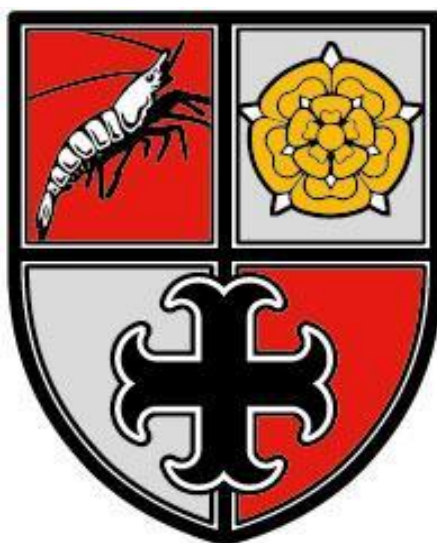


# MARSHSIDE PRIMARY SCHOOL



## Special Educational Needs and Inclusion Policy

Autumn 2022

Date reviewed by sub-committee:

Date Approved by Full Governing Body

Chair:

Andrew Brown

Headteacher:

Natasha Sandland

Review Date:

Autumn 2024

### EQUALITY STATEMENT

Our school recognises children's diverse circumstances and is committed to its legal responsibilities under the Equality Act 2010. Each child regardless of their background could be a victim of child abuse and is therefore entitled to the same degree of protection and support.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.



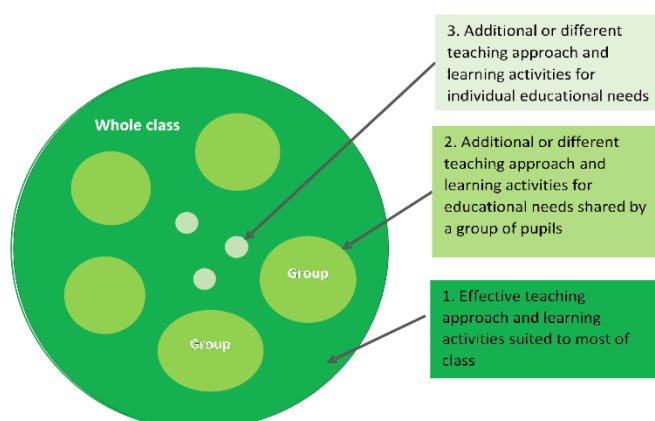
# SEND and Inclusion Policy

October 2022

## **Intent**

At Marshside we have worked to develop and grow the Marshside Curriculum to best meet the needs of our pupils as individuals. Our aim is for all pupils to feel valued, included and enabled to thrive. We embrace diversity and recognise the rights of all pupils to high quality educational experiences. Pupils are encouraged to work to the best of their ability and to take responsibility for their own learning. As teachers we adapt learning opportunities to ensure that all children can access and enjoy their lessons, make progress and experience success within their learning. Where possible we aim to incorporate are unique setting into learning opportunities so pupils are better able to understand the real world value of education.

The aim of our SEND policy is firstly to provide high quality adaptive teaching for all children. Effective quality first teaching approaches improve the provision for all pupils at Marshside. Some children may require additional support or resources at times to help them to overcome barriers to their learning, others may require a specific curriculum or provision that is individual to their needs. We are proud of our approach to meeting the needs of every individual at Marshside; we recognise that individual needs change over time and continually reflect on and adapt our provision to provide an inclusive environment and learning opportunities for our whole school community.



