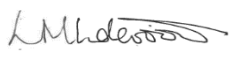


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Adopted by Governing Body:				
Chair of Governors		Dr Ed Chester		26.9.2024



Special Educational Needs and Disabilities (SEND) and Inclusion Policy 2024 -25



Compliance:

This policy complies with the statutory requirement laid out by the Department for Education (DfE) and Department of Health (DoH) SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act (2010)
<https://www.gov.uk/guidance/equality-act-2010-guidance>
- Children and Families Act (2014)
<https://www.gov.uk/government/publications/young-persons-guide-to-the-children-and-families-act-2014>
- Special Educational Needs and Disability Regulations (2014)
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Teachers Standards (Updated 2021)
<https://www.gov.uk/government/publications/teachers-standards>
- Avenue Primary School Safeguarding & Child Protection Policy & Guidelines
<https://www.avenue.leicester.sch.uk/safeguarding/>
- Keeping Children Safe in Education (KCSIE) 2024
<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>
- National Society for the Prevention of Cruelty to Children (NSPCC)
<https://www.nspcc.org.uk/>

Key Points from the Code of Practice (2014):

- Statements are no longer be issued by the Local Authority (LA), but have been replaced by Education, Health and Care (EHC) Plans which can be used to support children from 0 – 25 years.
- The previous SEND categories of '*School Action*' and '*School Action Plus*' have been combined and are now identified as '*Special Education Needs Support*'. All children who require SEND support are closely monitored and their progress tracked each term by their teacher and the Special Educational Needs Coordinator (SENCO).
- There are four broad categories of SEND:
 - **Communication and Interaction** (e.g. autism or language disorders)
 - **Cognition and Learning** (e.g. dyslexia, dyspraxia and dyscalculia, moderate learning difficulties (MLD) or global development delay)
 - **Social, Emotional and Mental Health** (e.g. attention deficit and hyperactivity disorder (ADHD), attachment disorders, emotional difficulties or mental health difficulties)
 - **Physical and/or Sensory** (e.g. hearing or visual impairments)

Some children may have difficulties in more than one category. This may include children with a diagnosis as well as those with learning profiles consistent with the diagnosis.

Aims:

At Avenue Primary School we are committed to using our best endeavours to provide an appropriate and high-quality education for all children that enable them to:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make successful transition to their next phase of education.

We strive to work closely with parents and children to ensure that we take into account the child's own views and aspirations and the families' experience of, and hopes for, their child. Families are invited to be involved at every stage of planning and reviewing SEND provision for their child.

All children at Avenue Primary School benefit from '*Quality First Teaching*': this means that teachers assess, plan and teach all children at the level which allows them to make progress with their learning. We have high expectations of all our children and will strive to use Best Endeavours and Reasonable Adjustment (BERA) to meet the needs of each individual. Where necessary, we will implement specific provision and focused intervention to target particular skills and support a child's development. Tracking and monitoring of our SEND children is in line with whole school practice.

SEND at Avenue Primary School:

Our objectives are:

- To identify, at the earliest opportunity, barriers to learning for pupils with SEND and ensure appropriate provision is available to support them.
- To ensure that every child experiences success in their learning and achieves to the highest possible standard.
- To value and encourage the contribution of all children to the life of the school.
- To work in partnership with parents and families.
- To work with the Governing Body and enable them to fulfil their statutory monitoring role with regard to this document.
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Identifying Children Who Require SEND Support:

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at regular pupil progress meetings. Where children are identified as not making progress in spite of '*Quality First Teaching*' they are discussed with the SENCO and a plan of action is agreed with the teacher and shared with parents.
2. Class teachers are continually aware of and will monitor their children's learning. If they observe that a child, as recommended by the SEND Code of Practice (2014), is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by '*Quality First Teaching*' and working closely with the parents. Otherwise, a '*graduated response*' is implemented by school, with the child being placed on the SEND record at the '*SEND Support*' stage.

The SENCO or other trained staff may need to undertake a range of standardised tests with children. These tests are used to inform and further develop the teachers' own understanding and assessments of a child.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their G.P. if they think their child may have an underlying medical condition or disability.

