

# **Federation of Eileen Wade and Milton Ernest C of E Primary Schools**

## **Special Needs & Inclusion Policy**

<b>Governors Committee:</b>	<b>Full Governing Board</b>
<b>Ratified:</b>	<b>DRAFT</b>
<b>Next date of Review:</b>	<b>Autumn 2025</b>

# **Federation of Eileen Wade and Milton Ernest C of E Primary Schools**

## **Policy for SEND and Inclusion**

### **Policy Statement**

Both schools within the federation are committed to providing an appropriate and high quality education for all of our children. We believe that all children, including those identified as having special educational needs, have an entitlement to a broad, balanced and accessible academic and social curriculum. In order to achieve this all children must 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, discrimination and barriers to learning, and to develop an environment where all children can flourish and feel safe.

We are committed to inclusion. We aim to engender a sense of community and belonging and will support learners who may be experiencing 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 individual needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, ability, 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
- learners with special educational needs
- learners who are disabled or have physical conditions which affect their cognitive or social development
- those who have the ability to achieve above expectation
- those who are looked after by the local authority
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs 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 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.

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.

## **Definition of Educational Special Needs**

The Code of Practice for Special Educational Needs and Disabilities (2015) defines Special Educational Needs thus:

*'A child or young person has SEND if they have a learning difficulty or disability which calls for special education 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) has a significantly difficulty in learning than the majority of others the same age,*
- or*
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16*

The special needs policy provides a focus for governors, staff and parents to develop and maintain appropriate resources, planning, implementation, monitoring and evaluation to ensure that the needs of pupils are met in line with the aims of the school. The responsibility for implementing the policy lies with the Head Teacher and the SENDCo on behalf of the Governing Body.

## **Objectives**

1. To ensure the SEND and Disability Acts and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To identify children with learning difficulties as early as possible and make appropriate educational provision for them.
3. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and disabilities.
4. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
5. To provide full access to the curriculum\* through differentiated planning by class teachers, SENCO, and support staff as appropriate.

(\*Except where disapplication, arising from a Statement/ Education, Health and Care Plan occurs. Disapplication is very rare and we aim to offer the full curriculum to all our pupils.)

6. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND.
7. To work closely with outside agencies and the LA to support the needs of children.

8. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
9. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of future school life and learning.
10. To involve parents/carers at every stage in plans to meet their child's additional needs.
11. To involve, where appropriate, the children themselves in any decision making that affects them.
12. To keep parents, governors and the LA informed about the school so that they can make informed judgments about the effectiveness of our provision.

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

1. IEPs will be reviewed at least three times a year and the SENDCo will meet with each class teacher to discuss additional needs concerns.
2. 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.
3. The SENDCo / Headteacher monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, discussion and records
4. SEND support is primarily delivered by class teachers through Quality First Teaching using differentiated teaching methods. Additional support is delivered by trained teaching assistants (TAs). This is funded from the school's annual budget. The support timetable is reviewed regularly as needs arise, by the SENDCo / Headteacher and staff, in line with current pupil needs, educational initiatives, and the budget. Additional support is funded through individual allocations from the LA.
5. Support staff, class teachers, SENDCo and outside agencies liaise and share developments in order to inform reviews and forward planning. Additional support from outside agencies is sought in consultation with the SENDCo.

## **Provision**

We support children with SEND in a range of contexts:

- Support by a Teaching Assistant (TA) within the classroom to ensure that children are accessing the curriculum and are making progress during a lesson and over time. This may be a small group or individual 1-1
- Small group work outside the classroom for short periods of time with a TA when whole class work is inappropriate for their particular needs
- Individual 1-1 work outside the classroom. This is intensive, programmed work for children whose needs are specialised.

IEPs will be in place for all children identified as having some level of additional needs setting out areas for development, targets and provision for support.

## **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 satisfactorily and who may have additional needs.

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum
- National expectations descriptors for the end of a year group or key stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHC plan of SEND
- 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

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCo and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support within the class or small groups
3. One to one provision
4. Involvement of outside agencies
5. Statutory Assessment

## 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 provided for 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.

The school uses the following definitions of adequate progress as that which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Children working in a small group may be taught by the class teacher or a TA but the responsibility for planning for these children remains with the class teacher, in consultation with the SENCO.

## Next Steps

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 involvement of outside agencies may be required. This would occur if:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments

- Additional support is required for communication or interaction needs
- Accessibility will need to be assessed

A variety of support can be offered by these external services such as advice to the school about targets and strategies, specialised assessment or some direct work with the child.

