



## **POLICY FOR SEND AND INCLUSION**

*We, the governors, staff, parents and community of Marvels Lane School aim to foster a lifelong love of learning that builds upon and develops children's interests, strengths and talents. We aim to motivate our children to achieve at the highest level through an innovative, inclusive and creative curriculum. We ensure that the learning is broad and balanced, giving our children opportunities to learn beyond, as well as within, our school environment. We set our expectations high and celebrate the successes of every child. We expect our children to work hard and will help them to raise their aspirations and reach their full potential. Our motto is 'Be The Best That You Can Be' which embodies inclusion and aspiration in equal measure. Our school environment is a safe place where all children are made to feel valued so they are able to become confident, independent learners. We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. **Inclusion begins in the classroom where we will ensure that we provide all children with good quality first teaching experiences in a curriculum that is engaging and relevant and inclusive to all.***

The Marvels Lane Primary School SEND policy is written with due regard to the:

- The Education Act 1996
- The SEN Code of Practice 2014
- DfES Formal Guidance 6/94
- The Special Educational Needs and Disability Bill 2001
- Children's and Families Act 2014

We are committed to providing equal opportunities to all groups of learners regardless of their age, gender, ethnicity, impairment, attainment or background. We are aware that we may need to adapt our provision for different groups of learners, for example:

1. Children with special educational needs;
2. Children who have a physical disability and may need specific care and/or facilities and resources;
3. Children learning English as an additional language (EAL);
4. Children with social, emotional and behavioural difficulties;
5. Children looked after by the local authority; (CLA)
6. Children who are more able or gifted and talented in a specific area.

### **Aims and Objectives of this policy**

We aim to match the quality of our provision to the changing needs of all our children.

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and /or other temporary or on-going barriers to learning.
3. To continually monitor the progress of all children, to identify needs as they arise and to provide appropriate levels of support as early as possible.

4. To provide full access to the curriculum through differentiated planning by class teachers,
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those children where it is deemed necessary.
6. To involve parents/carers at every stage in plans to meet their child's additional needs.
7. To involve the children themselves in planning and in any decision making that affects them, where appropriate.

### **1. Children with Special Educational Needs and/or those who are disabled.**

Children have special educational needs if they have a barrier to learning which calls for special educational provision to be made for them whether their personal barriers are deemed to be of a temporary or more on-going nature.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

### **Roles and Responsibilities**

Provision for children with special education needs is a matter for the school as a whole.

Some responsibilities are defined in accordance with the SEND Code of Practice 0 – 25, 2014

Head Teacher - Mr Edward Dove will:

Have overall responsibility for all aspects of provision but will allocate roles so that the needs of children with special needs are met; will keep governors informed on the needs and progress of the children and will work closely with the SENCO to ensure that the needs of children are met within the school.

SENCo/Inclusion Leader - Mrs Jacqui Macnamara will:

Oversee the day-to-day operation of the school's SEN policy by coordinating provision for children with special educational needs. She will liaise with teachers and manage other relevant staff including learning support assistants. She will monitor the progress and provision of children with SEN, both directly and as part of the school monitoring procedures. She will maintain the records of all children with special educational needs; meet with parents, external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies. She will contribute to the in-service training of staff. She will maintain a high level of subject specific professional development and keep up to date with changes to local and national policy.

Governing body - represented by Mrs Christine Turner will:

Be fully involved in developing and monitoring the SEN Policy, have up to date knowledge about the school's SEN provision, including how funding, equipment and personnel resources are deployed.

Ensure, along with the Head Teacher, that financial resources are available to carry out the SEN policy and ensure the quality of SEN provision is continually monitored. Liaise as necessary with the Head teacher, SENCO and staff.

Class Teachers will:

Provide quality first teaching for all pupils. Identify the SEN of individual children in conjunction with the SENCo, provide learning experiences which are appropriate to the needs of the child, plan for and resource learning to be provided by TAs and ensure TAs are carrying out work as directed by the CT or SENCo.

Provide evidence of assessment, tracking and/or monitoring of progress against specific or individual targets. Provide parents with any additional information as appropriate.

The Learning Mentor (SEN), HLTA and all Teaching Assistants will:

have appropriate responsibility for the child's specific needs during their time with that child. They will be led by the class teacher and SENCo on planning to ensure progress. They will report progress back to the CT

or SENCo as appropriate. They will engage with the appropriate level of training to ensure they understand the specific learning needs of individual children.

### **Identification and Assessment**

If a child's needs have been identified prior to entry; provision is put in place to ensure a smooth transition into school. The admission of disabled children is discussed at a transfer meeting that is held prior to the child starting school. Liaison is made with the Local Authority for support to ensure the facilities are in place for easy access arrangements and a care plan is written and shared with parents. The school has disabled toilet facilities, ramps and a lift for wheelchair users or children with reduced mobility.

In order to support children who have special educational needs we will continue to use a graduated response. We recognise that there is a continuum of special educational needs and where necessary will seek specialist expertise for support with barriers that a child may be experiencing. The majority of children will not pass through all these stages of assessment and provision as action taken at the early stages will mean that the child will make sufficient progress and not need to move on to the next stage. It is only when a child's needs continue to cause concern and/or sufficient progress is not being made, that further action is required.

