



Special Educational Needs (SEN) and Inclusion Policy

	Name	Date	Signature
Reviewed		February 2019	
Review		February 2020	

Compliance

The Policy complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DFE Feb 2013
- SEN Code of Practice 0 – 25 (June 2014)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This Policy has been created by the School's Inclusion Manager with the SEN Governor & Parent Governors, in liaison with the SLT, all staff and parents of pupils with SEN.

Raglan is a caring community School welcoming of all. It is dedicated to high standards of achievement and behaviour. Learning is enjoyable and rewarding and the gifts and abilities of every child are recognised and nurtured.

The Inclusion Manager is Mrs Carol Burgess. She is a member of the Senior Leadership team. She leads an Inclusion Team in school consisting of:

- Mrs Vas Hardstone – Literacy support
- Mrs Sam Collins – Learning Mentor
- Mrs Nadine Titeridge – ASD Champion
- Miss Tamsyn Norris – SaLT Teaching Assistant
- Miss Abi Larson – SaLT

The SEN Governor is Mrs Jessica Benning.

Raglan School is an inclusive School and may offer a range of provision to support children with SEN in the following areas of need: communication and interaction, cognition and learning, social, emotional and mental health or sensory and physical.

The range of support deployed will be tailored to individual need following assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

Every child, regardless of their needs will be given the same opportunities as all children. However, children with SEN will have careful consideration given to them with an awareness given to their particular learning style or need.

This Policy was developed through meetings with Governors, then parents, discussed with all staff and presented to the Governing Body.

Contextual Information about Our School

- Anti-bullying and Positive Handling – please refer to the Behaviour Policy
- Physical Restraint – as above
- Meeting Medical Needs - Please contact the Office staff or look on the website regarding information re Medical Needs.
- Accessibility – Please refer to the Disability and Accessibility Policy
- Child Protection / Safeguarding Policy - Please refer to the Policy on the website.

SECTION 2

Aim

At Raglan, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and aim to achieve this through the removal of barriers to learning and participation. We endeavour for all our children to feel that they are a valued part of our School community. Through appropriate curricular provision, we respect the fact that children:

- have different educational, emotional and behavioural needs and aspirations;
- require different strategies and styles for their learning;
- acquire, assimilate and communicate information at different rates; and
- may need a range of different teaching approaches and experiences.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provided in the SEN Code of Practice 2015
3. To ensure that all learners make the best possible progress

4. To ensure that parents are informed of their child's special educational needs and that there is effective communication between parents and the school
5. To ensure that learners express their views and are fully involved in decisions which affect their education
6. To operate a "whole pupil, whole school" approach to the individual management and appropriate provision of support for special educational needs through high quality teaching
7. To promote effective partnerships and involve outside agencies when appropriate
8. To provide a Special Educational Needs Co-ordinator (SENCO) who will work to implement the SEN Inclusion Policy
9. To provide support, advice and training for all staff working with pupils who have special educational needs.

SECTION 3: Identifying Special Educational Needs

We recognise the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child /young person.

The school also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium grant
- Being a Looked After Child (CLA) or adopted
- Being a child of Service personnel

A rigorous system of progress monitoring across the School takes place on a termly basis. This is referred to as Pupil Progress Reviews. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills. Classroom interventions are then implemented to those children who are identified and require support. In some cases, interventions outside of the classroom environment may be identified as a way of meeting a child's additional need in school.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need but should be seen as a form of communication that needs to be addressed. These children are monitored and supported accordingly.

Promoting Social, Emotional & Mental Well-Being

Children need to feel valued, confident and secure to make maximum progress in their learning. Raglan is committed to promoting the social, emotional and mental well-being of all our pupils through a range of activities. These include:

- Playground Buddies
- Social Skills groups
- Learning Mentor/Family worker
- Listening Ear Programme

SECTION 4: A Graduated Response to SEN Support

Class/subject teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs.

Raglan regularly and carefully reviews the quality of teaching for all pupils including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable learners and their knowledge of the SEN most frequently encountered.

The school has a rigorous monitoring cycle in place which includes observations of staff, regular book looks and planning scrutinies.

Before Special Educational provision is made, the SENCO and class teacher will consider all the information from within the school about the pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2015 (cognition and learning, communication and interaction, social emotional and mental health and sensory and physical difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SEN team may observe and also offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. Social and emotional needs are also

carefully considered. General advice from outside specialists may be sought in consultation with parents.

