SEND (Special Educational Needs and Disabilities) and Inclusion Policy

Incorporating

Adel Primary School SEND Information Report

In compliance with

Statutory Instrument: Special Educational Needs (Information) Regulations

(Clause 65)

and

Special Educational Needs and Disability Code of Practice (2015)

Version Control

Version	V3.1
Ratified by	
Owner	Tamsin Benning
Date Issued	May 2023
Review Date	May 2024
Target	All stakeholders (staff, parents, governors, pupils)

Location Shared: *Adel Primary Policy and Procedure library - one drive*

Change History

Version	Owner	Change Summary	Document Date
V1.	Tamsin Benning	First Draft	17.06.20
V2.	Tamsin Benning	Updated APS SEND Offer	15.03.21
V3.	Tamsin Benning	Updated APS Information Report / Equality Impact Assessment	04.05.22
V3.1	Tamsin Benning	SEND Governor Changes to wording SEND Information Report point 3 and point 14	29.06.23

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SEND and Inclusion Policy for Adel Primary School

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).** It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014

Policy Links

This policy links to other school policies:

Health & Safety Policy
Equality Statement
Behaviour Management Policy
Child Protection Policy
Complaints Policy
Leeds Local Offer - http://www.leeds.gov.uk/residents/Pages/Leeds-local-offer.aspx
Admissions Policy

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to a broad and balanced curriculum.
- Special educational need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to close the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a special educational need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational need.
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  - Other pupils will have identified special educational needs and this **may** lead to lower attainment (though not necessarily to underachievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school budget. Where the identified need

meets thresholds for additional funding, this will be applied for from the Local Authority.

Aims and Objectives of this Policy

The aims of our SEND and Inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others" (National Curriculum, 2014)

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this SEND and Inclusion Policy to the Special Educational Needs Coordinator (SENDCo). The SENDCo is responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEND on the ongoing effectiveness of this policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs, disabilities and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the SEND Co-ordinator.

Mrs Tamsin Benning, the Special Educational Needs and Disabilities Co-ordinator (SENDCo).

Contact via the School Office:

0113 230116 or via email t.benning@adelprimary.org.uk

The name and contact details of the SEND Governor.

Ms Leah Larkin

Contact via the School Office:

0113 230116 or via email l.larkin@adelprimary.org.uk

Adel Primary School

Special Educational Needs and Disability (SEND) Information Report

Contents

1) Areas of Need

At Adel Primary School, support is provided for pupils across the four areas of need as laid out in the SEND Code of Practice 2015. The following pages will give you further information.

A child or young person has SEND 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:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or

b) 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.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in a) or b) above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

The four areas of SEND

Communication and interaction

Children and young people 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. Children and young people with an Autism Spectrum Condition, including Asperger's Syndrome and Autism, will likely have particular difficulties with social interaction.

Cognition and learning

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 DCD (Developmental Co-ordination Disorder), previously known as dyspraxia.

Social, emotional and mental health difficulties

Children and young people 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. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children and young people with vision impairment (VI), hearing

impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

What is a disability?
The Equality Act 2010 states that a disability 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 activities'.

'Long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN.

2) Identifying and assessing pupils with SEND
The school SENDCo is Tamsin Benning. The SENDCo works with class teachers and other staff to identify and assess pupils with SEND. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:
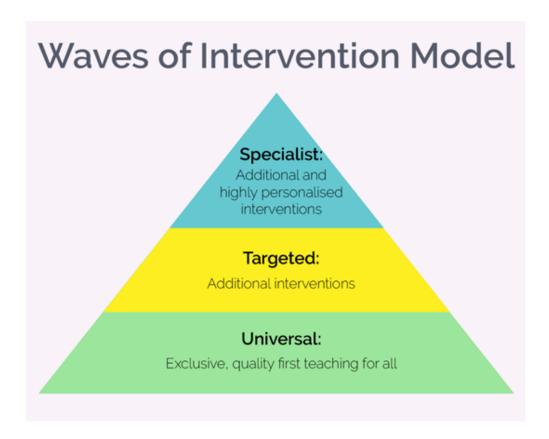- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Where required, we will seek the support of external agencies for further assessment, for example the local authority Special Educational Needs and Inclusion Team (SENIT), speech and language therapy, occupational therapy and educational psychologists.

3) School's approach to teaching pupils with SEND

Waves of Intervention Model

Specialist:
Additional and highly personalised interventions

Targeted:
Additional interventions

Universal:
Exclusive, quality first teaching for all

A graduated approach: All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

There are 3 stages known as 'waves' that outline the provision that we provide for our pupils.