**Monitoring** will be carried out on a regular basis by the class teacher and supporting T.A. matching the child's performance against their targets or needs.

Individual Education Plans will be reviewed three times a year. The class teacher will take the lead in the review process, with new targets and progress shared with the SENCo. Parents/carers will be invited to contribute and will be consulted about any further action.

Provision of special programs will run concurrently with differentiated curriculum support.

In some instances, monitoring and review may show that a child:

### **School request for a statutory assessment**

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum expectations substantially below, (generally around 18-24 months), that expected of children of the same age.
- Continues to have significant difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning, causing the child to fall below expected progress by around 18-24 months, or otherwise severely impacting their ability to socialise and participate in learning.

For a child who is not making adequate progress, despite a period of intensive support, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to draw up an Education, Health and Care Plan.

The school is required to submit evidence to the LA and a judgment will be made about whether or not the child's need 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.

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

A child who has an Education, Health and Care Plan will continue to have the support previously provided by the school, and additional support that may be provided using the funds made available through the EHCP.

The school is required to fund the first 12 hours of support required to fulfill the aims and objectives of the EHCP.

There will be an Annual Review, chaired by the SENDCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

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

- The Code of Practice for Special Educational Needs and Disabilities (2015) requires the school to publish details of its provision on the school web-site.
- The SENDCo attends relevant training to update and revise developments in Special Needs Education and Inclusion.
- In-Service training and individual professional development for teaching and support staff is arranged according to need.
- In-house additional needs and Inclusion updates and are provided through staff meetings by the SENDCo.

### **The use made of teachers and facilities from outside the school, including support services**

- The Educational Psychologist and members of the LA Learning Support Service will visit the school to discuss the needs of individual pupils or school needs
- The Educational Psychologists holds 'drop-in' sessions for advice
- Professionals from the relevant outside agencies visit the school to make assessments, offer support and advice and where appropriate work with pupils, staff or parents.
- Professionals from the Speech and Language Service work with the school to draw up programs of work.
- The SENDCo will liaise, when necessary with a number of other outside agencies, for example:
  1. Social Services
  2. Education Welfare Service
  3. School Nurse



4. Community Pediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy

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

### **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.
- At review meetings with parents/carers we 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.
- Targets will include suggestions of how children can be supported at home. Parents/carers are always invited to contribute their views to the review process.
- Revised IEPs will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home are discussed with parents/carers and distributed on request.
- Parents/carers are able to make appointments on request if they wish to discuss any aspect of their child's progress with the class teacher or SENDCo
- 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. See Complaints policy for further information.

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

Concerns about children joining the Reception Class with particular needs will be brought to the attention of the SENDCo prior to transfer from nursery / pre-school. Where necessary the SENDCo will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENDCo will make contact to further discuss the child's needs.

We will send on all children's records when they transfer to new schools. The SENDCo will discuss these children with receiving schools.

### **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 SENDCo or Headteacher, and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the Social Care Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENDCo or Headteacher if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEND. Parents /carers will be given details of these groups on request or as appropriate.

## **Inclusion Principles**

- The school values pupils of different abilities and supports inclusion.
- We review our practice and explore the best ways of supporting all pupils' needs within the school. There is flexibility in approach in order to find the best provision 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 may be part of this process.

## **Access to the Environment (see also School Access Plan)**

### **ME**

- We make reasonable adjustments for children with visual and auditory difficulties.
- Although most of the school site occupies a very small two storey Victorian building, we have a wheelchair friendly modular classroom with easy access to a disabled toilet

### **EW**

- The main building is a single-story building. The side entrance to the school has wheelchair access as does the entrance to the Early Years classroom. There is one disabled toilet in the main building
- Classrooms in the main building are wheelchair accessible via the hall door or through Year R/1 door. A small ramp can be provided to gain access through Year 3 and 4 door  
The new modular classroom is easily accessible and wheelchair friendly. There is also a disabled toilet.

Our contribution to the local offer is published here:

Eileen Wade:

[https://localoffer.bedford.gov.uk/kb5/bedford/directory/service.page?id=65BVb\\_dddCs&localofferchannel=0](https://localoffer.bedford.gov.uk/kb5/bedford/directory/service.page?id=65BVb_dddCs&localofferchannel=0)

Milton Ernest:

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/service.page?id=zpDv1Y20Zgo&localofferchannel=0>

## **Arrangements for providing access to learning and the curriculum (see also School Access Plan)**

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programs 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 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 made explicit and then activities 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.

