



Knowleswood Primary School
'Not just for school; but for life we learn.'

Inclusion and SEND Policy and Procedures

Written: Sept 2014

Review: Sept 2017

Inclusion and SEND Policy and Procedures

The following policy will outline the provision that is available for **all** children at Knowleswood Primary School, as well as the more tailored provision we offer for children with additional needs. Additional needs may involve special educational needs and disabilities, medical needs, English as an additional language and enhanced provision for more able children.

This document is predominantly designed to inform parents and carers about Knowleswood's systems and values, as well as staff, governors and outside agencies.

Contact Information.

Inclusion Manager / SENCO – Mrs Clare Cosgrove

Assistant SENCO – Mrs Janice Armatage

Contact for Children's Needs in the School Office – Mrs Glenys
Marshall

All the above can be contacted on 01274 778177

Please feel free to contact us with any questions regarding this

Knowleswood Primary School Inclusion and SEND Policy

Inclusion

An inclusive school provides every child with the knowledge, tools and support they need to succeed with their individual learning journey. At Knowleswood we strive to achieve a fully inclusive environment for our children through constant monitoring, communication, training, assessing and responding to pupil and parent voice. Each pupil, regardless of ability, receives appropriately tailored teaching and learning experiences that aim to develop them as confident learners who enjoy a challenge and feel safe in the knowledge that they will always be supported by the staff and their peers.

To ensure that our inclusive environment is a constant and natural component of our school, we have rigorous routines, procedures and values in place, these are explained below:

- Every child is an individual with his or her own needs and methods of learning;
- Liaising with parents, informing them of new events or information and listening to their opinions, ideas and concerns about their children is an imperative and non-negotiable part of our work;
- The SEND Code of Practice and The Children and Families Act 2014 are embedded within our practice;
- All children are assessed when they enter school according to their abilities in Literacy, Maths and PSHCE, using the most appropriate assessment tool for them. Assessment routines from then on are consistent and strictly monitored;
- Planning is differentiated according to group and individual needs. The learning styles of our children inform the teaching styles that are used and assessment for learning is used as an integral part of our teaching and learning process;
- Our classroom environments are calm and purposeful, they enhance learning experiences with visual and kinaesthetic resources, and, if individual learners require alternative working conditions we adapt to their needs;
- Individual targets or programmes of work set by outside agencies are carried out and monitored by the Inclusion Manager. Outside agencies are welcomed as often as possible into school, to support our children and staff;
- Extra-curricular activities are available for all pupils regardless of ability;
- Close links with our local schools, the local authority and community police officers mean we can attempt to support difficulties in the community that may be affecting a child's or children's learning.

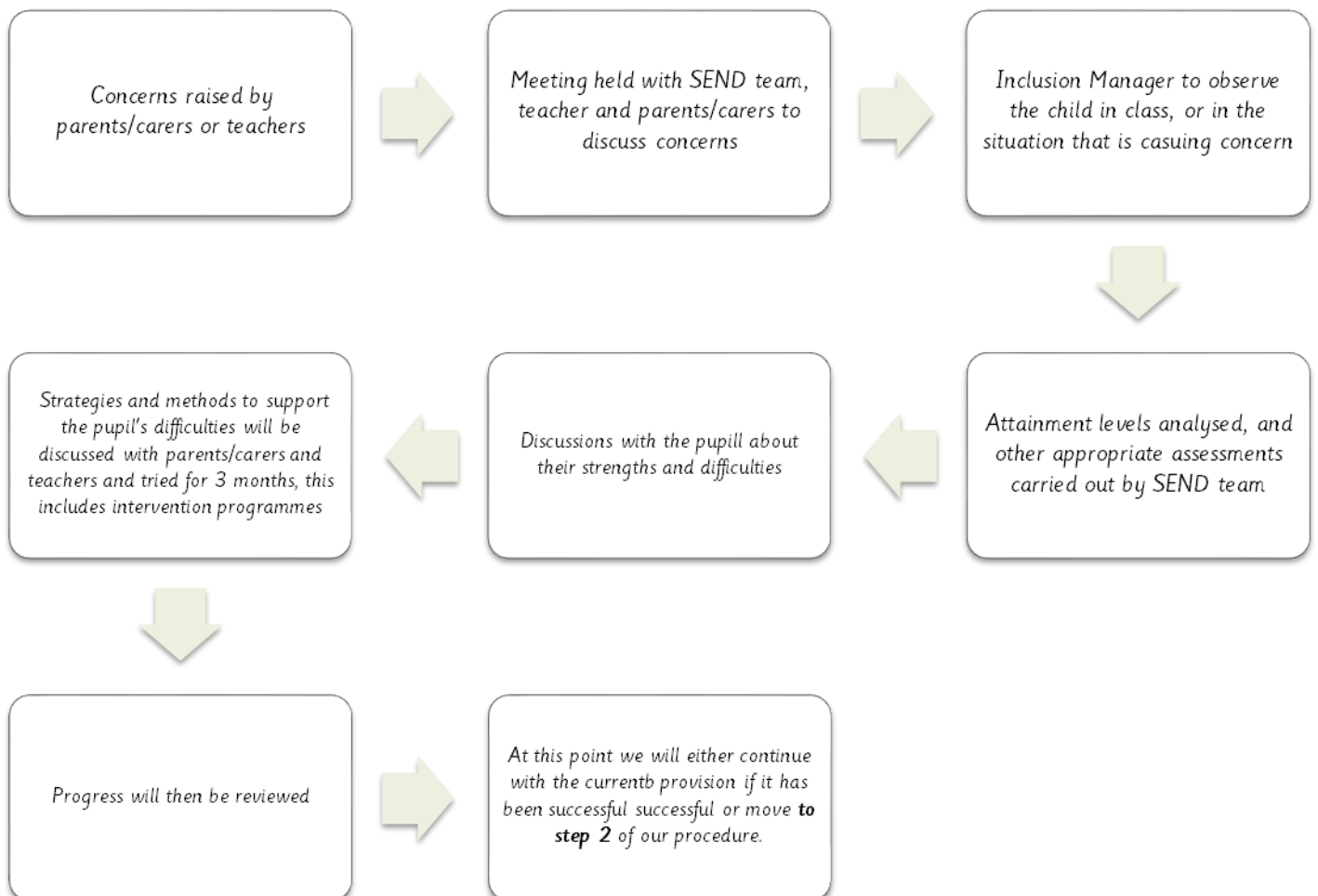
Special Educational Needs and Disabilities