Wave 1 - Universal	Wave 2 - Targeted	Wave 3 - Specialist
Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will be differentiated according to a pupil's needs, whether in terms of curriculum, delivery or outcome.	Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.	Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one-to-one or specialist interventions by external professionals.

Each wave can be broken down into provision for the 4 areas of need:

Cognition and Learning

Universal	Targeted	Specialist
Differentiated curriculum planning Pitched questioning Modelling of skills High expectations Clear learning objectives and success criteria 1:1 and group reading Guided writing Visual dictionaries Coloured overlays / paper ICT to support learning Writing frames & word mats Manipulatives Learning displays Challenge tasks Support from Teaching Assistant Different learning styles are provided for High quality resources are readily available, organised to enable independence Chunking of information	Same-day Intervention Pre-teaching Task boards Small-group targeted interventions (e.g. phonics, reading, spelling, handwriting, maths) First Class @ Number 1&2 Success@arithmetic Nuffield Early Language Intervention (NELI) Cued Spelling Coloured books / overlays Nessy Touch typing Inference Training Access arrangements for tests	Intense (1:1) support in core and foundation subjects using B Squared to set targets Support from Educational Psychology and / or SENIT SENIT Key Word Reader Program Use of laptop and Clicker for writing

Communication and Interaction

Universal	Targeted	Specialist
Differentiated curriculum planning Modelled speech/language Modelled Interaction Talking Mats Sensory checklists Access to sensory resources – e.g. ear defenders, fidget toys Adjustments to behaviour policy Targeted questioning Talking partners Group work Whole class circle time Class visual aids and prompts Visual timetables Key words/word banks Drama activities Sequencing activities Additional processing time Simplified Language Opportunities for individual, pair, group or whole class working Support for metacognition	Pre-teaching of vocabulary Nurture group (social skills & self-esteem) EYFS speech sounds interventions Lego Therapy Subject-specific interventions	Individual visual timetable Individual workstation Targeted work from Speech and Language Therapy Targeted support from STARS (Specialist Training in Autism and Raising Standards) Social stories / Comic Strip Conversations (1:1) Sensory circuits (1:1) Personalised curriculum, e.g. life skills, AET Progression Framework

Sensory and Physical		
Universal	**Targeted**	**Specialist**
Differentiated curriculum planning Adaptions to the classroom (when appropriate) Fine motor skill activities such as: threading, cutting, playdough 'Dough disco' Additional movement breaks School building is accessible for all Classrooms have age-appropriate furniture and environments Visual prompts, pictures and ICT used appropriately to aid learning Outdoor learning opportunities	Use of specialist equipment Pencil grips Coloured overlays Sloping boards for desks Adapted cutlery Use of occupational therapy resources Sensory Circuits Sensory adaptations – ear defenders, wobble cushions, fidget toys Large keyboard for computer work	Targeted work from Occupational Therapy Individual support with self-care where appropriate ICT program to develop keyboard skills Use of assistive technology

Social, Emotional and Mental Health		
Universal	**Targeted**	**Specialist**
Differentiated curriculum planning Positive feedback Sensory checklist Whole school behaviour policy School & class rules PSHE curriculum Whole school assemblies Class circle time Talking partners Class visual timetable Visual reward systems House point system Time out Emotion/social resources Praise and high expectations Class Monitors, School council	Nurture group (social skills & self-esteem) Individual reward system & behaviour logs Additional support at playtime (break time and lunchtime clubs) Sensory circuits Lego Therapy	1:1 pastoral support 1:1 support work from cluster targeted services – counselling, youth work Transition support

4) How school evaluates the effectiveness of the provision made for pupils with SEND

- Impact tracking is completed half termly for pupils with SEND and adaptations to provisions made considering these findings
- Pupil progress tracking using assessment data and pupil progress meetings held three times a year to monitor progress for all pupils
- Annual review meetings with parents for pupils in receipt of FFI (Funding for Inclusion) and / or an EHCP (Education, Health and Care Plan)
- Progress and evaluation are reported to the Governor with responsibility for SEND and an annual report is made to the full Governing Body

- The SEND Information Report is reviewed annually and is posted on the school's website
- Observations and monitoring by the SENDCo and senior leaders throughout the year, including work sampling and scrutiny of planning
- Views of pupils captured through questionnaires and interviews