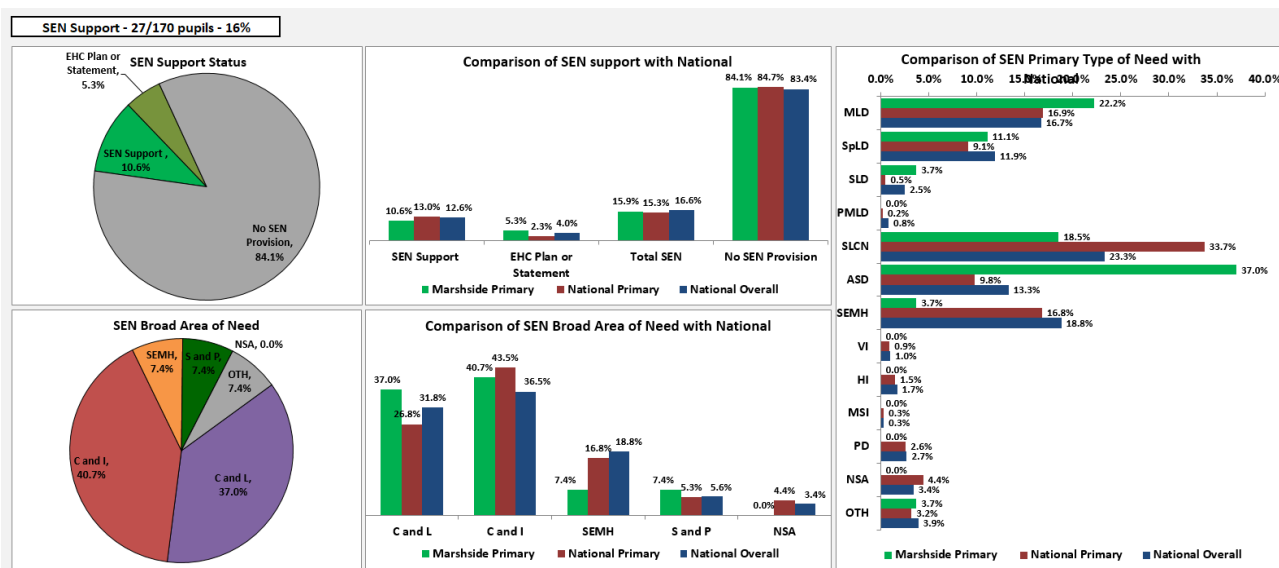
## Implementation

### School Contacts:

School SENCo: Emma Brindle

SEND Governors: Wendy Cheetham and Claire Angel

### Understanding the needs of our pupils:



- 16% of our pupils have an identified SEND need
- 5.3% of our pupils have an EHC plan
- 37% of our pupils with an identified SEND need have a diagnosis of autism
- Our main area of need is communication and interaction
- 48% of our children with SEND needs are pupil premium children.

### Inclusive Environment:

- It is the responsibility of all members of staff at Marshside to create and foster an inclusive ethos and learning environment through the promotion of active engagement, positive relationships with pupils and a sense of value for all.
- An individual's wider needs will be considered in order to maximise engagement and enjoyment in class, around school and during play time.



- It is the responsibility of the class teachers and wider school community to make adaptations to the environment to ensure the achievement and wellbeing of all children.
- Behaviour management will be positive and proactive. Class Dojo will be used to praise positive behaviour choices. Class teachers will respond to individual signs of agitation and intervene to prevent an escalation of behaviour. The Marshside behaviour policy will be applied consistently.

## Identifying Need

- According to the SEND Code of Practice (2014) a child has SEND if they have a significantly greater difficulty learning or accessing mainstream provision than their peers and require additional or different provision to be made for them.
- Categories of need identified in the SEND Code of Practice include Communication and Interaction, Cognition and Learning, Sensory and Physical and Social, Emotional and Mental Health.
- All teachers will plan for quality first teaching approaches which meet the needs of their cohort of children using assessment data and identified SEND needs to inform planning.
- Early identification is crucial and during Reception and Year 1 we focus on implementing communication and interaction interventions. We use the Nuffield Early Language screen to identify any children who need additional support. We have a resourced provision accessed by our Early Years children who have a diagnosis of ASD and an EHCP.
- The graduated approach of assess, plan, do and review will be followed in order to identify pupils' needs and implement interventions and resources to support a pupil to keep up or catch up. A SEND pupil profile will be completed by class teachers for any pupils whose needs are identified as requiring additional provision (SEND Support on the school SEN list). This will be shared and discussed termly with pupils and parents who can provide information on their child's needs which develops an understanding of the whole child.
- Additional resources, adaptive teaching strategies and support will be planned for children with identified common needs such as dyslexia, ASD, ADHD or speech and language.
- A personalised curriculum and timetable will be implemented in response to complex individual needs alongside adapted class teaching.
- A diagnosis will be used to support school's understanding of a child's educational needs.



- The school SEND list will be reviewed termly in order to reflect changes in children's developmental needs.
- Progress for children on the SEND list is tracked using frameworks appropriate for individual children's needs. These include whole school systems, Autism Education Trust Framework and BSquared.

## **Assessment and diagnosis**

As a school we have access to Sefton Local Authority's Educational Psychology and Inclusion services. If we, in consultation with parents, feel that a child requires further assessment beyond what is normally available in school we will arrange an assessment to ascertain barriers to progress and recommendations to support. As a school we are also able to refer children to Speech and Language, Occupational Therapy and the ASD and ADHD pathway at Alderhey.

In line with national guidance any private assessments will be taken into consideration by school, however, there is no statutory requirement for schools to act on recommendations made by private professionals. This is to ensure fairness and equity in the allocation of support and resources across school and also to enable a holistic view of the whole child through assessments undertaken in conjunction with school, parents and any other external agencies. Any private diagnosis' are not recognised by Sefton Local Authority when considering the allocation of funding or additional support and resources including Education Health and Care Plan assessments.

## **Reviews**

SEND reviews will take place termly:

- Autumn 1 – SEN planning meeting with parents, class teacher(s) and the SENCo.
- Spring 2 – Review meeting with parents and the class teacher.
- Summer 2 – Transition meetings – review of progress and planning with parents, current class teacher, next class teacher and the SENCo.



