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**Jervoise Special Education Needs, Disability and Inclusion Policy**

**1. Summary Statement.**

1.1 Jervoise Primary School has a named SENDCO and Inclusion manager and a named Trustee responsible for SEND. They ensure that the School’s Special Educational Needs, Disability and inclusion Policy works within the guidelines and inclusion policies of the Code of Practice (2014) section 69(2) of the Children’s and Families Act 2014, regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulation 2014, the Local Authority and other policies current within the school.

1.2 We recognise that pupils have a rich and diverse range of strengths and needs and, where possible, should be educated in mainstream, providing the appropriate support, advice and resources are available.

**Definition of terms:**

CoP: Code of Practice

IEP: Individual Education Plan

EHCP: Education and Health Care Plan

SENDCO: Special Educational Needs and Disabilities Co-ordinator

EHT: Executive Head Teacher

HT: Head Teacher

DHT: Deputy Head Teacher

TA: Teaching Assistant

SEND: Special Educational Needs and/or Disabilities

NC: National Curriculum

EYFS: Early Years Foundation Stage

**Aims**

At Jervoise Primary School our aim is for all pupils to be ‘Safe, Secure and Successful’. In order to achieve this we must ensure that we:

* Meet the needs of the whole child
* Provide all children with a relevant, personalised curriculum
* Develop pupil independence
* Raise pupil self esteem
* Remove barriers to new learning
* Value the pupil and take into account their views
* Work alongside parents, enabling them to support their child’s education

**To achieve our aim we will:**

* Accurately identify need as early as possible and provide support
* Provide appropriate in class support enabling all children to have access to the EYFS and NC
* Incorporate IEPs into curriculum planning and have class based targets
* Take a whole school approach to the identification, assessment and provision for children with SEND
* Develop an effective partnership between school, parents and outside agencies
* Encourage children and parents/carers to participate in decision making about provision to meet their child’s educational needs
* Track and monitor provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through school

**Definition of Special Educational Needs:**

*A child has special educational needs if he or she has a difficulty or ability which calls for provision to be made for them that is over and above what the majority of children of the same age are offered*

**We see children with SEND as those who:**

* Have significantly greater difficulty in learning than the majority of children of the same age. Children may demonstrate feature of moderate, severe or profound learning difficulties, specific learning difficulties e.g. dyslexia, dyspraxia and require specific programmes to aid progression in cognition and learning.
* Have a disability such as a visual or hearing impairment which either prevents or hinders the child from making use of educational facilities. They may have physical impairments which require them to have specific equipment.
* Have emotional or behavioural difficulties which may cause children to be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, present with immature social skills and or present challenging behaviours.
* Have communication and interaction difficulties which may include children with speech and language delay, impairments or disorders, specific learning difficulties and ASD.
* Are gifted and talented or exceptionally able and as such need additional provision to reach their potential.

**Roles and Responsibilities**

SENDCO and inclusion manager: Mrs Sarah Nash

The designated Trustee for SEND is Mrs Susan Egersdorff.

* Overseeing the day to day operation of the policy - DHT, SENDCO
* Ensuring an appropriate budget allocation to meet SEN – EHT HT
* Co-ordinating, monitoring and evaluating provision including interventions for children with SEN - SENDCO
* Working with children with SEN across school - SENDCO, Class teacher, TA, Pastoral manager
* Monitoring the progress of children with SEN alongside class teachers and phase managers EXT, HT, DHT, SENDCO
* Liaising with and advising teachers whenever necessary SENDCO
* Updating and overseeing SEN records of children on COP, in conjunction with class teacher EXT, HT, DHT, SENDCO
* Liaising with parents and carers DHT, SENDCO, class teacher
* Organising and delivering INSET in order to meet needs of staff SENDCO
* Ensuring that relevant background information is collected, recorded and updated accordingly SENDCO
* Overseeing IEP and reviewing process DHT,SENDCO, class teachers
* Monitoring the work allocation for TAs EHT, HT, DHT
* Advising class teachers, co-ordinators and support staff DHT, SENDCO, Pastoral manager
* Liaising with outside agencies DHT, SENDCO, Pastoral manager
* Organising, contributing to and monitoring the SEND in service training of all staff HT, DHT, SENDCO
* Liaising with and informing the Governing body EHT. HT, DHT
* Liaising with SENCOs of secondary schools upon transfer to KS3 SENDCO, Year 6 teacher, Pastoral Manager
* Organising the assessment of children joining the school SENDCO, class teacher

**Teachers will:**

* Be aware of school procedures for the identification and assessment of children with SEND
* Work with the SENDCO to decide the action required to assist the child to make progress
* Work with the SENDCO to collect all available information on the child
* Develop and review IEPs for pupils
* Work with SEND children on a daily basis to deliver the individual targets set out in the IEP
* Develop effective relationships with parents and feedback on progress and impact of planning
* Encourage children to participate in decision making
* Assess pupil progress and identify next steps to learning
* Work with the EHT, HT, DHT and SENDCO to identify their own training needs around SEND

**Teaching Assistants will:**

* Provide relevant support to identified pupils
* Develop positive relationships with parents and professionals
* Assist with the recording, monitoring and evaluation of pupils’ progress
* Assist with the identification and effective provision of appropriate resources
* Attend liaison, team and service meetings and undertake INSETs
* Work alongside the SENDCO and teaching staff in the preparation of IEPs

**Pupil Participation**

The school actively encourages the involvement of children in their education.