### **Within school procedures.**

#### Assess

Some children come to Marvels Lane, either through early years or later, with specific needs already assessed. For others, we need to ensure effective early identification of children with barriers to learning which may impact on their progress, attainment or ability to access a full curriculum. Concerns that a child may have learning or other difficulties can be initiated by the child's parents or class teacher. These concerns will be discussed with the SENCo and/or Class Teacher and the child's parents or carers and any other relevant background information is taken into account to help make an initial assessment of the difficulties. It may be decided at this point to refer a child for further assessment from one of the outside agencies.

#### Plan

Following an initial assessment of a child's needs, the class teacher will meet with the SENCo to decide how best to provide support. We have a range of strategies in place to meet a child's needs. Teachers and support staff look carefully at classroom organisation, teaching materials, teaching styles and differentiation to decide how these can be developed so that a child is able to access learning effectively. For some children it may be decided that further intervention, from either our SEN support teachers or our TAs, is necessary.

#### Do

Quality first teaching of an engaging and motivating curriculum, focus group work, TA support, specific resources, extra phonics, reading, maths groups, additional timetabled interventions, are all ways in which we provide extra support for our children to overcome barriers to their learning. We also follow recommendations from outside agencies and specialist reports (such as Speech and Language, Physio etc.) Our provision tracker will show where children are receiving support in addition to the adjustments made in class.

#### Review

All children with identified special educational needs will have their progress carefully tracked and monitored by both their class teachers and the SEN team. Many children will make excellent progress and

only need extra support for a short or specified period of time. Each type of support will be monitored and measured for its impact on progress. The teacher will discuss the progress made and any identified barriers with the SENCo and with the child's parents. Further programmes of support or intervention may be decided and put in place. The SENCo and teacher will continue to review the child's progress and adjust the support as needed.

If progress continues to be insufficient and/or specific difficulties or barriers are identified, it may be decided that further assessment, advice and support from external professionals is required. All referrals require parental consent and will always be discussed with parents and carers.

### **School request for an EHC Plan Assessment**

In a very small number of cases the child's special educational needs will, despite the extra provision, have demonstrated a significant cause for concern. The SENCo will discuss with the parents whether they agree to the school applying to the Local Authority for a Statutory Assessment of the child's needs to be carried out or will signpost parents consider requesting an assessment themselves. The outcome of the assessment may result in the child being given an Education, Health and Care Plan.

### **Education, Health and Care plan (EHC plan)**

When the LA agrees that a child should be given an EHC plan they may be allocated a level of additional funding. This funding can be used by the school to purchase resources or provide additional support appropriate to the child's needs.

All plans must be reviewed at least annually with the parents, the pupil, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan. At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. The SENCO of the receiving school will be invited to attend the final annual review in primary school of children with statements, to allow the receiving school to plan an appropriate transition.

### **Provision and Resources**

Pupils identified as needing additional support will have strategies employed to enable them to make progress. The range of strategies includes the following:

- Extra individual or group support within the classroom
- Sessions of extra support in reading, writing, maths, social skills or other specific skills, individually or within a small group outside of the classroom
- Individual or small group support from a specialist support teacher
- Special resources or equipment for children with sensory or physical needs
- Individual counselling within or outside school
- Assessment and advice from external professionals
- Specific individual reward and/or sanction systems
- Support from learning mentor
- Support at playtimes
- Social skills/nurture (friendship) groups
- Use of specific IT programmes

More complex physical or medical needs will be provided for through a Health Care Plan or on an individual case by case basis.

## **Monitoring and Review Process**

Leaders of intervention groups, after discussion with class teachers and/or the SENCo, should assess the children in their group. This should be reported back to the class teacher.

Parents will be informed and consulted about their child's progress and any additional provision through Parent/Carer meetings or through informal meetings arranged by the class teacher.

Individual Education Plans will be written for children with an EHC Plan and also for any other children who may require individual programs. These will be discussed with parents at Parent/Carer meetings and/or the Annual Review meeting as appropriate.

Parents may, at any time, discuss their child's progress or any other concerns with the SENCo.

## **Partnership with Parents**

We recognise the importance of working in partnership with parents and welcome the valued support they can offer. Parents have unique knowledge and information to impart about their child that will contribute to improved identification and assessment of their child's needs.

The wishes and permission of parents/guardians will be sought and taken into consideration regarding aspects of assessment, provision and intervention.

We understand the concern and anxieties parents may feel when they first realise that their child has special educational needs or is experiencing a barrier to learning. As well as being available for discussion and support, we will endeavour to be sensitive to their feelings and assure them that appropriate confidentiality will be observed at all times.

The child's teacher will be responsible for liaising with the parents of the children in his/her class to discuss their special educational needs and their progress. The SENCo and Learning Mentor (SEN) will be also be available for discussion, support or information. For some children, the SENCo will also often be involved in meeting with their parents as these children often have more complex or severe needs which require external professional advice.

The SENCo will be responsible for arranging the Annual Review meetings for the parents of all children with an EHC plan.