The Graduated Approach to SEND Support:

Identifying and adapting teaching to meet pupils' needs is a process that is in place for all pupils. The school has a rigorous and regular system, through termly pupil progress meetings, to identify where pupils are not making expected progress or working below national expectations. If necessary, class teachers will put in place relevant and timely interventions, through *'Wave One: Quality First Teaching'*, appropriate differentiation and in-class support, aimed at closing the gap or raising attainment. The class teacher will also talk with parents to ensure there is a shared understanding of pupils' needs and to gain parental perspective on any emerging concerns and areas of strength.

Where a pupil's needs are persistent, the class teacher will discuss initial concerns with the SENCO. At this meeting the requirement for additional fine-tuned assessments will be ascertained. Parents will be invited to attend a meeting and share their perspective and the child's views will be sought. If, as a result of this process, it is clear that different and additional provision is required to meet the child's needs, the child will then be placed on the school SEND record at *'SEND Support'*. The parents will be informed if the school is making special educational provision for a child. The class teacher remains responsible and accountable at all times for the progress and development of all children in their class, even where a child may be receiving support from a teaching assistant. High quality teaching, differentiated for individual pupils is always seen as the first step in responding to pupils' who may have SEND.

Working together, the SENCO, class teacher, parents and child will select appropriate support and intervention to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness. This will be delivered by staff with sufficient skills and knowledge. This SEND support will take the form of a four-part cycle (Assess - Plan - Do - Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as the 'Graduated Approach' (see diagram below). It draws on more detailed approaches, more frequent reviews and more specialist expertise in successive cycles in order to match interventions to the SEND of a child.



The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed each term. The review process will include an evaluation of the impact and quality of the support and intervention and the views of the pupil and their parents. This review will then feed back into the analysis of the pupil's needs. The class teacher, with support from the SENCO where needed, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. The 'Waves of intervention Model' below shows how support and intervention can develop depending on the needs of an individual and the progress they are making.

Waves of Intervention Model



The school can involve specialists at any point to for advice regarding early identification and effective support. However, where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents will always be involved in any decision to involve specialists along with the child's class teacher and in appropriate cases, the child them self. Specialist agencies will only be contacted where parents give their consent. It is the SENCO's role to contact any specialist agencies and ensure that the involvement of specialists and what was discussed or agreed is recorded and shared and fully understood by parents, teaching staff and, where appropriate, the child. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child.

Examples of specialist agencies that are available for school to access, include:

- Local Authority Educational Psychology (EP) Service
- Local Authority Social, Emotional and Mental Health (SEMH) Team
- Local Authority Learning, Communication and Interaction (LCI) Team

- Local Authority Early Years Support Team (EYST)
- Local Authority specialist link teachers for children with a Hearing Impairment (HI) and/or Visual Impairment (VI), including Multi-Sensory Impairment (MSI), and for those with a Physical Disability (PD)
- Local Authority and School Family Support Workers (FSW) with Early Help
- NHS Community Paediatrics
- NHS Child and Adolescent Mental Health Services (CAMHS)
- NHS Speech and Language Therapists (SaLT)
- NHS Occupational Therapists (OT) and Physiotherapists

Education, Health and Care (EHC) Plans:

Following consultation between families, school and relevant outside agencies, we may consider applying for an Education, Health and Care Needs Assessment if:

- The child has not made expected progress despite the school having taken relevant and purposeful action to identify, assess and meet their SEN
- The child has a disability which is life-long and which means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.

Having a diagnosis (e.g., of Autism, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority (LA) will call an Integrated Assessment Meeting (IAM) for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. The Plan will be reviewed at least annually and school will invite families and all

agencies involved with the child. This is called an '*Annual Review*' meeting and the outcomes are recorded on an annual review return and sent to the Local Authority.

Including Parents / Carers in Supporting Their Child:

The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.

The school will do this by:

- Always making parents feel welcome and actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships.
- Providing all information in an accessible way.
- The SENCO will be available for meeting by appointment through the school office.
- Publishing about how the school implements the SEND Policy on the school website following the information set out in the SEND information regulations (2014) and as part of the school's contribution to the Local Offer.
- Class teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding pupils' progress at the earliest opportunity - raised either by the class teacher or the parents themselves.
- Class teachers will invite parents of pupils with SEND in their class at least three times a year to set and review the outcomes of support; discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. It will provide an opportunity for the parents to share their views. This meeting may part of or in addition to parents' evening meetings.
- Support and guide parents in ways that they can help with their child's learning and development at home.

- A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff and a record will be given to the pupil's parents (SEND review forms).
- Offer SEND Parent Coffee Mornings to offer support and an opportunity to meet other parents.

