



Last reviewed: July 2018

Due for review: December 2018

Owner: Inclusion Leader

Reviewed by: Full Governing Body

Review Status: 1 year

1. Introduction

Powell Corderoy School is committed to inclusion and to removing any potential barriers (physical or otherwise) to learning and participation. We value the abilities and achievements of all our pupils and are committed to providing, for each pupil, the best possible environment for learning.

This policy was created in partnership with the SEN Parent Forum, the Schools pupil council, the SLT and the School SEND governor and governing body. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

Parents can get a copy of our policy in a number of ways:

From the school website under 'Inclusion'

A hard copy on request at the school office

Main points are covered in the school's SEND handout

Parents should contact our Inclusion Leader, Mrs Harber, if they require this policy in a different format e.g. enlarged font, alternative language.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013

Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)

Statutory Guidance on Supporting pupils at school with medical conditions April 2014

The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013

Safeguarding Policy

Accessibility Plan

Teachers Standards 2012

2. Policy Aims

To ensure that all pupils at Powell Corderoy, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community;

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To ensure the parents and child are involved with the school and any other professionals in agreeing the right support needed and setting ambitious targets which go beyond the academic curriculum;

To ensure all pupils with SEND receive the specific individual support they need to reach their full potential;

For all pupils with SEND to meet or exceed the high expectations set for them based on their age and starting points;

For all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey.

To ensure that pupils who speak English as an additional language receive suitable support to attain good levels of academic and spoken English.

To ensure that children who are Able, Gifted or Talented are challenged appropriately and encouraged to reach their true potential.

To ensure that pupil's in receipt of Pupil Premium are enabled to make at least good progress and, if necessary, provided with financial assistance to attend clubs, activities and school journeys and outings.

3. Policy Objectives

To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities with pupils and their parents/carers at the centre

To ensure effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities as well as those who are Able, Gifted and Talented (AGT), those in receipt of the pupil premium (PP), or for whom English is an Additional Language (EAL).

To ensure there is a programme of training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014

To ensure a parent/carer forum is consulted on the production of policies and practice relating to pupils with SEN and disabilities as well as those who are Able, Gifted and Talented (AGT), those in receipt of the pupil premium (PP), or for whom English is an Additional Language (EAL).

4. Definition of SEN, Pupil Premium, EAL and Able, Gifted and Talented.

At Powell Corderoy Primary School we use the definitions for SEN and for disability from the SEND Code of Practice (2014). These are:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day

Pupil Premium: In line with government spending directive (23 October 2015) this is currently allocated to pupils who have been eligible for free school meals at any point in the past 6 years, Looked After Pupils (LAC), and those who have been in care for more than one day in the previous year, the children of service men and women, and children who are post LAC or adopted from care.

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EAL: A child is considered as having English as an Additional Language if they are identified as such by their parents.

Able, Gifted and Talented: Able: pupils who are working significantly above the expected attainment in their year group (on track to achieve mastery)

Gifted: pupils who are attaining mastery in their year group in one or more subjects from early on in the school year

Talented: pupils who show outstanding aptitude in music, art and design, sport or drama.

4. Staff: Key Roles and Responsibilities

Inclusion Leader

The Inclusion Leader has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND (including those who have EHC plans), those in receipt of Pupil Premium, children who are Able, Gifted and Talented, cohorts of children identified as vulnerable groups and those for whom English is an additional language. Part of the role of the SENCO is to co-ordinate arrangements with the class teacher/tutor/year leader regarding vulnerable groups, those with SEN and disabilities.

Inclusion Leader:	Mrs Harber (SLT)
Contact details:	senco@pcps.uk

Inclusion Governor

Our Inclusion Governor is Alison Boyd. She meets regularly with Mrs Harber to monitor and challenge the school's SEND provision. This includes regular learning walks and scrutiny of data.

Teaching Assistants

Mrs Harber is the line manager for the ELSA. In addition she supports the Teaching Assistants (TAs) and Special Educational Needs TAs (SLAs). Their role is to support and foster independent learning through specific targeted interventions as outlined in the provision maps. Several members of the TA team have had specific training in areas of SEN/AGT/EAL support (see section 5 for definitions).