Some children will experience difficulties with one or more aspects of their learning, understanding or behaviour. At Knowleswood we strive to ensure every child is confident and can work at their own pace and level, therefore routines are in place for reporting, observing and supporting any concerns about a child. Please see the following page for an explanation of our procedures for how we identify and support children with SEND.

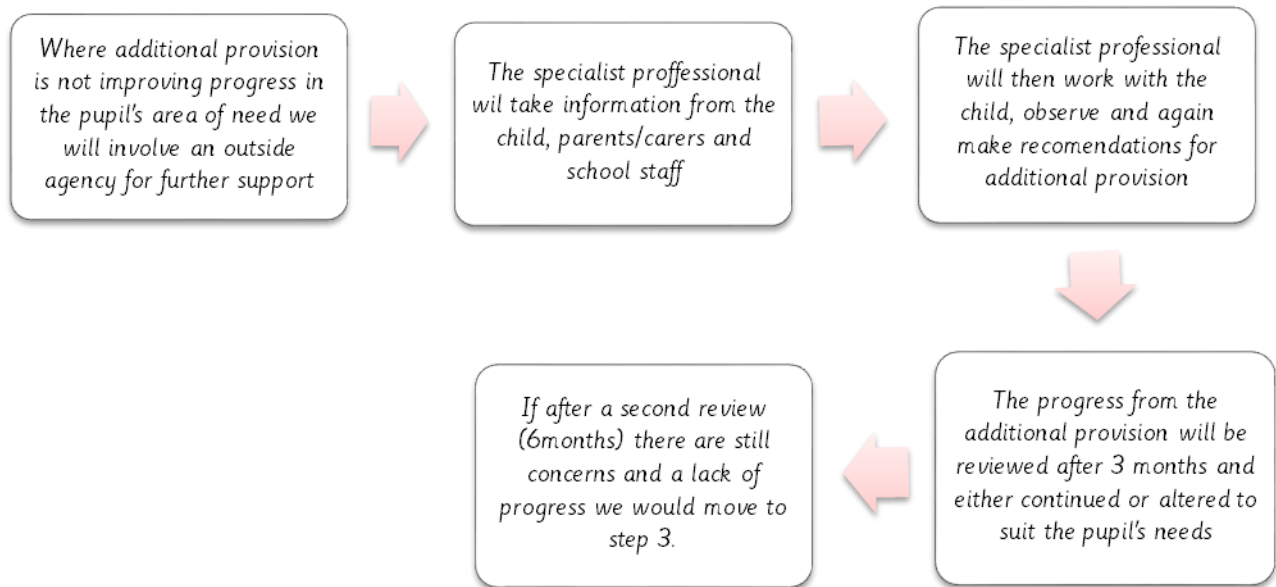
Identifying and Supporting Children with Special Educational Needs and Disabilities (SEND)

There are three steps in the procedure we use to identify and support children with SEND

