

## **Temple Ewell Church of England Primary School**

“Praise be to the God and Father of our Lord Jesus Christ, the Father of compassion and the God of all comfort, who comforts us in all our troubles, so that we can comfort those in any trouble with the comfort we ourselves receive from God.” (2 Corinthians 1 : 3-4)

*Temple Ewell CEP School is an Inclusion Flagship School (IQM 2018-) having been an Inclusion Centre of Excellence for four years (IQM 2014 – 18). This status is annually monitored and reviewed by IQM to ensure continued best practice.*

### **Policy for Special Educational Needs and Disabilities**

This Policy is written with reference to our Statutory Obligation under the 2010 Equality Act and 2014 Special educational needs and disability code of practice: 0 to 25 years

The SEND Code of Practice defines SEND as

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational 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:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 institutions” (DfE)

### **Policy objectives**

- In order to meet the special educational needs of our children at Temple Ewell CE Primary School we adhere to the Expectations of the SEN Code of Practice (2014)
- We identify those children who have SEND as soon as possible.
- We provide intervention at a suitable level when a child is identified as having SEN.
- We have high expectations for all children including those with SEN
- We use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the Early Years Foundation Stage/ National Curriculum in line with the expectations of 2012 Teachers’ Standards which states that all teachers must “have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them”. (DfE)

- We are aware of every learner in our school and the contexts that may create barriers to their learning
- We use resources including pedagogic research to effectively to support children with SEN.
- We assess and keep records of the progress of children with SEN.
- We work with outside agencies who provide specialist support and teaching for children with SEN.
- We inform and involve the parents of children with SEN so that we can work together to support our children.
- We encourage active involvement by the children themselves in meeting their needs.
- We provide ongoing training for all staff working with children with SEN.
- We map provision across the school and are adaptable in the deployment of staff in best supporting the needs of our learners.

## **Roles and Responsibilities**

The Headteacher, Mrs Angela Matthews has responsibility for the day to day management of all aspects of the school's work, including provision for the inclusive education of children with SEN.

The SEND Governor, Mrs Jenny Olpin, works with the School's Senior Leadership Team (SLT) and specifically the Inclusion Manager to monitor and raise the profile of pupils with SEN in the school.

The SEND governor and Inclusion Manager meet regularly. The Inclusion Manager facilitates the SEND governor having access to current school information through data, learning walks and individual case studies to support her knowledge of SEND issues and statutory developments. This includes access to meetings with professionals and LIFT meetings where relevant.

The Inclusion Manager, Mrs Steph Wallace, has responsibility for coordinating the provision for pupils with SEND. This includes having an overview of the whole school response through personalised quality first teaching for all pupils including those with SEN, gifts and talents, vulnerable pupils and under achievers. She has responsibility for coordinating short term interventions and individualised long term interventions for more specific need. This often involves commissioning support from outside agencies both in terms of assessments/diagnoses and models for support. She supports staff development through training and guidance. She has ensured that all members of teaching staff know their responsibilities in terms of the Teachers' Standards (1<sup>st</sup> September 2012) to maintain best practice in response to the Mainstream Core Standards.

The Inclusion Manager has achieved the National Award for SEN Coordination (2013). She has led the school in achieving IQM Centre of Excellence status, as well as achieving Silver Standard CPLD award. In addition to the SENCO role she is the school's Designated Mental Health Lead, Designated Children in Care (ChiC) Teacher and is also a Designated Safeguarding Lead.

The Inclusion Manager works across two schools : Temple Ewell CEP (Tuesday to Thursday) and Kingsdown and Ringwould CEP (Monday and Friday) where she is commissioned to fulfil the SENCO role. She provides SEND outreach to schools where commissioned (both within Acquila and in schools outside of the Trust).

## **Admissions**

Temple Ewell Church of England Primary School strives to be a fully inclusive school. The school welcomes all pupils in accordance with our admissions Policy. It is relevant to note that the nature of our school site would provide difficulty for pupils with physical mobility issues but the school would endeavour to support the inclusion of all pupils whose parents had chosen our school.

## **Resources**

Resources are allocated for Special Educational Needs by the Governing Body from designated funding from Kent County Council.

Pupil Premium money is allocated to school to offset deprivation and disadvantage for Free School Meals (FSM Ever6) and Children in Care and those who have been Adopted/gained permanency through Special Guardianship.

Applications are made for High Needs Funding to meet the needs of children who receive support exceeding £6000 in an academic year. The applications are made to KCC and are measured against strict criteria. If an application is refused by KCC our support for the child is not withdrawn. Following the KCC funding review children are required to have an EHCP or 'severe and complex needs' to be eligible for High Needs Funding.

## **Identification, Assessment and Review**

The SEN Code of Practice 2014 identifies four broad areas of SEN :

1. Communication and Interaction (C&I)
2. Cognition and Learning (C&L)
3. Physical and Sensory (P&S)
4. Social, Emotional and Mental Health (SEMH)

In identification of need, children are referred to the Inclusion Manager by the class teacher, children's preschool providers at the point of Early Years Foundation Stage (EYFS) transition, diagnoses from outside agencies, concerns expressed by parents or the child's previous school. The class teacher will have an evidence basis for this referral observations, data, evidence from parents, etc.

It may be the case that a child's needs are transient and that barriers to learning are created by short term contextual change or are an indication of more specific need; therefore the Inclusion Manager will meet with school staff and parents to develop a better overview and also define the next steps.

The Inclusion Manager attends pupil progress meetings where possible and these are also a context for identifying need.