Designated Teachers with specific safeguarding responsibility

Mrs Jo Wilson and Mrs Emma McLaughlin, Head Teachers / Designated Safeguarding Lead (DSL)

Mrs Harber, Inclusion Leader / Deputy DSL
Mrs Helen Harber, Class Teacher /Deputy DSL

Pupil Premium Funding

Mrs Harber and Mrs Sally Butterly are the named members of staff responsible for managing PP/LAC funding, with the support of the SLT.

Care Plans for medical needs

Mrs Harber is the member of staff responsible for managing the schools responsibility for overseeing the care plans for those children who have medical needs. In addition, the school meets the medical needs of pupils through having several named first aiders and regular contact with the school nurse.

5. Identification of Needs

At Powell Corderoy Primary School we use the definitions of SEND provided by the Code of Practice 2014 to identify the needs of our pupils:

Communication and interaction (C&I)

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Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autistic Spectrum Disorder (ASD), including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning (C&L)

Some children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties (SEMH)

Children in this group may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs (PD)

This includes children who are visually impaired, deaf or hearing impaired, or who have physical difficulties which require modification of the learning environment. This also includes those with a multi-sensory impairment (MSI) who will require specialist support and/or equipment to access their learning.

At Powell Corderoy School we will identify the needs of each pupil through conversations with the parent, child, class teachers and Teaching Assistants. We also use a range of diagnostic assessments designed to identify the underlying difficulties a child may be experiencing. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

These arrangements may include differentiated teaching programmes, specific intervention to target a particular need, adapted resources and adaptations to the school environment. For example:

There is a disabled toilet in the infant block and in the main block which houses the junior classrooms. There is a disabled toilet in the hut which is used by our Breakfast club, Chill Zone and small groups during the school day. The school is accessible to wheel chair users. Parents and pupils with physical disabilities are consulted regularly about any additional support that is needed to enable them to access the curriculum.

We challenge and extend the learning of AGT pupils through a variety of additional interventions, differentiation and clubs.

We use pupil premium money to fund additional staff and to provide access to all school events and learning opportunities.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty.

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At Powell Corderoy we are experienced in using the following assessment tools:

- 5.1.1.1. Wide Range Intelligence Test (WRIT) which measures verbal and non verbal abilities;
- 5.1.1.2. Test for Auditory Processing (TAPS-3) which measures auditory processing speed;
- 5.1.1.3. Renfrew Action Picture Test (RAPT) which measures children's verbal language skills;
- 5.1.1.4. A range of other specific assessments for pupils with specific areas of difficulty.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available. We will have communicated with parents and ensured that the child is also part of the process.

6. Meeting the needs of individuals in vulnerable groups

If the pupil is able to make good progress using these additional and different resources (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Pupils who are identified as having English as an additional language are referred initially to REMA (Race, Equality and Minority Achievement) for an assessment.

Pupils who are identified as AGT are supported in different ways, according to their ability. Able children's needs are met in school through challenge in class teaching, higher expectations, and more challenging texts and activities. Gifted children may in addition have extra sessions in their area of strength from TAs or the class teacher. Talented children are given opportunities to improve their skills through a variety of school based initiatives, including the provision of specialist sport and music teachers to lead class learning, art sessions as a discrete lesson for key stage 2 and a range of in school clubs and activities. In addition children are signposted towards suitable clubs and activities in the wider community.

