



Marsh Green Primary School

"Inclusion is not about giving every child the same thing, it's about ensuring every child has what they need to achieve"



SEND and Inclusion Policy

Achieve, Believe & Celebrate

Our Vision Statement:

Marsh Green Primary is a nurturing school where we firmly believe that each and every child deserves to feel safe and have the very best opportunities and experiences to enable them to live fulfilling and successful lives and aspire to reach their full potential as a valued and respected member of the community.

"I will be the best that I can be"

Our Inclusion Statement:

At Marsh Green Primary school we endeavour to achieve inclusion of all children (including vulnerable learners) whilst meeting their individual needs. Staff at Marsh Green Primary School will have due regard for the Special Needs Code of Practice (2014) when carrying out their duties towards pupils with special educational needs and disabilities (SEND). As identified in The Code of Practice, Every teacher is a teacher of SEND. **The SENDCo at Marsh Green Primary School is Claire Bolus** (Assistant Head teacher). She is responsible for co-ordinating the SEND provision for learners across school, whilst supporting the teacher to identify individual needs of children in their class, helping them to understand their individual needs, and support them in identifying the most effective resources and provision to meet the child's needs and allow them to achieve their full potential, whilst ensuring inclusion is at the heart of the teacher's practice. Teachers therefore 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 the school curriculum. We focus on individual progress as the main indicator of success. We strive to make a clear distinction between 'underachievement' and SEND. Some pupils in our school may be underachieving but will not necessarily have a special educational need or disability. It is our responsibility to spot this quickly and ensure that appropriate interventions are in put in place to help these pupils catch up. Other pupils will have SEND and this may lead to lower-attainment (though not necessarily to under achievement). English as an Additional Language (EAL) is not considered a SEND. Differentiated work and individual learning opportunities are provided for children who are learning English as part of our provision for vulnerable learners.

It is our responsibility to ensure that pupils with SEND have the maximum opportunities to attain and achieve 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. It is also our responsibility to ensure that parents and young people are notified when SEND provision is being made, and that parents and the young people are involved in the SEND process.

Definition of SEND

The 2014 Code of Practice says that:

'A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she

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

2014 SEND Code of Practice: 0 to 25 years - Introduction xiii and xiv.

The purpose and aims of this policy are

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND
- To raise aspirations and ensure high expectations for all pupils
- To ensure that every child experiences success in their learning and reaches their full potential
- To enable all children to participate in lessons fully and effectively to their own ability
- To involve children in decision making and in the development of their learning
- To value and encourage the contribution of all children and families to the life of the school
- To support parents in their journey of education with their child
- To work closely with external support agencies, where appropriate, to support the need of individual pupils
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND

Identification of SEND

The 2014 Code of Practice refers to four categories when describing children's additional needs:

- ☐ Communication and Interaction
- ☐ Cognitive and Learning
- ☐ Social, Emotional and Mental Health Issues
- ☐ Sensory and / or Physical Needs

Detailed descriptions can be found on the Wigan Local offer - High Expectations for All.

- All staff are involved in the identification process which considers the needs of the whole child
- When children have already been identified with Special Educational Needs and Disabilities (SEND) prior to starting school, we work with the family and professionals to inform SEND provision at Marsh Green Primary School, and how it will be managed
- Individual children's needs are regularly discussed and monitored throughout their time at Marsh Green Primary School

- Children are assessed regularly through termly assessments and throughout their lessons • Parents are welcomed and invited to discuss any concerns about their child's progress
- At Marsh Green Primary School we work closely with external specialist agencies eg. Speech and Language Therapists, Occupational Therapists, Physiotherapists, Educational Psychologists, Targeted Education Support Service, Virtual Schools Team, CAMHS, Councillors, Start well workers, Social Workers and Health Visitors and their assessments and recommendations form an important part of our identification process

A graduated approach to SEND support

Quality first teaching, differentiated for individual learners, is the first step in responding to children and young people who have or may have SEND. High expectations should be set by teachers for every learner whatever their prior attainment.

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of the children in their class, including where pupils access support from teaching assistants or specialist staff.

At Marsh Green Primary School, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement; through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress should be high quality teaching to maximise their strengths and target at their areas of weakness.

This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEND, Claire Bolus together with the class teacher and Inclusion Team, takes action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the *Graduated Approach*.

Detailed descriptions can be found on the Wigan Local offer – High Expectations for All.

Graduated Approach.

Assess

In identifying a child as needing SEND support, the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Here at Marsh Green Primary School, we take seriously any concerns raised by a parent. Assessments are looked at and in some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with school to help inform the assessments. Where professionals are not already working with school staff the SENDCo with parental agreement the appropriate referrals should be made.

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified. The teacher and the SENDCo 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. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system.

Do

The class 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 SENDCo 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.

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. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Where a pupil has an Early Years Additional Resource or Education and Health Care plan the local authority, in cooperation with the school, must review that plan as a minimum every six months for an EYS pupil and twelve months for pupils in year1 - year 6.

