the children's needs in that setting.

## **Identification, Assessment and Reviews**

At London Colney Primary and Nursery School, we identify children with SEND as early as possible. We value communication with parents / carers and offer opportunities for them to share information about their child prior to him / her starting at the School. We use information from feeder pre-schools and make visits, where appropriate, to see children in their Pre-school setting. Once in our Nursery and Reception classes, Early Years assessment tools are used and Progress Checks are kept and updated with observations and assessment evidence of a child's progress. The Individual Assessment of Education and Learning Development (IAELD) is used to assess the child's ability in months and any discrepancy between a child's age and their ability is quickly identified. We work closely with parents / carers to ensure that their views are heard and taken into account. Where appropriate, the child's own views are also taken into account.

As children move through the School, assessments using pre-key stage standards (where there is a special educational need and the child is working significantly below age related expectations), teacher assessments, statutory assessments, reading, phonic, spelling and maths assessments are used.

Children with SEND are defined by two categories: **SEN Support** (formally School Action and School Action Plus) **and Education, Health and Care Plan** (formally Statement of Special Educational Needs). The School's action in response to a specific need is called 'SEN Support'. When a child is experiencing difficulty accessing the curriculum we employ a small steps approach by breaking down the curriculum into small steps and desired outcomes. Initially any concern is shared with the parents in a meeting with the class teacher and the SENCo. When the concern continues, it may be recorded more formally on an individual pupil passport. By involving the parents and child in the pupil passport meetings, we discuss what is and/or is not working for the child both in school and at home. Together we formulate a plan which consists of:

- Actions, strategies and resources to be used by any adult working with the child at school or at home.
- Date of the next review.

If the child continues to make inadequate progress the class teacher and the Special Educational Needs Co-ordinator (SENCo) will discuss the involvement of another agency with parents and child in order to seek ways of supporting them in the most appropriate way.

## **Education, Health and Care Plan (EHCP)**

If following advice and support by the School and specialist agencies the child continues to demonstrate a significant cause for concern, a request for Statutory Assessment may be made to the Local Authority (LA), in consultation with the parents. A range of written evidence from the school, parents and outside agencies involved with the child will support the request.

An Education, Health and Care Plan / Statement is a legally binding document which



gives details of the child's needs and what is needed to meet them. The School must then do all that it can to meet the needs of the child. Once an EHCP has been given, the School will hold an annual review to discuss whether the needs have changed and whether a change in provision or setting is required. Reviews will take place early if the child's needs change significantly and within six months if the child is under the age of five.

## **Links with outside agencies**

London Colney Primary School and Nursery works with the following agencies according to current needs:

St Albans Plus Schools'  
Partnership LINKs  
Specialist Advisory Service (e.g. Physical and Neurological, Communication and Autism Teachers)  
Speech and Language Therapy  
Educational  
Psychology  
Art Therapy  
Play  
Therapy  
Counselling  
Attendance  
Improvement  
Integration Support  
SpLD Outreach Service  
School Nurse  
SENcos and Outreach Teachers at local schools  
Occupational Therapy

## **Partnership with parents**

At London Colney, we welcome the opportunity to work with parents/carers in supporting their child and we value their input. Parents are welcome to come into school to share any concerns or questions they may have about their child's progress. In the first instance parents should speak with the Class Teacher who will endeavor to meet with you as soon as possible. If a parent wishes to have a discussion with the SENCo or Head Teacher an appointment can be made.

It is vital that parents/carers of children with SEND are involved in the decision - making process about how to meet their child's needs in the best way and they are kept fully informed of the provision that is being made for their children via:

- Pupil passport meetings – parents, staff and the child work in partnership to agree a review statement that both celebrates the child's successes as well as planning personalised outcomes and actions. Pupil Passports can be accessed online by parent request.
- Parent academic review days provide further opportunities to discuss the progress children are making.
- Annual Review of Education, Health and Care Plan
- Team Around the Family meetings

## **Complaints**

In most cases, parents/carers and teachers will have agreed provision for a child with identified SEND. However, should a parent/carer feel that their child's needs have not been identified or met, they should first make an appointment to see the Class Teacher. Most concerns will be resolved in this way. However, they may wish to discuss their concerns further with the SENCo and/or Head Teacher. In the rare circumstance where a parent/carer is not satisfied, they should contact the Governor with responsibility for SEND via the School Office.

SENDIASS (SEND Information and Advice Support Service) is another means of support for parents who may wish to make an appeal to the SEN Tribunal if their request for an Education, Health and Care Plan is deemed inappropriate.

### **Monitoring the success of the SEND Policy**

Evidence of the effectiveness of this policy on progress in learning outcomes or improvements in behaviour for children with SEND will be shown by:

- discussion at an appropriate level with the child about their progress (pupil voice)
- discussion with parents about the child's progress
- discussion with outside agencies, including Statement Education, Health and Care Plan Reviews, about the child's progress
- ongoing teacher and TA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards learning outcomes
- evidence of progress towards targets agreed in pupil passport meetings
- half termly Pupil Progress Meetings with each Class Teacher, Head Teacher and the SENCo
- and if appropriate, evidence of the child's progress towards improving behaviour.

### **Evaluating the success of the SEND Policy**

The success of the policy will result in the needs of all children with SEND being met by:

- listening to the wishes of the child at an appropriate level (pupil voice)
- having an effective, positive and inclusive partnership with parents
- having systems in place for early identification of a child's SEND
- making use of good practice in planning for, teaching and assessing children with SEND
- regularly reviewing the child's progress during pupil progress meetings
- providing additional intervention if progress is not adequate and reviewing the impact of this intervention at regular intervals.
- accessing Higher Needs Funding to support children with exceptional levels of need.

### **Summary of our SEND and Inclusion Policy**

We include all children in our school life, regardless of gender, disability or ethnicity. We encourage respect, celebrate achievement and accept the differences in the wider community. We teach children to be responsible for their actions and to give their best. We recognise that some children may have obvious disabilities such as immobility, requiring the use of a wheelchair. We further recognise that there are others who have more hidden disabilities such as arthritis, dyslexia or autism. We strive to identify and meet the learning, physical, communication and social needs of all these children through adapting teaching to a child's need. Through the development of a strong working partnership with parents and specialist agencies, our aim is to enable children

with SEND to reach their full potential.

We aim to raise and maintain the self-esteem of all our pupils, believing that every child matters and that they can succeed in meeting their own milestones, regardless of any learning, physical, behavioural, emotional, social-based or communication need.

***For additional information please refer to London Colney Primary School SEN Information Report which may be accessed via the School Website.***

***This policy has been written in consultation with parents of children with SEND, Head Teacher, Class Teachers, SENCo and the Governor with responsibility for overseeing provision for SEND at London Colney Primary School and Nursery.***