We want pupils to:

* Understand where they are in their learning and where to go next.
* Be able to articulate what they have learnt, the strengths and weaknesses of this and where they need to go or what they need to achieve next
* Know how to improve and aid their own learning
* Pupils are asked for their views on each target and for next step targets during IEP reviews

**Parent/Carer participation**

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child’s needs. All parents of children with SEND will be treated as partners, given support to play an active and valued role in their child’s education. The school website contains links to the SEND Information Report including the arrangements made for children in our school with SEND.

We will:

* Have an open door policy throughout school, allowing parents to come in and see staff openly as and when required.
* Involve the parents/carers in decision making regarding the methods by which their child’s needs will be met
* Invite the parent/carer to attend all meetings
* Discuss the purpose of assessment arrangements and the implications of the IEP with the parent/carer providing them with a copy of the IEP
* Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in the IEP
* Ensure the parent/carer is aware of their right to appeal regarding aspects of their child’s SEND provision
* Aim to develop the parent/carers’ confidence in the provision made for their child’s SEND

**SEN Code of Practice and assessing needs through the graduated response**

The SEN code of practice 2014 sets out a graduated response to meeting children’s SEN. There are 3 tiers within the graduated response:

* **Universal support** (children who only require personalised targets within the classroom),
* **Targeted support** (children whose needs are more significant and therefore require intervention and target work within a small group or on a one to one basis)
* **Specialist support** (children who require more specific intervention usually from external agencies who will provide staff with more specialist assessment).

Children who are receiving SEND support will be assessed at least 3 times a year against the appropriate EYFS or NC level targets. Some children on SEND support will require an IEP that will detail targets and support that they will need. Any new children who arrives in school and are SEND will be assessed after 4 weeks of joining school

**SEN Support:**

The SENCO and the child’s class teacher will decide on the action needed to help the child progress in light of earlier assessments, monitoring of work and observations. This may include:

* Differentiated learning materials (Universal support)
* Some group or individual support, which may involve small groups of children (Targeted support)
* Links with external agencies to advise and support where necessary (Specialist support)

**Quality First Teaching:**

The class teacher is responsible for ensuring that the child’s individual and personalised targets are the ones that the child is working on in the classroom. This is to ensure that the pupils are given the maximum support possible to achieve their targets and make significant progress. Support with identifying appropriate targets is provided by the SENDCO. The SENDCO will also monitor planning to ensure that the needs of SEND pupils are being met.

For children who require more specific intervention, external agencies will usually see the child in school so that they can provide staff with more specialist assessments that can inform planning and the measurement of pupil’s progress, give advice on the use of new or specialist strategies or materials.

The triggers for this could be that, despite receiving an individualised programme and/or concentrated support within the classroom, the child:

* Continues to make little or no progress in specific areas over a long period
* Continues working at NC levels substantially below that expected of children of a similar age
* Has emotional or behavioural difficulties which regularly interfere with the child’s own learning or that of the class group, despite having an individualised programme.
* Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
* Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause barriers to learning.
* Progress will be assessed through teaching and monitoring and is assessed after one term, with parents.

**Education Health and Care Plan**

An EHCP is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to 25. It is a method of providing support that puts children, young people and families at the centre of the assessment and planning process, to make sure that their views are not only heard but also understood. This new process focuses on what is important for children and young people, i.e. what they and you want to achieve now and in the future.

If a pupil is not making suitable progress the SENDCO, in consultation with parents and agencies will decide whether to make a statutory request for an Education Health and Care Plan. School staff, parents, external agencies will be consulted regarding the child’s needs and SEN Assessment and Review (SENAR) will decide whether to issue the child an EHC Plan. The LA will be given information about the child’s progress over time, and will also receive documentation in relation to the child’s special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

* Previous IEPs, copies of intervention work carried out and current targets for the child
* Records of regular reviews and their outcomes
* Records of the child’s health and medical needs where appropriate
* Attainment in Literacy or Numeracy or the equivalent if EYFS
* Education and other assessments e.g. from an advisory teacher or educational psychologist
* Views of the parents.
* Reports and assessments from any other agency involved with the child and/or family
* a CRISP assessment carried out by multiple agencies and school

Specific needs and objectives for development and support are identified. Provision, training, resources and the involvement of agencies will also be clearly identified in the EHC Plan. The EHC Plan will be reviewed annually. The child will continue to follow an IEP, linked to objectives in the EHC Plan.

**Writing IEPs**

IEPs are reviewed 3 times a year alongside a child’s progress and inform the future planning and actions for that pupil.

IEPs include

* 2-3 short term targets relating to addressing key barriers to learning for the child
* Success criteria
* Pupil, Teacher and parent comments (reviews)
* Teaching strategies to be used
* Provision needed to be put in place
* Time scales to achieve targets
* When the plan is to be reviewed
* Clearly demonstrates the cyclical process of assess, plan, do and review

**Links with other agencies**

The school works closely with professionals who meet outside of school with or visit the school to offer support to pupils, parents and/or staff.

These agencies include:

* Private Educational Psychologist
* Pupil and School Support
* Private Speech and Language Therapist
* NHS Speech and Language Therapists
* Communication and Autism Team
* Hearing Impairment Team
* Visual Impairment Team
* Physical disabilities Support Service
* Birmingham Children’s Hospital
* Podiatry Team
* Physiotherapy Service
* Occupational Therapy Service
* ADHD nurses
* Paediatricians at Allen’s croft Children Centre
* Various GPs
* School Nurse
* Health Visitors
* TESS
* FTB

Policy Reviewed: Sept 2019 Signed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_