### **The Local Offer:**

At Temple Ewell CEP we have capacity to support high incidence need as identified in The Kent Strategy Sp&L, SEMH, ASD in addition to a range of other needs.

Provision for pupils with SEND:

Most pupils with SEND will receive the majority of their learning through highly inclusive, outstanding (Ofsted 2017) quality first class teaching appropriately differentiated to meet their needs. The class teacher and the Inclusion Manager will be responsible for tracking the progress of SEND pupils.

The Kent Mainstream Core Standards are used to support provision.

Some pupils with SEND may need to be withdrawn from class for regular additional targeted intervention in small groups or 1:1 to secure good or better progress. Additional targeted interventions will be “additional to and different from” normal provision within the class. However additional targeted intervention does not replace high quality class teaching. The additional targeted intervention must complement and not interrupt high quality class teaching. Appropriate, additional targeted intervention will be implemented following a professional discussion between the class teacher and the Inclusion Manager.

The class teacher will ensure they are fully aware of the additional targeted interventions being provided for their pupils with SEND.

The Inclusion Manager is responsible for monitoring the impact of these additional targeted interventions. If the selected intervention is not impacting then this will be adjusted appropriately to ensure the pupils with SEND are being appropriately targeted to make progress.

A small number of pupils with SEND may still struggle despite high quality teaching and additional targeted interventions. For these pupils the Inclusion Manager will consider requesting additional professional advice by raising the child at the Local Inclusion Forum Team (LIFT) Meeting and/or from external support agencies which include Specialist Teaching Service, Educational Psychology Service and/or Speech and Language Therapy Service or other appropriate services.

A minority of pupils with complex SEND may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such pupils may require an exceptionally high level of additional support in order to access the mainstream school day. These pupils will require a co-ordinated assessment of their special needs, undertaken by the Local Authority which may result in an Education, Health and Care Plan.

Any involvement of other agencies, discussion at LIFT or statutory assessment for an EHCP can only follow written consent from the parent/carer/guardian.

For those pupils with an Education, Health and Care Plan the Local Authority and the school will ensure that the pupil's complex needs met in accordance with the Plan. Three in-year and one annual review take place to ensure that the EHCP is a current and relevant working document.

### **Record Keeping**

Non confidential records relating to SEND pupils in each class are maintained by class teachers, included in their general records.

SEND pupils' individual files are kept securely in the locked Inclusion Manager office in lockable storage.

Correspondence regarding pupils is password protected.

## **Complaints procedure**

Any complaints regarding SEND policy and provision should be addressed, in the first instance, to the Class Teacher. Class teachers are required to inform the Inclusion Manager of any concerns by parents. If parents need further advice or clarification they are welcome to arrange a meeting with the Inclusion Manager. If a parent feels they need to take the matter further it can be addressed to the Head Teacher. The SEND Governor would be informed of any parental concerns.

## **Partnership within and beyond the school**

Temple Ewell CEP School works in closely with schools in the Deal Learning Alliance including with Kingsdown and Ringwoud CEP School. The Inclusion Manager works across both schools. She is often deployed to schools in the area to support in SEND provision and practice.

The Inclusion Manager works in collaboration with SENCOs and Agencies to maintain best practice. Training opportunities that span both schools (both in-house and at external training events) are made available.

Opportunities are made for class teachers and support staff to receive specialist training to ensure capacity for inclusion provision to meet the needs of all learners.

As an Inclusion Flagship school, we are part of a national cluster of schools.

CPD is supported by frequent school - based action research enquiries.

The Inclusion Manager has developed supportive CPD links with SENCOs from EY settings and has provided bespoke training.

The school works with both feeder pre-schools and receiving secondary schools to support inclusive transition for all pupils.

School visits take place to support transition for all new EYFS children. The school participates in Secondary School transition programmes.

## **External Support Services**

The school uses the Early Help system to request support for children and their families where needed. The school regularly refers to the CXK counselling service for emotional welfare support and makes referrals to specialists as appropriate and in negotiation with parents .

## **Partnership with Parents**

We do:

- 1.Ensure all parents are aware of the school's arrangements for SEND.
- 2.Discuss with parents observations about gaps in children's learning.
- 3.Provide frequent opportunities for parents to meet with the SENCO to discuss their child's needs.
- 4.Value the parents' contributions and wishes.
- 5.Host monthly Inclusion Breakfasts to build the SEND network between parents, staff and outside agencies.

## **Pupil Participation**

At Temple Ewell CEP School, we value the opinions, ideas and aspirations of our pupils. We consult our pupils regularly.

Pupils of all abilities are consulted in relation to their learning. Pupils are engaged in a range of pupil teams : The School Council, The Spiritual Council, The Sports Council and The Learners Forum.

Pupils have the opportunities to lead learning both within their own classes and within 'teaching' contexts.

'Pupil voice' is used as an evidence basis to inform future practice. All pupils are taught the skills to enable independence, persistence and problem solving strategies.

As a developing 'Thinking School', all children are taught the tools to develop effective thinking and deeper understanding. Philosophical enquiry is actively enabled throughout the school.

Written by Mrs Stephanie Wallace (Inclusion Manager) in discussion with staff, pupils, parents and SLT

~~September 2014~~

~~Reviewed September 2015~~

~~Review and update March 2016~~

~~Reviewed and updated September 2017~~

~~Reviewed and updated February 2018~~

Reviewed and updated October 2018

Policy review will take place annually and midyear updates will be made as and when necessary.