## **Involving Children**

Where possible and/or appropriate children with an EHC plan should be offered the opportunity to be included in their Annual Review meetings. However, the child should not be pressed to take part in the meeting if they do not have the appropriate skills or do not wish to do so but their views should be represented through an discussion with their parent, teacher or support staff who know them well. All children at Marvels Lane are encouraged to have an understanding about their own learning and to be able, with support if necessary, to express an opinion.

## **Working with Outside Agencies**

Advice and practical support can be obtained from a number of external agencies. We currently draw on the following:

- The Educational Psychology Service
- Drumbeat Outreach support team.
- The Inclusion Outreach Service
- The Social Communications Difficulties team
- The Speech and Language Therapy team.
- The Child Health Services (including Occupational therapists and Physiotherapists)
- The Continuing Care Nursing team
- The Child and Adolescent Mental Health Service (CAMHS)

- The Educational Welfare Service
- Children's Social Care
- Family Support Team /Parents in Partnership

### **Staff Development**

We will continue to raise the skills, knowledge and understanding of all staff as well as enabling individuals to develop higher levels of expertise in specific areas of need.

Training for staff will be delivered in a variety of ways. The SENCo will attend LA meetings and will access appropriate training to ensure she is up to date in her own knowledge and understanding and so able to support the staff. Inset relevant to all staff (e.g. on a particular type of special need such as 'Autism') will be arranged by the SENCo and will include training from outside specialists. This type of training will, where possible, also be offered to Teaching Assistants, and Midday Supervisors. The SENCo will also be responsible for ensuring all staff are made aware of any changes to the school policy. Training requested by individual teaching or support staff or recommended through EHC plans will be provided where appropriate. External specialists will be brought in to offer advice to individual teachers about particular children in their class.

### **Complaints Procedure**

If a parent or carer has concerns they should discuss these with the class teacher, often this can lead to swift resolution of the problem. Failing that they should meet with the SENCo and/or the Head teacher. In the unlikely event that a problem is still unresolved, complaints can then be referred to the School Governor responsible for Special Educational Needs. If parents are still dissatisfied with the school's response to the complaint they have the right to contact Lewisham's Special Educational Needs Department. For parents of children with an EHC plan there is also direct access to their child's named SEN caseworker.

If parents wish to appeal against a final decision made by Lewisham LA about assessments or statements they can put their case to the Special Educational Needs Tribunal. Details about this tribunal can be obtained from Lewisham Education Department.

## **2. Children learning English as an additional Language (EAL)**

We are strongly committed to promoting equality of opportunity for all children learning English both at an early stage of English language acquisition and more advanced bilingual learners. All staff:

- have the responsibility to provide the highest quality first teaching and learning opportunities for all children.
- provide enhanced opportunities for speaking, listening and drama;
- ensure children have access to good models of spoken English;
- provide additional visual support, e.g. posters, pictures, photographs, objects, demonstration, use of gesture;
- provide additional verbal support, e.g. repetition, modelling, peer support, pre- teaching key vocabulary;
- make use of a range of ICT activities;
- make use of collaborative activities that involve purposeful talk and encourage and support active participation;
- provide scaffolding for language and learning, e.g. talk frames, writing frames;
- provide a variety of ways for children to record their work, including recording in their first/ home language;
- where appropriate, provide dual- language books and dictionaries

## **Assessment**

- All children, including those learning English, are assessed according to the whole school Assessment policy. If a pupil is significantly below age related expectations they may be assessed using 'A Language in Common'.
- Robust data analysis is carried out to ensure children learning EAL are achieving in line with the rest of the school;
- All staff are aware that in some cases, children may have additional needs as well as EAL and additional support will be provided accordingly.

### **3. Children with Social, Emotional and Behavioural difficulties**

Some children experience social, emotional or behavioural difficulties which are a barrier to their learning. Good communication with the pupil's parents or carers is vital. For some children a specific behaviour plan will be written and agreed with the child and parent/ carer. Our pupil/parent support worker and learning mentor (SEN) also provide 1:1 and small group support for some children. In some cases, a referral will be made to Inclusion Outreach Service. The PPSW and learning mentor work closely with parents and provide opportunities for them to access additional support and develop their parenting skills. We provide opportunities for long term therapy or one off, drop in counselling through our partnership with Place2Be

### **4. Children looked after by the local authority (CLA)**

Children in public care will be subject to all school assessment and identification procedures. In addition they will have targets set within a personal education plan twice a year. The targets will be set by the school, the carer and social services. We aim to send a representative to all reviews. We aim to work closely with social services and carers. Academic progress will be reported to the governing body.

### **5. Children who are more able.**

Marvels Lane Primary School recognises that some of its children may have high academic abilities or special talents. Children identified as being more able, gifted or talented may be provided for through a differentiated curriculum provided by their class teacher. The teacher may discuss needs with the Inclusion Manager. They will also be supported and challenged through specific interventions which will be incorporated into our provision. At times during the year they may have a particular focus or be invited to join a club provided by the school or an outside agency. Children who are talented also have the opportunity to be involved in our extracurricular clubs programme.

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