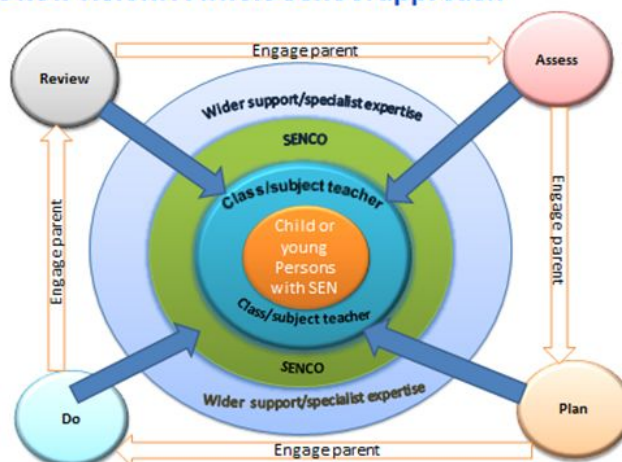
Pupils in receipt of the Pupil Premium are supported financially, if necessary, to enable them to have the same uniform and equipment as others and to attend any educational trips and events. Pupils who require additional booster support, because their progress or attainment is less than good, have this funded as required. In addition, some extra curricular clubs and activities, including learning an instrument, are funded from Pupil Premium money as required.

7. A graduated approach to SEN

7.1 The school adopts a graduated response in order to help children with SEN. We use the following model to ensure that pupils needs are met appropriately at every stage:

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The new vision: A whole school approach



7.2 Quality First Teaching

The majority of additional needs within our school can be met through high quality teaching and Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

7.3 Pupil Progress Reviews

The Headteacher and Inclusion Leader meet with each class teacher every half term to monitor the progress of all pupils, and the effectiveness of the provision for children in vulnerable groups.

7.4 Assess and Support

If progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. The first step is accurate formative assessment which may be supported with diagnostic assessments - please see our assessment policy for further details. This enables us to target areas of difficulty and plan the most appropriate additional support for the individual.

7.5 Consulting with Parents

The school recognises and values the knowledge and insight that parents have about their children and seeks to work in partnership at all times with parents. Parents are always informed of any additional support their child will be receiving. This may be a letter home for non-SEN interventions, or parents may be invited in for a meeting to discuss the support available for their child and help us to make the best choices. Parents are also consulted before any further action is taken, and their consent is requested before any outside agency is consulted. They remain part of the process with termly review meetings and regular consultations.

7.6 Deciding if provision for SEN is necessary

The Inclusion Leader works with the parents, professionals, the child and members of staff to decide whether special educational provision is necessary. We have access to external advisers who are able to use the following assessment tools to more accurately assess a child's special needs:

7.6.1 Wide range achievement tests (WRAT), Welscher Intelligence Scale for Children (WISC II), Wide range intelligence tests (WRIT), Renfrew Action Picture Test (RAPT) and Tests for Auditory Processing (TAPS) and other assessments through the Educational Psychology team which both measure language and cognitive ability

7.6.2 Speech and Language Assessments through the Speech and Language Therapist

7.6.3 Sensory assessment and core strength and mobility assessments through the Occupational Therapy team

7.6.4 Social communication, Global Delay, health and ADHD (attention deficit and hyperactive disorder) through the paediatric referral team and Child and Adolescent Mental Health Service (CAMHS).

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7.6.4 Specialist teaching services assessments for cognition and learning, communication and interaction, physical difficulties, visual and hearing impairment and behaviour and learning.

7.6.5 REMA (Race, Equality and Minority Achievement) assessments for pupils with EAL.

7.7 How is the decision made to place pupils on the SEND register?

Pupils who require provision for SEN are recorded on the school's SEND Register. Our SEND support follows the recommended cycle: *assess, plan, do, review*.

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7. The Assess-Plan-Do-Review Cycle



Assess: *“In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, should carry out a clear analysis of the pupil’s needs”*

Example: We will ensure that we regularly assess all pupils’ needs so that each child’s progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. Educational Psychologists, Specialist Teaching Services and from health and social services where appropriate

Plan: *“Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review”*

Example: Where SEN Support is required the teacher and SENCO with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil are made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning

Do: *“The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support”.*

Example: The class or subject teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher

Review: *“The effectiveness of the support and interventions and their impact on the pupil’s progress should be reviewed in line with the agreed date”*

Example: The plan including the impact of the support and interventions will be reviewed half each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support. For pupils with an EHCP the LA must review the plan at least annually.

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8. How is the decision made to place a child on the AGT register?