### **Access to Information (see also School Access Plan)**

- We will ensure that all children requiring information in formats other than print have this provided
- We will 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.
- We use a range of assessment procedures within lessons to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **Admission arrangements**

- The LA manages all admissions to the school in line with the published admissions policy.
- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- When a child has an EHCP plan or in the process of Statutory Assessment, the LA will consult with the school to ensure that the school is able to provide fully for the needs of the child before allocating a place.
- Admission to reception is on a full-time or part-time basis. These arrangements are flexible to cater for individual needs.
- Prior to starting school, parents/carers of children with an EHCP pending will be invited to discuss their child's needs with the Headteacher / SENDCo.

## **Incorporating disability into the curriculum and wider school activities**

- The PSHE curriculum and assemblies include issues of disability, difference and valuing diversity.
- We aim to review resources to ensure that they promote a positive image of disability and difference.
- All children have the opportunity to be involved in the School Council and other consultation groups. We also have the Jigsaw PSHE program throughout the school which provides opportunities for children to talk about their views and feelings.
- We recognise that there may be disabled parents/carers of children within the school and we will work to try to ensure they are fully included in parents/carers activities and that such activities are accessible to them.
- We try to make all trips inclusive by planning in advance and using accessible places.
- All children are welcome at our after-school activities.

## **Roles and Responsibilities**

### **The Governing Body**

School governing bodies have statutory responsibilities to ensure that the special educational needs of all children in their school are met.

The SEND Governor has regular termly meetings with the SENDCo/headteacher and reports on the current situation at each Governor's meetings.

### **The Headteacher**

**The roles and responsibility of the headteacher are:**

- to ensure the school has a nominated Special Educational Needs Coordinator
- to be kept informed of pupils who have been identified as having special educational needs
- to ensure teachers are aware of the importance of early identification and provision for these children
- to see that the school's Special Educational Needs Policy is reviewed regularly and that such a review is incorporated in the school's policy review plan
- To report to the Governing Body, at their termly meeting, the provision the school is currently making for children with SEND and disabilities and the allocation of resources which are available to them.
- to satisfy the parents of children with special educational needs that the appropriate educational provision is made available to meet their child's needs

### **The Special Needs Co-ordinator:**

The special needs co-ordinator is responsible for:

- The day to day operation of the schools' special educational needs policy.
- liaising with and advising class teachers.
- co-ordinating provision for children with special educational needs - monitoring the implementation of programmes and their effectiveness and progress.
- overseeing the records on all pupils with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- ensuring that relevant reports from external agencies on children with special needs are disseminated to relevant members of staff
- ordering / purchasing /maintaining equipment and resources
- attending courses, reading publications, keeping up to date with new developments
- monitors and reviews the cycle

### **The Class Teacher**

The class teacher is responsible for:

- identifying the child's special educational needs
- informing the SENDCo that the child has been identified as having special educational needs
- collecting and recording all information about the child which will help in the formulation of appropriate provision
- planning the appropriate targets and work to meet the child's identified needs.
- meeting with the child's parents/carers and any agencies that may be involved and keeping informed about the child's needs and progress
- evaluating targets and progress in a termly review
- keeping and updating the records together with the SENDCo
- consulting and working with the SENDCo,
- Contribute to monitoring and review of children's progress

### **Teaching Assistants**

The Teaching Assistant will:

- Work with the class teacher to plan or adapt activities which meet the learning needs of pupils
- Prepare resources
- Deliver planned sessions to individuals and small groups of children

- Support children engaged in differentiated activities in the classroom
- Extend learning activities to challenge children
- Monitor the progress of a child during a lesson and over time
- Feedback to the class teacher
- Assess children's progress against targets set on the IEP
- Liaise with parents and outside agencies whenever necessary
- Contribute to monitoring and review of children's progress

### **Dealing with complaints**

- If a parent/carers wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent/carers 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.

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

The success of the school's SEND and Inclusion Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCo and subject co-ordinators
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- Value-added data for pupils with Special Educational Needs
- Review of Education Plans to ensure that targets set are challenging but achievable
- Regular monitoring of procedures and practice by the SENDCo / Inclusion governor
- Review of policy, which will occur annually
- School self-evaluation
- School Development Plan
- Visits from LA personnel and Ofsted
- Feedback from parents/carers and staff

## **Legislation and guidance**

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### **Abbreviations used in the text:**

SEND            Special Educational Needs

SENDCo        Special Educational Needs and Disabilities Co-ordinator

LA              Local Authority

PSHE Personal, Social and Health Education

EHCP           Education, Health and Care Plan

This policy will be reviewed annually