5) How school assesses and reviews pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:
- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress:
- Tracking of progress towards targets completed half-termly
- Progress meetings held with staff, parents and SENDCo to ensure all views are captured (at least four times a year)
- Targets are shared with pupils, who are fully encouraged and supported to be involved with their own assessment for learning
- Child-centred annual EHCP and FFI review meetings

6) Adaptations made to the curriculum and the learning environment of pupils with SEND

- Differentiated resources and teaching styles, including a multi-sensory approach and use of visual supports for communication
- Adjustments made to the learning environments to meet sensory needs
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Appropriate choices of texts and topics to suit the learner
- Access arrangements for tests and or examinations
- Additional adult support
- Providing low stimulus and sensory areas within school and individual workstations in classrooms where required

7) Additional support for learning available to pupils with SEND

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015
- Additional adult support may be provided as 1:1 throughout the school day (for pupils with high levels of need) or may, more commonly, take place as small-group intervention work with a teaching assistant
- Additional expertise may be sought to address specific learning needs, for example, speech and language needs.

8) How school enables pupils with SEND to engage in the activities of the school together with children who do not have SEND

- Whenever possible, children with SEND will be included in every aspect of school life.
- Parents will be consulted about how school can organise events that meet their needs.
- School will ensure staffing ratios for events and visits are appropriate to ensure children with SEND can take part in an activity as fully as possible.
- If necessary, meetings with parents are held to discuss any concerns about particular activities.
- Residential trips are accessible to all children and pre-visits are routinely carried out with pupils and parents where required.
- Adaptations required to meet any educational, physical or emotional need are made in conjunction with staff, parents and the activity providers. Activities such as dance will be differentiated to allow children with SEND to take part.
- The school's Accessibility Plan is reviewed annually and includes objectives in relation to improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services school provides, including improving the availability of accessible information to disabled pupils.

9) Support available for improving the emotional, mental and social development of pupils with SEND

The school has a robust approach to supporting children who require social and emotional provision. All staff take responsibility for supporting well-being and pastoral care through relationships with children and the curriculum we provide.

- All pupils access a robust and cyclical PSHE (Personal, Social and Health Education) curriculum.
- Circle Time, worry boxes and familiar adults are just some of the ways that we identify an emotional need, or that children can express concerns.
- Pastoral support is provided to individuals or small groups through support programmes for identified needs e.g. 'Developing self-confidence and self-esteem', 'My big bag of worries', 'Think Good, Feel Good'.

- The school's anti-bullying policy is well established and regularly reviewed.
- External support services can be accessed via the Cluster e.g. school therapists and youth workers.
- Individual relationships and sex education (RSE) plans are in place, differentiated to planned to meet specific individual need.

10) Contacts within school for when parents or young people have concerns

Class Teacher - In the first instance, if you feel your child may have SEND then you should speak to your child's class teacher.

SENDCo – Mrs Benning is the school's SENDCo, who works closely with class teachers to put strategies in place and interventions to remove barriers to learning.

SEND Governor – Ms Larkin is the school's SEND Governor; she challenges Mrs Benning to ensure children's needs are being met and shares this information with the Governing Body.

SEND Co-ordinator

Mrs Tamsin Benning

0113 2301116

t.benning@adelprimary.org.uk

SEND Governor

Ms Leah Larkin

0113 2301116

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11) The training of staff to support pupils with SEND

We are committed to the continual professional development of our staff and arrange training according to audits of need across the school. The SENDCo is trained to lead on Early Help Plans and all members of staff have completed Child Protection training. The Designated Leads for Child Protection have regular training to keep them up-to-date with new guidelines and legislation.

The SENDCo has completed level 3 autism training and is the STARS Lead Practitioner; all staff have completed level 1 training in autism awareness and many staff have completed training in visual communication and intensive interaction.

Training and support are sought from other agencies where necessary in order to maximise learning potential and improve mental health and wellbeing. These include Speech and Language Therapy Services, Occupational Health Services, Child and Adolescent Mental Health Services (CAMHS), Specialist Training in Autism and Raising Standards (STARS), the Educational Psychology Team and cluster targeted services.

12) How equipment and facilities to support children and young people with SEND are secured

The school spends the money it receives wisely to ensure all pupils can succeed. Where necessary, additional Teaching Assistants are employed to support children with SEND. This will usually be in small groups as most children do not need 1:1 support. However, if a child needs this level of support, then the money received will be spent on staffing. Funding is allocated to ensure that all children receive support appropriate to their needs and some money may be spent on additional resources e.g., sloping desktops, sensory equipment, IT equipment.