The Class teacher and SENCO use the regular assessment cycle to identify able and gifted children, based on their attainment and progress. Their names are placed on the AGT register, and planning for those pupils is differentiated accordingly to ensure they are challenged at a higher level. The Head Teacher, SENCO, Class Teacher and TA meet termly to discuss the child's progress and plan additional provision or opportunities if needed. Pupils and parents are kept informed through parent's evenings and through letters from the SENCO identifying any booster groups and interventions. The Maths and English Co-ordinators provide direct advice and feedback on identifying and supporting AGT pupils. The school is part of the Dorking School's partnership Challenge programme which provides additional enrichment in core subjects.

9. How are pupils with EAL supported?

Pupils with English as an additional language are reviewed during the pupil progress reviews. Their progress in all areas is assessed, and decisions made as to whether additional support is required. Parents are consulted during parent evenings and are kept informed by letters outlining the provision and support their child is receiving.

10. What does 'provision for SEN/EAL/AGT/PP' mean?

Provision can take many forms. For children with SEN, this could include:

- a special learning programme for your child
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working with your child in a small group
- observing your child in class or at break and keeping record
- helping your child to take part in the class activities
- making sure that your child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with your child, or play with them at break time
- supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

Taken from page 30 of 'SEN and Disability - A guide for parents and carers' (August 2014).

For children with other needs, this can also mean:

- providing pupils with the opportunity to work with other children of a similar ability
- providing extra-curricular groups which encourage talented and gifted children to achieve highly
- providing translations of school letters and information in the parent's home language on request
- providing access to books and teaching materials in the child's home language if appropriate
- provision of funding for access to extra lessons, educational outings and visits and school uniform and equipment as required

11. Managing the needs of pupils on the SEN Register

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The Inclusion Leader is responsible for maintaining and overseeing all the Education Health and Care Plans (EHCP), for the maintenance of the SEN register, and for supporting teachers in delivering provision or removing barriers to learning.

Barriers to learning are addressed both by whole school methods and individually:

Each class has a visual timetable.

All teaching assistants receive training in supporting children with different needs.

Pupils with physical needs have access to writing slopes, move and sit cushions, and adapted pencils, pens and scissors.

Pupils with memory difficulties are supported through the use of planning tools, memory books and 'tool kits' with relevant resources for each subject.

Ramps, lifts and disabled toilets ensure good access around the school site for all.

Each class has an Inclusion Folder which contains up to date information on all aspects of SEN within the class, including interventions and provision for individual pupils. This can be accessed by any member of staff working in the class, including supply teachers.

Provision plans contain information on provision and interventions for children on the SEN register, vulnerable children, children who access pupil premium money, those who have English as an Additional Language (EAL) and those who are Able, Gifted and Talented.

The class teacher and Inclusion Leader write the provision plan for each class together, and review it half termly with the Head Teacher during pupil progress meetings.

The Inclusion Leader tracks the cost of provision for each child using the Surrey Provision Mapping Tool.

The class teacher is responsible for updating the provision plan between assessments, in order to keep the plan current, and communicating it to other members of school staff (such as teaching assistants) working with the child.

Parents are sent letters updating them on progress during groups as appropriate, and are kept informed of progress through termly parents evenings, as well as individual meetings with relevant staff as required.

Pupils are involved (depending on age and stage of development) in the process and any targets will be written in child friendly language. They are invited with their parents to EHCP meetings, and also to Team Around the Family (TAF) meetings when appropriate, where their learning needs are discussed.

The impact of provision is assessed formally by the Inclusion leader each term through data analysis, observation and discussion with the child and the adults involved. This is reported to the Senior Leadership Team (SLT) and governing body. Successful strategies are developed and unsuccessful strategies are discontinued.

The SEN register is updated regularly following pupil progress meetings. Parents are informed of a change in status of their child by the Inclusion Leader. The Inclusion Leader uses the criteria provided by both Surrey County Council and the SEND 14 COP to assess whether a child should be placed on the register or removed from it, in conjunction with the parents, class teacher and relevant professionals, as appropriate, on a case by case basis.