## High Quality Teaching:

- Teacher's will plan for the five effective quality first strategies identified in the Education Endowment Foundation guidance on SEND:

### SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

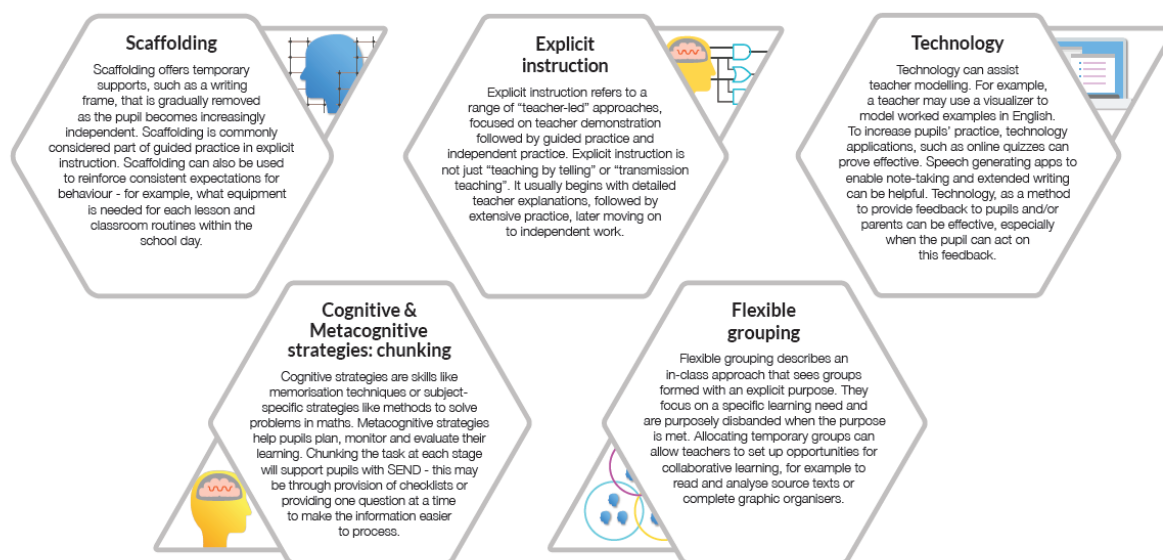
#### High-quality teaching for pupils with SEND



The evidence review for this guidance report found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND.

*"The importance of good quality teaching cannot be underestimated. The SEND Code of Practice is clear that schools should regularly check that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."*

Rachel Rossiter, Assistant Head and SENCo in a school in Suffolk



- Cohort specific teaching strategies that reflect class needs will be outlined in the class SEND overviews. Teachers will work with the school SENCo to identify class needs, group needs and individual needs.
- Opportunities for immediate intervention, pre-teach and overlearning will be embedded within class timetables.

## Additional Intervention:



- We follow a tiered approach to additional support and intervention. If pupils are struggling to make progress despite quality first adjustments targeted small group intervention will be put in place to support children to keep up with their peers.
- If the gap continues to widen between children and their peer group they will receive one to one intervention. At this point a referral may be made for specialist advice or support.
- Specialist advice may be sought from in school specialist teachers such as the school councillor or inclusion teacher or outside professionals including the Educational Psychologist, Speech and Language or Occupational Therapy.
- Any interventions will be targeted to meet pupils' specific needs and to help them overcome individual barriers to learning. The effectiveness of any interventions will be monitored and impact will be assessed in line with Marshside's assessment policy.
- The planning and implementation of effective interventions is the responsibility of the class teacher. The expectation is the class teacher will also have some involvement in the delivery of the intervention.
- If a pupil continues to struggle to make progress the school or parents may consider an application for an Education Health Care Plan.

#### **External Agency Support:**

- Recommendations, resources and interventions from external agencies will be included within a child's SEND support plan.
- It is the responsibility of the class teacher to implement individual recommendations.
- Termly reviews will be held between the SENCo and class teacher to discuss individual needs and requests for specialist support, this information will feed into planning meetings with the school's Educational Psychologist and Inclusion Consultant.

#### **Role of the Governing Body:**

- Appoint a Governor to support and challenge provision and impact of provision for SEND pupils, particularly those pupils eligible for pupil premium.
- Agree the school's offer for pupils with special educational needs and disability.
- To monitor performance regularly of pupils with special educational needs or a disability.



- Have in place arrangements for dealing with complaints from parents with SEND pupils (refer to school's complaint policy).
- Ensure the Public Sector Equality Duty is complied with, in particular monitoring progress towards the equality objectives relating directly to pupils with a special educational need or disability (see school's admissions policy).

### **Impact**

- All children at Marshside will feel happy, safe and valued.
- Data analysis will show that all children make progress from their individual starting points and experience achievement.
- Specific support will be put in place to ensure that children who have a SEND need and are socially disadvantaged are able to make progress alongside their peers.
- Children will demonstrate engagement with their learning and quality first strategies will ensure all children can access the curriculum.
- All children will leave Marshside having developed effective learning strategies and life skills.