The school works in partnership with outside agencies to ensure that children receive the support that best suits their needs. Certain resources or equipment may be recommended, which can then be purchased from the SEND budget.

The school is funded on a notional formula per pupil. Schools are expected to fund the first £6000 from within school's budget to support pupils with SEND who are identified as having SEND. The school can apply for a 'top up' based on strict criteria, if it is felt that the needs of the child are above that which can be provided through the notional budget. The school uses the 'top up' funds to put appropriate support in place to meet the specific needs of the child.

The school is committed to supporting parents whose child has a personal budget and we will work together to ensure the funding is used appropriately to best meet the needs of the child.

13) How parents are consulted about their child's SEND and involved in their education

The school works closely with parents to ensure pupil's needs are being met. Parents are invited to attend review meetings (at least four times a year) to review progress towards identified outcomes with class teachers, support staff and the SENDCo.

14) How pupils with SEND are consulted and involved in their own education

As a school, we will always seek and listen to your child's views and wishes in order for them to feel secure to explore, question, make mistakes and persevere. The child's voice and their views are always central to the work carried out in school. Staff work closely with pupils to share their targets and pupils are fully encouraged and supported to be involved with their own assessment for learning. We will do this informally, usually on a daily basis, by working with them to discuss and agree small steps and targets. On a more formal basis this can happen by asking for their contributions towards SEND Review meetings and EHCP reviews.

15) Arrangements for handling complaints from parents of children with SEND about provision made at the school

For details of our complaints policy please see: http://www.adelprimary.org.uk/policies/.

16) How the school involves other bodies in meeting the needs of pupils with SEND and in supporting their families

The school and governing body are committed to working closely with other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils. The school regularly works with the Local Authority for support with school improvement, educational psychology, and attendance, as well as other agencies e.g., Speech and Language service, CAMHS, Occupational Therapy. School has established links with local primary and high schools in order to access local networks.

Adel Primary is part of the North-West Leeds Area Cluster and can access additional support via this cluster e.g., School Therapists, Family Support Workers and transition youth workers.

17) How the school supports pupils with SEND when they transfer between education settings

When children with SEND join Adel Primary School, we tailor a transition programme to best suit their needs. This may involve school staff making visits to their home or to their previous placement, to meet the child and parent in a familiar environment. We may plan more frequent visits to school and a gradual build-up to attending on a full-time basis to help the child feel more confident.

Transition between classes and key stages within school is part of our ongoing provision. Classes work closely to enable smooth transition between classes. In the summer term, we provide opportunities for children to visit their next class and spend time with their new teachers. Teachers may put additional programmes in place in response to the specific needs of individuals and groups of children.

Transition to Key Stage 3 is planned in conjunction with staff from the secondary school each child will attend.

18) Where to find more information about the Local Authority's Local Offer
On the Leeds City Council website, you will find information on SEND and the Local Offer for Leeds.

https://leedslocaloffer.org.uk/#!/directory

19) Where parents of pupils with SEND can get support

Leeds SEND Information Advice Support Service

Leeds Special Educational Needs and Disability Information Advice Support Service (SEND IASS)

Information and advice for parents children and young people with special educational needs.

The Leeds SENDIASS service is impartial, confidential, arm's length from the Local Authority and schools, and is free and accessible to all parents and carers of children with special educational needs and disability.

Equality Impact Assessment

		Yes/ No	Comments
1.	**Does the policy / guidance affect one group less or more favourably than another on the basis of:**		
	▪ **age**	No	
	▪ **disability**	Yes	As per Equality Act, 2010 (1.25): 'schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities'
	▪ **gender reassignment**	No	
	▪ **marriage and civil partnership**	No	
	▪ **pregnancy and maternity**	No	
	▪ **race**	No	
	▪ **religion or belief**	No	
	▪ **sex**	No	
	▪ **sexual orientation**	No	
2.	**Is there any evidence that some groups are affected differently?**	Yes	Reasonable adjustments to policy and provision are made for pupils with a disability.

3.	If you have identified potential discrimination, are any exceptions valid, legal and/or justifiable?	Yes	Required by Equality Act, 2010
4.	Is the impact of the policy/ guidance likely to be negative?	No	
5.	If so, can the impact be avoided?	N/A	
6.	What alternatives are there to achieving the policy/ guidance without the impact?	N/A	
7.	Can we reduce the impact by taking different action?	N/A	