The Inclusion Leader updates the School SEN information and SEND 14 provision map to reflect the support which is currently on offer for the pupils.

12. Supporting parents/carers and children

The School will provide support and signpost places where parents/carers and young people can find further information about our SEN policies and practices. All of this information is on the school website (powellcorderoy.co.uk) or on request from the school office.

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This includes (but is not limited to):

- The SEN Information Report (14 questions)
- SEN information leaflet
- Whole School Provision Map
- Surrey's Local Offer which includes other agencies who provide a service
- Our Admissions Policy
- Access arrangements for exams and assessments
- Our Transition Policy, which includes arrangements for transition between classes, key stages or to other schools
- Administration of medicines policy
- Accessibility Plan
- Intimate Care Policy

We run a termly Parents' Inclusion Forum, where parents of children with additional needs can meet over coffee and cake for support and to discuss how we as a school can best meet the needs of their children.

The Inclusion Leader writes in the school newsletter each week, and is available by email at senco@pcps.uk

The Inclusion Leader keeps a database of local support available for parents and families, so that parents can be pointed in the direction of support in the local community.

Our home school link worker can support children and families with needs both in and outside of school as required.

13. Supporting pupils at school with medical conditions

We are fully compliant with the DfE guidance, which came out in April 2014. We recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education

Pupils at school with medical conditions have individual health-care plans and access to any spaces including changing and toilet facilities. We provide regular training for staff on how to meet the needs of individual pupils.

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. For children with SEN, this guidance should be read in conjunction with the SEN code of practice.

14. Monitoring and evaluation of SEN/AGT/EAL/PP

The SLT, including the Inclusion Leader/SENCO observe teaching regularly in order to ensure that it is at least good. In addition the school has a range of checks and measures, including questionnaires, small group observations, book looks, learning walks and planning scrutinies which are carried out throughout the school year.

Teaching assistants meet weekly and undergo specific training in ways to meet the diverse needs of the pupils in our school. Class teachers also receive training as required. New interventions are

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introduced through careful, targeted training. Staff also access training through the CPD programme offered by Babcock and Surrey County Council.

SEND and PP funding is managed and reviewed by the school business manager, who then in turn advises the SLT.

The Inclusion Leader works closely with the Inclusion Governor to ensure that the school is held to account for the progress of all pupils. The Inclusion Governor visits the school termly to conduct a monitoring visit and to check policies are being followed.

The progress of pupils with additional needs is kept under regular review by the governors' Performance and Welfare Committee who receive termly reports and an annual presentation from the Inclusion Leader.

The School Development Plan targets form the basis for the Inclusion Action Plan, which is reviewed termly.

The Inclusion Leader is directly responsible for the progress of each sub group through the school's performance management process.

Parents questionnaires and the Parent Forum are used to review provision from a parental perspective.

Pupil voice is heard through the schools council, direct discussion and questionnaires, both annual and those tied to specific interventions.

The school is subject to external audits by Surrey which include SEN, PP, AGT and EAL monitoring visits by Babcock 4S and OfSTED inspections

The Inclusion Leader attends regular Dorking partnership meetings and the Surrey Inclusion training sessions each term.

15. Training and development

The school ensures that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with additional needs in the following ways:

Regular audits of training needs through staff questionnaires.

INSET and training for staff delivered by the Inclusion Leader and others e.g. Surrey specialist teachers, Educational Psychologists, health professionals, Babcock 4S consultants.

Individual staff (teachers and teaching assistants) have developed specialist areas which they use to support colleagues.

New members of staff are inducted by the Inclusion Leader, and are required to read and understand the school policies on Inclusion, safeguarding information and the class Inclusion Folders.

16. Storing and Managing Information

Information is securely managed within the school's own data management system and confidentiality policy. Documents are kept in locked cupboards and filing cabinets. They are stored in line with Surrey County Council advice and in line with DfE advice and the Data Protection Act.

Policy approved by: _____ (print name)

On behalf of: _____ (committee or FGB)

Signed: _____

Date: _____

Agreed by: _____