Assess: If the pupil continues to face difficulties, a more detailed formative discussion, facilitated by the SENCO team may take place. The School will consider which assessments may be suitable to gain further insight into the pupil's difficulties.

Plan: The school may refer to Bromley Inclusion Support Advisory Team for advice or to open a pathway to secure future support for a child with significant needs. A plan of early support will be implemented through Pupil Progress meetings and further discussions held in school.

Do: Then delivered by appropriately trained staff, support may take the form of additional in-class provision or an intervention group to address a particular need.

Review: The effectiveness of the intervention will be monitored regularly by the class teacher and SENCO. Individual pupil targets will be reviewed as part of the School's cycle of progress monitoring.

If, despite support, children fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place children on the SEN register, in formal consultation with parents.

This will be identified through the termly Pupil Progress Reviews, screening, assessments or in consultation with Outside Agencies.

English Additional Language children are not placed on the SEN register in the first year of attending Raglan.

Managing Pupils on the SEN Register

Where longer term support is required and/or children have a diagnosis of need from an outside professional, parents will be formally informed that the child has been placed on the SEN register. This is the responsibility of the SENCO/Inclusion Manager to have a discussion with the parent.

Children in the Early Years provision are not necessarily identified on the SEN register but termly meetings are held with parents and minutes are taken documenting the child's need. These children are monitored and referrals and support is put in place as it is for children throughout the School. It is felt that some children take longer to settle and should not be identified as SEN at such an early stage. However, any child with a formal diagnosis will automatically be placed on the school's SEN register.

Assess: Should include detailed formative assessment to identify individual barriers to learning. This may involve classroom observations, meetings with parents, assessment in School or assessments by an external agency such as an Educational Psychologist, Speech and Language therapist, Occupational therapist, Bromley Wellbeing Service or another specialist support service. Assessment by an outside agency may lead to a formal diagnosis of need.

Plan: Appropriate support will be agreed for pupils on the SEN register which will be identified on Whole Class Provision Maps.

Do: Interventions are put in place, following recommendations. They will be time limited and discussed at the termly Pupil Progress Reviews and also with Parents at Parents Evenings and in meetings with the SEN team.

Review: Effectiveness of provision is monitored and intervention adapted to meet individual need – further advice is sought where necessary.

All interventions are planned and monitored by the class teacher and delivered by staff that have had appropriate training. Records of interventions are kept. The effectiveness of interventions is monitored on a termly basis, or more frequently for certain interventions. All intervention outcomes are discussed at the termly Pupil Progress Review meetings. Individual pupil targets are assessed as part of the school's cycle of progress monitoring. This is presented in the form of a whole class provision map. Some children may have additional Behaviour Support plans depending on their specific needs.

While the needs of the majority of pupils will be met from within the School's own resources, some children will have a higher level of need. Additional funding to support children is available from the Local Authority High Needs Block. To receive additional funding, the school needs to provide a 'costed provision map' demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is agreed, a Pupil Resource Agreement will be put in place by the School's Educational Psychologist or Specialist Teacher, in consultation with parents and pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

SECTION 5: CRITERIA FOR EXITING THE SEN REGISTER

The Inclusion Manager will inform parents when their child no longer needs to be on the SEN register. This might take the form of a formal meeting i.e. Open Evening or a telephone call. The child will be monitored closely once they are taken off the SEN register.

SECTION 6: SUPPORTING PUPILS AND FAMILIES

Children are supported according to their needs. These are identified through data tracking, Staff discussions, Outside Agencies, and The Learning Mentor and through our termly Pupil Progress Review meetings.

Support is provided on an individual basis and decisions are made on the individual needs of the child. Support is reviewed on a regular basis and changes are made on the needs of the child at that time.

There are links to:

- The SEN School Information Report on the website
- School policy on managing medical conditions (new requirement from 9.14 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/306952/Statutory_guidance_on_supporting_pupils_at_school_with_medical_conditions.pdf)
- Other agencies involved;
Bromley Children's Project
Information Advice and Support - IAS (formerly the Bromley Parent Partnership)
CAMHS
Occupational Therapy
Speech and Language Therapy
Educational Psychologist
Social and Communication Support Service
Paediatrician
Sensory Support
Learning Mentor involvement
Inclusion Support Advisory Team

Admission Arrangements

Please refer to the Admissions Policy – on the website.

It is through the Disability and Equality Policy that the access arrangements are monitored. It is reviewed annually and looks closely at all the access

arrangements. The Inclusion Manager has responsibility for this policy and works closely with representatives from the Local Governing Body.

