



Policy to Promote the Successful Inclusion of Pupils with Learning Difficulties and / or Disabilities

Collingwood School

1 Introduction

At Collingwood School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Our mission to nurture and challenge all of our pupils is embodied in this policy as we aim to bring out the potential in all of our children.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning. We recognise that a range of learning support needs, learning difficulties, behavioural problems, physical or sensory disabilities exist in this school. For some pupils, the difficulties might be mild and short term, but for others they may be long term and more complex. We recognise that there is a continuum of learning support and Special Educational Needs and Disabilities (SEND) and that the needs of the majority of our pupils are at the learning support level, below the SEND level.

A pupil has SEND when their learning difficulty or disability means they have significantly greater difficulty in learning than the majority of others of the same age or the difficulty prevents or hinders them from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

We are committed to ensuring that all pupils can achieve well in their early years at school and go on to lead happy and fulfilled lives. This policy includes those procedures to be adopted in order that children with specific learning difficulties may access the broad and balanced curriculum available to all pupils at Collingwood. This includes our pupils in the EYFS setting. In our school's three-year Accessibility Plan, we demonstrate that we are constantly reviewing the manner in which we make all aspects of school life accessible to pupils with a range of needs and disabilities.

2 The specific objectives of our SEND policy are as follows:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met
- To ensure that children with special educational needs and disabilities participate in all the activities of the school
- To ensure that all learners make the best possible progress
- To ensure parents are informed of their child's needs and provision and that there is effective communication between parents and school
- To ensure that learners express their views and are fully involved in decisions which affect their education
- To promote effective partnership and involve outside agencies when appropriate.



The success of the school's SEN policy will be judged against the aims set out above. The success of this policy will be reviewed annually by the SENCO and our Curriculum Board of Governors. The Head Teacher and governors will ensure that it makes appropriate educational provision for all pupils identified as in need of it. The Accessibility Plan is reviewed on an annual basis by the Head and Governors.

3 The school seeks to uphold these fundamental principles, in line with the SEND Code of Practice (updated January 2015):

- To enable all children to have full access to all elements of a broad, balanced and relevant education and extra-curricular activities.
- To educate pupils with SEND alongside their peers within the normal curriculum.
- To provide quality teaching that is differentiated, inclusive and personalised appropriately so that barriers to learning can be removed and pupils can reach their full potential, experience success and enhance their self-esteem in an environment which accepts and values them as individuals.
- To offer an educational provision that is additional and different where needed, either classroom based or through individual or small group sessions, deploying staff and resources flexibly to meet identified needs. Pupils, wherever possible will be educated in their own class group and only withdrawn from the classroom where additional specialist teaching is considered essential to provide skills and strategies to enhance their performance.
- To ensure that each child receives an equal opportunity (see Equal Opportunities policy).
- To have high ambitions and set stretching targets, tracking and reviewing children's progress towards these goals.
- To ensure that pupils and their parents have a voice in this process and are involved in decision-making regarding the pupil's education, including target setting and reviewing.
- To monitor the pupils' needs and review progress using best practice and evidence-based material, provided by classroom teachers and the SENCO.
- To ensure early identification of needs and early intervention to support them.
- To promote positive outcomes in the wider areas of personal and social development.
- To make clear the expectations of all partners in the process – SENCO, staff, parents and pupils: the continued progress of pupils with SEND is the responsibility of all staff. Where appropriate, to work in close liaison with the local authority, to improve outcomes for children with SEND or disabilities, and in a very small minority of cases, developing EHC (Education, Health and Care) plans for pupils where necessary.
- To ensure that all staff have a clear understanding of the responsibility for Special Educational Needs, Learning Difficulties and /or Disabilities, making sure that all staff training is provided to facilitate pupil's individual needs. There will be schemes of work in place, a recording system, IEPs where needed and regular monitoring of each child's progress.

4 The role of the SENCO

The named SENCO for the school is Mrs Herriett. A member of the teaching staff, Mrs C Sawyer, is designated as the SEN Teaching Assistant (TA), and works in consultation with the SENCO in order to provide appropriate additional support for SEN pupils. The Board of Governors as a whole is responsible for making provision for pupils with special educational needs.



The key responsibilities of the SENCO include:

- Overseeing the day – day operation of the school’s SEN policy
- Liaising with and advising fellow teachers
- Managing SEN TAs
- Coordinating provision for pupils with special educational needs
- Overseeing records on all pupils with special educational needs
- Liaising with parents
- Contributing to in-service training of staff
- Liaising with external agencies

5 Identification, Assessment and Provision of Special Educational Needs

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the **Code of Practice 2015**. A range of evidence is collected through assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class or subject teacher will consult with the SENCO in order to decide whether additional and / or different provision is necessary.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Pupils who have disabilities and /or special needs will be recorded on the school’s SEN register..