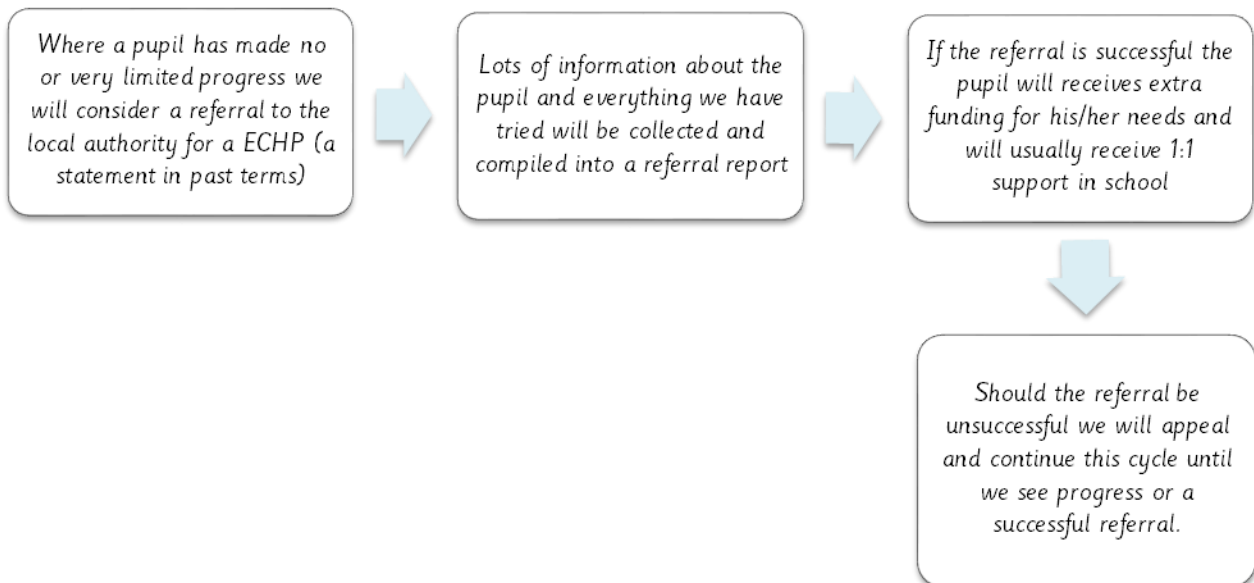
Step 1 (Roughly equates to Range 1 in the Code of Practice)



Step 2 (Roughly equates to range 2 in the Code of Practice)



Step 3 (Roughly equates to range 4 onwards in the Code of Practice)



Interventions and Strategies to Support Children with SEND

There are countless interventions and ways of supporting children, depending on their particular area of need. In school we have an experienced SEND team and teachers who can assess and identify ways forward. It is the role of the Inclusion Manager and SEND team to introduce, organise and timetable any additional provision. We have numerous intervention schemes that we have purchased but we also often produce our own support packages so that they tailor to exact needs.

At Knowleswood we also have access to a range of outside agency support from Education Bradford and also from independent services. We access this support as often as possible and act upon advice that the specialist services have suggested. 1:1 intervention, support or work suggested by specialist services for individual pupils is always discussed with parents/carers before we commence.

Monitoring the Success of SEND Provision

It is the responsibility of the Inclusion Manager and SEND team to ensure that interventions and additional provision times are running successfully and having an impact on the children's learning, skills and development. Monitoring and assessment takes place each half term and is rigorous. New information is always shared with relevant staff members and parents.

Our named SEND governor is also responsible for ensuring our procedures are running smoothly and showing impact on our children's personal development. The governor meets regularly with the Inclusion Manager in order to be kept up to date.

Links with Other Schools

In the South Bradford area we have a network of schools to form a 'PAL'. Here meetings are held and information shared about policies, procedures, new initiatives and local changes within SEND. At Knowleswood we have strong links with our local primary schools and with the nearby high schools. This gives us the opportunity to provide smooth transition for any pupils moving schools and helps us to ensure all schools in the locality are equally committed to the individual needs of our children.

Links with Parents / Carers

At Knowleswood we have a thorough understanding of the importance of parental involvement with all our children, but particularly those who are vulnerable or have SEND. It is a vital part of our work to listen to parents / carers and take advice from them about their children. We believe in forming strong relationships where parents / carers feel confident with asking questions and sharing any information about their children. We are aware that parents and carers know their children best.

The relevant staff members' details for whom parents and carers should contact can be found at the front of this policy and we are always happy to take a phone call or organise a meeting.

Other Higher Needs

Alongside SEND, some children may require extra provision for other additional needs, the Inclusion Manager is also responsible for ensuring that these pupils receive the appropriate support too. These needs may be:

- English as an additional language, in which case we can provide resources, ideas and interpreters, along with support from our other EAL children.
- Medical conditions, which we deal with on an individual need basis, producing a care plan and ensuring we consult with appropriate medical professionals.
- More able pupils, who are offered more challenge, opportunities for more independent learning, extra-curricular activities based on their abilities, and mini projects that may involve finance, business and career based activities.
- Looked after or adopted children who may require nurturing support or therapy from outside services.

As with Children with SEND, these pupils are monitored and regularly assessed to ensure our provision is effective and producing accelerated progress. Where a child who requires additional provision is also eligible for pupil premium funding, enhanced or new activities, therapy or interventions are provided.

In Summary

At Knowleswood we are dedicated to meeting the needs of all of our children, no matter what gender, race, ability or age. Our procedures and routines are rigorous and all staff members are up to date with policies. Our Inclusive ethos enables our children to thrive confidently and enjoy their learning journey.

Clare Cosgrove Sept 2014