Removing Pupils from the SEND Record:

In consultation with parents, the child will be considered for removal from the SEND record when they have sustained good progress that:

- better the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age;
- where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained,
- and SEN support is no longer required to ensure this progress is maintained.

Transition Arrangements:

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smoothly as possible. This may include, for example:

- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are, etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story
- Support staff and class teachers have specific hand over time in which to discuss specific children's needs in detail before moving to a new class.

Enhanced transition arrangements can be tailored to meet individual needs.

Transition to Secondary School

The secondary school SENCO is invited to meet with current Year 6 teachers and the SENCO to discuss children on the SEND record in the Summer Term. Additional transition arrangements may be arranged to support individual needs (e.g., extra visits, travel training, etc.).

Safeguarding:

The NSPCC states that *'Schools need to be aware of the additional vulnerabilities of some children, including children with special educational needs and disabilities (SEND),'* and the *'policies and procedures should ensure that all children get the support they need.'*

Avenue Primary School is an inclusive school that welcomes all students, including those with special educational needs and disabilities (SEND), as well as deaf and disabled children and young people, whenever possible and appropriate. We are committed to providing every opportunity for our students to reach their full potential while promoting their self-esteem and valuing their individuality¹.

It is identified by the NSPCC that *'Adults who work with children and young people with SEND should be aware of the additional needs children may have that could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right'* and that *'some children may be vulnerable because they:*

- *have additional communication needs*
- *they do not understand that what is happening to them is abuse*
- *need intimate care or are isolated from others*
- *are dependent on adults for care'*

Some children have barriers to learning that mean they have special needs and require particular action by the school. Our dedicated SENCO and teachers take account of these requirements and make provision, where necessary, to support

¹ [Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#) and [Safeguarding d/Deaf and disabled children and young people | NSPCC Learning](#)

individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Key issues for safeguarding children with disabilities include:

- Social isolation
- Reliance on others for personal care
- Impaired capacity to resist or report abusive behaviour
- Reduced access to someone to tell
- Especially vulnerable to bullying and intimidation
- More frequently away from home, e.g. in hospital, respite care or residential living

Our SENCO and teachers have attended appropriate training as part of their continuous professional development (CPD); whole school safeguarding training, understand the vulnerability of SEND children and understand that SEND children may be at higher risk of abuse, neglect and exploitation.

Some indicators of concern could include:

- A bruise in a site that might not be of concern on an ambulant child, such as the shin, might be of concern on a non-mobile child
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid, medication, food or clothing
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting; misappropriation of a child's finances

- Invasive procedures which are unnecessary or are carried out against the child's will
- A lack of knowledge about the impact of disability on the child
- A lack of knowledge about the child, e.g. not knowing the child's usual behaviour
- Not being able to understand the child's method of communication
- Confusing behaviours that may indicate the child is being abused with those associated with the child's disability
- Denial of the child's sexuality
- Behaviour, including Behaviour, including sexually harmful behaviour or self-injury may be indicative of abuse
- Being aware that certain health/medical complications may influence the way symptoms present or are interpreted.

All our staff have access to this policy and key staff members are also aware of the LSCPB Procedures online² and NSPCC advice on protecting children with SEN, and deaf/disabled children and young people³. As best practice our school will ensure we:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Help disabled children make their wishes and feelings known in respect of their care and treatment;
- Ensure that disabled children receive appropriate personal, health, and social education (including sex education);

² <http://www.lcitylscb.org/information-for-practitioners/safeguarding-topics/neglect/>

³ [Children with special educational needs and disabilities \(SEND\) | NSPCC Learning](#) and [Safeguarding d/Deaf and disabled children and young people | NSPCC Learning](#)

- Make sure that all disabled children know how to raise concerns, and giving them access to a range of adults with whom they can communicate.
- Those disabled children with communication impairments should have available to them at all times a means of being heard;
- Close contact with families, and a culture of openness on the part of services;
- Guidelines and training for staff on good practice in intimate care; handling difficult behaviour; consent to treatment; anti-bullying strategies; and sexuality and sexual behaviour among young people;
- Guidelines and training for staff working with disabled children aged 16 and over to ensure that decisions about disabled children who lack capacity will be governed by the Mental Health Capacity Act once they reach the age of 16. Use specialist service needs/multi-agency approach if as a school we feel additional, support resources and interventions are required.