Provision/action that is additional to, or different from that available to all, will be recorded in an IEP (Individual Education Plan). This will be written by the class teacher in consultation with the SENCO, pupil, parents /carers and other relevant teachers.

It may also involve consultation and advice from external agencies/ specialist services e.g Speech and Language Therapists.

The IEP will set targets for the pupil and will detail:

- *the short-term targets set for, or by the child*
- *action plan /teaching strategies to be used*
- *suggested classroom support*
- *the provision to be put in place*
- *when the plan is to be reviewed*

The IEP will be reviewed three times per year (September, February and May) and the outcomes / exit criteria will be recorded. Pupils will participate in the review process according to their age and abilities.

Parents / carers will also be invited to participate in the target-setting and review process.

Records of IEPs and other individual pupil information, such as the register, will be stored on our password-protected Scholar Pack MIS system or the secure files on the school’s Google Drive.

Further provision - Provision for school trips or events that is additional to, or different from, that available to all, will be outlined on the risk assessment for the outing as necessary. Risk assessments may be deemed necessary for particular on-site activities.

Special arrangements for exams and tests e.g. extra time, one to one support will be provided as necessary.



6 Procedures to follow for the identification of pupils with SEND at Collingwood School

School Support

- An expression of concern by teacher/ parent that child is having difficulty with some aspect of learning, or evidence from assessment or from external benchmarking that a child is not making sufficient progress.
- Observation by appropriate teaching staff is made, if deemed necessary, to help identify specific difficulties
- Make parents aware of action to be taken
- Fill in appropriate form to focus on area of concern.
- Place pupil on SEN register at School Support level
- SENCO to consult with class/ subject teacher to identify ways of giving additional support
- Devise IEP, if necessary, to suit pupil's needs.
- SENCO and SEN TA to give additional support, if necessary
- Monitor progress and review at least three times per year
- Remove from register if special educational provision is no longer required
- Remain on School Support if deemed necessary

School Support Plus

- Progress to School Support Plus if support from external agencies is required
- Consult with parents / carers. Fill in appropriate form
- New IEP drawn up, including involvement and proposed intervention from external agencies/ specialist services.
- SENCO or specialist service to provide additional support out of class, in small group, or individually.
- Return to School Support if sufficient progress is made
- Remain on School Support Plus if deemed necessary

EHC Plan (Education Health and Care Plan)

Parents and the School have the right under section 36(1) of the **Children and Families Act 2014** to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right to appeal to the First-tier Tribunal (Special Needs and Disability). Where a prospective pupil has an EHC plan, we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School. We will cooperate with the local authority to ensure that relevant reviews of EHC plans are carried out as required. The EHC Plan is to be reviewed annually - while this is the responsibility of the local authority, the school is committed to liaise with the appropriate authority at every stage to ensure the best possible provision for the child.

Assistance in costs - Any additional costs that are needed to meet the requirements of the EHC plan, for example one to one support, specialist teaching/therapy or specialist equipment will need to be charged to the local authority if the local authority is responsible for the fees and our School is named in Section 1 of the EHC plan. In all other circumstances charges will be made directly to the parents unless the additional services can be considered to be a "reasonable adjustment" where no charge will be made, in accordance with the **Equality Act 2010**.



Fees assistance - In some circumstances, when it is deemed by the local authority that the school is the most suitable place for a child with an EHC plan, the local authority will be responsible for the payment of the pupil's school fees. The school will again liaise with the local authority to ensure that the suitable provision is made and the school will remain responsible on day-to day basis for the implementation.

7 Transferring to other schools

When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. The SENCO will liaise with the SENCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. The required secure transfer of data records will be made.

8 Complaints Procedures and further advice

The schools' complaint procedures are set out in the relevant policy and procedures. The child's class teacher will work closely with parents at all stages in his education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution.

The Head teacher / SENCO makes an annual review of training needs for all staff involved with SEN teaching taking into account school priorities as well as personal professional development.

The SEN register will be updated regularly to take account of changes to needs of SEN pupils. All appropriate staff will have access to IEPs and any other information necessary to help them support SEN pupils in class,

If requested, the school will provide information about the Parent Partnership Service to all parents of children with special educational needs. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs. The school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.

Reviewed and updated Sept 2019