Additional support may be given to vulnerable children who are in the transition process. This could be from Key Stage to Key Stage or entry in or departing to or from Raglan at any age.

This support may involve different agencies e.g. ISAT, the Family Liaison Worker or a SENCO in a corresponding school. SEN Files are handed over at meetings or delivered to the secondary schools in July before the autumn term.

SECTION 7: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

The School recognises that pupils at School with medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. 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 pupils may also have Special Educational Needs and may still have a an Education Health Care Plan which brings together health and social care needs, as well as their Special Educational provision and the SEN Code of Practice 0 – 25 (2015) is followed.

SECTION 8: MONITORING AND EVALUATION OF SEN PROVISION

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, pupil and staff views.

The Local Governing Body takes an active role with all aspects of SEN. The SEN Governor supports school to evaluate and develop quality and impact of the provision for pupils with SEN across the School. The SEN Governor also liaises directly with the Local Governing Body to ensure they have full knowledge of all aspects of SEN/vulnerable children.

The School undergoes an active process of continual review and improvement of provision for all pupils. This may take place at the Pupil Review Progress meetings termly, Open Evenings, with the Class Teacher or through parents and Outside Agencies.

SECTION 9: TRAINING AND RESOURCES

SEN is funded from the Notional SEN budget allocated to all schools, based on prior school attainment and free school meals. Additional funding is available from the Local Authority High Needs Block where it can be evidenced that a pupil requires a higher level of support.

The training needs of staff, including support staff, are regularly reviewed and planned for, so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO/Inclusion Manager to explain the systems and structures in place, the school's SEN provision and practice, and to discuss the needs of individual pupils.

The Inclusion Manager attends the Local Authority SENCO Forums in order to keep up to date with local and national updates in SEN. The SENCO/Inclusion Manager also attends local cluster group meetings to share good practice.

SECTION 10: ROLES AND RESPONSIBILITIES

- SEN Governor is Mrs Jessica Benning and can be contacted through the school office.
- The SENCO/Inclusion Manager is the line manager to the Teaching Assistants and Learning Support Assistants
- The Head Teacher and the Learning Mentor are designated adults responsible for Safeguarding.
- The School Business Manager is responsible for the funding for the Pupil Premium children and the Teacher in charge of CLA is responsible for the attainment and achievement of those children.
- The School Business Manager is responsible for the funding for the Looked After Children (LAC) and the Inclusion Manager is responsible for the attainment and achievement of those children.
- The Head Teacher has overall responsibility for meeting the needs of the children with medical conditions. A member of the office staff manages this on a day to day basis.

SECTION 11: STORING AND MANAGING INFORMATION

All documents are stored securely in the SENCO/Inclusion Manager's office. The doors are locked when an adult is not present in the room.

Documents are shredded frequently or destroyed either by the school or the Borough. Documents of SEN children are usually kept for a year or longer before they are destroyed.

Data Protection and GDPR should be carefully considered when handling information.

SECTION 12: REVIEWING THE POLICY

This policy is reviewed annually.

SECTION 13: ACCESSIBILITY

Statutory Responsibilities

Refer to the Equality and Disability Policy and the Action Plan for further information regarding accessibility of all pupils. There is direct reference to resources such as the sound field System and resources in place for vulnerable children.

Barriers to learning are removed through careful monitoring, quality first teaching, identification and interventions or referrals to other professional agencies. Classroom organisation may mirror a 'Dyslexic Friendly Classroom' e.g. coloured backgrounds on the interactive whiteboard, worksheets with information presented in smaller manageable chunks.

Key members of staff can be contacted through the School. If the direct email is not known then contact can be made through admin@raglan.bromley.sch.uk and the email will be forwarded.

SECTION 14: DEALING WITH COMPLAINTS

It is hoped that all positive and negative issues regarding SEN would be discussed and resolved with the SENCO/Inclusion Manager. However, should a parent feel that they wish to pursue a matter, the Head Teacher should be contacted after the SENCO/Inclusion Manager. If the matter continues to be

unresolved the concern should be taken to the Chair of Governors c/o
chair@raglan.bromley.sch.uk

SECTION 15: APPENDICES

This Policy needs to be read in conjunction with other school policies such as Safeguarding Children Policy, Supporting Children with Medical Conditions Policy, Behaviour and Relationship Policy, Accessibility Plan and Equality Information, Data Protection Policy and Objectives Policy.