Communication

All children entering school in Young Explorers, Nursery and Reception undertake communication assessment Teddy Talk with Miss Bohannon, our Communication Champion. Children who are identified as Amber have intensive weekly communication sessions during the term in small groups with a key adult. Children identified as Red are raised at the termly Speech and Language planning meeting with Speech and Language Therapist team for a full Speech and language assessment. These children will then progress through the graduated approach and be monitored as the 'some' (as detailed in the Graduated Approach in the High Expectations for All Document), they will also been assessed through WELLCOM Tool that provides an overview of activities for parents and for school. Children identified as Red and Amber are assessed again at the end of the terms intervention and then planned for accordingly.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Headteacher, SENDCo, Senior Leadership Team and Co-ordinators
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the SEND Governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- Meetings of parents and staff, both formal and informal

- Pupil progress meetings
- SEND Planning Meetings

Managing SEND Support

At Marsh Green Primary School, SEND children are assessed regularly, as with other children. These assessments are then shared at the termly Review Development and Planning meeting between the Inclusion team and the class teacher. Together they will agree the **Intent**, plan the actions to **Implement** and then regularly review the **Impact** for each child identified as having additional needs. The as the child makes progress the **Impact** will inform the **Intent** and a new action to **Implement** will be agreed, forming a continuous Assess Plan Do Review cycle throughout the term.

It is the duty of the class teacher to keep SEND records up to date. The SENDCo has a strategic lead over SEND within school. If a child has an EYAR or an EHCP the SENDCo will organise and chair the reviews for that child with key staff who know the child well contributing and attending.

Provision for children with additional needs is informed by:

- pupil progress meetings
- other professional's advice and severity of need
- Specific cohort needs

The SENDCo informs Governors through a termly Governor's report. There is a named SEND Governor who is Mrs. P. Bolton. A census is completed three times a year. Raise online data analysis is completed once a year and the SEF updated based upon this.

Parents, families and children are involved in this process from admission into school through the school's SEND information report. They are involved throughout the child's school life:

- Attending parents evening
- Open door policy
- Annual reviews
- Parent questionnaires parent view child friendly plans
- School council
- Pupil questionnaires etc...

If a SEND supported child isn't making the expected progress through additional to and different from what others receive, school will seek advice from other outside agencies including:

- Speech and Language Therapy
 - Occupational Therapy
 - Physiotherapy
 - Counselling
 - Targeted Educational Support Services (TESS)
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- An Educational Psychologist
 - Outreach Services
 - Startwell

If a child has followed the graduated approach and been following advice from outside agencies and is still not making the expected progress, we would refer the child for an Early Years Additional Resource or Education, Health and Care plan (EHC plan), if they meet the threshold.

All activities within school and educational visits are carefully planned and risk assessed to ensure all children have equal access to them. Some activities may be adapted, some may require further staffing to ensure all children are included with appropriate care and support, this includes any children with physical / medical needs.

If a child does not require the additional support that they did previously, due to the progress they have made, parents will be informed by class teacher and children will be removed from those plans. However, these children will still be monitored to ensure they continue to make the expected progress.

Pupils and Families

Partnership with parents and carers of children with SEND are kept fully informed of the provision that is being made for their children. Where appropriate children are also informed of their targets and their strengths and difficulties are discussed with them. If a child is unable to express what they find difficult or is unable to discuss the things that they like, other methods of communication are used such as talking mats, pictures, photographs, learning walks and drawings. As well as observations by parents and staff who know the child very well. The pupil voice is very important to us.

Information about the Wigan Council Parent Partnership is displayed on the school website. The SENDCo will make sure that families are aware of this information and that of any other agencies that may also support the families.

The Local Authority has created a 'Local Offer'. This highlights to parents and carers how the authority will support pupils and families. Each school was then asked to create their own 'offer' to children and families. This School Information Report and the Local Offer from the authority can be found by on the school Website.

The school plan for transition activities through 'Meet the Teacher' sessions at the end of the summer term. The children are able to spend time with their new teacher and teaching assistants as well as discovering what their new classroom environment has to offer. Additionally, the class teachers meet to discuss the classes and share relevant information so that everyone is fully informed and support can be put into place where necessary. If a child leaves our setting, information is passed onto the next setting via the SENDCo and Class teacher.

Supporting Pupils with Medical Conditions

Please see separate policy.

Accessibility Plan

Please see separate policy.

Monitoring and Evaluation of SEND

Monitoring and evaluating SEND is ongoing throughout the year. Regular monitoring and evaluation of the quality of provision offered to our pupils is achieved by:

- Ongoing teacher and TA observations in daily classroom practice
- Differentiated planning and resources
- Ongoing evidence of work shows progress towards learning and behaviour objectives
- Evidence of progress to be reviewed at termly Pupil Progress meetings, with the Class teacher, SENDCo, Head teacher and Deputy Head teacher. Children recognised as the 'some' and the 'few', will be discussed and next steps planned accordingly.
- Individual Planning Meetings (IPM) for the children recognised as the 'few' are held termly with Class teachers, and annually where the child has an EYAR or EHCP in place with Class teachers, parents, key workers. Professionals supporting the child eg SALT, OT, Physio, TESS, ELCC team, Start well are also invited to attend the child's annual review.
- School inclusion team meetings are held weekly
- Daily monitoring of behaviour incidents through C POMS
- Formal and Informal discussion with the child about their progress - this may be ongoing as part of lessons, as part of a specific intervention or termly to ensure the child's voice is represented in review for EYAR, EHCP or as part of an Early Help, PEP or CP.
- Discussion with parent/carer about their child's progress eg; parent evenings, informal conversations, parent drop-in, in some cases for the 'few' children this could be daily face to face contact during transition into school in the morning and home in the afternoon.

- Discussion with relevant outside agencies about progress/needs
- SEND report for Governors
- Termly SEND update for SEND Governor

Training and Resources

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff are encouraged to undertake Continual Professional Development this is identified through the Whole School Improvement Plan, Curriculum and Inclusion Action Plans, staff My Time (performance Management tool) and the needs of our children and families. This could be in house, local and national training and development.
- Training and development may vary due to the needs of the specific children
- The Inclusion team work across school to support all staff so they are aware of the systems and structures in place around the schools SEND provision and practice.
- The school's SENDCo regularly attends the Local Authority's cluster meetings in order to keep up to date with local and national initiatives in SEND, plus the WOW's SEND meetings.

Roles and Responsibilities of The SEND Governor

Mrs. P. Bolton is the current Governor with responsibility for SEND at Marsh Green Primary School. She has regular contact with the SENDCo and the Headteacher of the school to keep up-to-date with, and monitor the school's SEND provision, making sure that the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years. The Governors ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- the school profile informs parents under the heading 'How we are making sure we are meeting the learning needs of individual pupils'
- they have regard to the requirements of the Code of Practice for Special Educational Needs
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The Headteacher and SENDCO will make an annual report regarding SEND to the full governing body.

The role of the Headteacher within SEND

It is the responsibility of the Headteacher to work with the SENDCO, governors, staff and all stakeholders to ensure that the school meets its responsibilities under the special educational needs and disability code of practice: 0 to 25 years. The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The Role of SENDCo

The current SENDCo of Marsh Green Primary School is Mrs Claire Bolus. It is the responsibility of the SENDCo to oversee the day to day operation of the schools SEND policy. The SENDCo maintains the SEND register and coordinates provision for children. The SENDCo works with the Head and Governors to ensure the school meets its responsibilities under the Special Educational Needs and Disability Code of Practice: 0 to 25 years.

The SENDCo is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies and plans etc...
- setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents

- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs.
- contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Role of the Class Teacher

Teachers are accountable for the progress and development of all of the pupils in their class through Quality First Teaching.

Teachers differentiate the curriculum in order to meet the needs of the children with SEND.

They measure and monitor the ongoing progress for pupils with SEND, focussing on outcomes with high expectations for all. They will liaise with the SENDCo in order to ensure provision for children with SEND, thus providing high quality teaching for all children.

- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND. Directly liaising with parents of children with SEND

Role of Teaching Assistants

The teacher and teaching assistant (TA) represent a team, working collaboratively to support children on an individual, group or whole class basis. A teaching assistant works under the direction of a teacher, the teacher having ultimate responsibility for the children's learning. Teaching assistants are integral to the successful learning of all children. They are highly skilled and are recognised as playing an important role in the school. Teaching and learning for all pupils can be extended and enhanced with careful planning and collaboration between the teacher and TA.

Teaching assistants must:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.

- use the school's procedure for giving feedback to teachers about pupils' progress.

Children's responsibilities

Children must accept and tolerate difference and diversity in other children. They must understand and be sensitive towards the feelings of others and make responsible choices in relation to behaviour and learning.

All Children should be involved in making decisions about their education, where possible and appropriate and the school should listen to the views of the child.

For children with SEND, we aim to involve the child in understanding his or her difficulties and what is needed to overcome them. We also encourage students with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

Parents and Carers responsibilities

We will ensure that all parents and carers are fully informed of any SEND their child may have. Partnership with parents plays a key role in promoting a culture of co-operation between parents and schools. This is important in enabling children with SEND to achieve their potential.

Parents hold key information and have a critical role to play in their child's education. We actively seek to work with parents and value the contribution they make. All parents of children with special educational needs are treated as partners. We expect parents/carers to:

- Recognize and fulfil their responsibilities and play an active and valued role in their child's education.
- Be informed by the school of their child's placement within the SEND framework.
- Have the opportunity to make their views known about how their child's education.
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.
- Alert the school to any concerns they have about their child's learning or provision.
- Fulfil their obligations under home/school agreements, which set out expectations of both sides.
- Provide staff with up to date information regarding their child's needs or medical condition.

Designated members of staff

At Marsh Green Primary School we have members of staff who are responsible for key areas within school:

- Safeguarding - Mrs G. Leigh, Mrs C Bolus, Mrs A Hamilton, Mrs J Hervey, Mrs M Green.
- Children Looked After - Mrs C Bolus

- Pupil Premium - Mrs G Leigh and Mr C Todd
- Medical needs - Mrs C Bolus and Miss Y Young

This policy will be reviewed annually, last updated September 2022

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