

# LITTLE GADDESSEN CHURCH OF ENGLAND PRIMARY SCHOOL

## INCLUSION POLICY

Approved February 2014

Review by February 2017

This policy reflects our practice with respect to all our potentially vulnerable children. Children are potentially vulnerable if they fall into one of the following categories:

Children who have special educational needs or disabilities (SEND), gifts and talents (G&T), free school meals (FSM), black, minority ethnic (BME), English as an additional language (EAL), travellers, poor attendance or are at risk of exclusion or summer born.

### **Special Educational Needs**

We recognise that it is the teacher's responsibility to meet the needs of all children in their class through 'quality first teaching' (QFT); their classroom organisation, teaching materials, teaching style and differentiation. However, if a pupil does not make adequate progress, even when teaching is targeted to that pupil's identified area of weakness, then the pupil may be identified as having special educational needs.

### **Guiding Principle**

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

### **Objectives in making provision for pupils with SEN**

- We will value all the pupils in our school equally.
- All pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- It is the responsibility of all teachers to identify and meet the SEN of pupils. In this they can draw on the resources of the whole school.
- Every child is entitled to have his or her particular needs recognised and addressed.
- We offer high quality support to which directly impacts on the pupils learning and attainment.
- Pupils with SEN will make adequate progress and this will be monitored through a robust attainment tracking system.
- To maximise the opportunities for students with special educational needs to join in with all the activities of the school.
- All pupils are entitled to experience success.
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
- Good special needs practice is good practice for all pupils.
- We recognise that provision for children with SEN is more effective if pupils and parents are fully involved.
- Children will be actively involved in target setting and their views will be sought and taken into account.

- We will involve parents and draw on parent knowledge and expertise in relation to their child.
- This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

### **Roles and Responsibilities/ Co-ordination of provision**

Provision for pupils with special educational needs is a matter for the school as a whole.

### **Governing Body**

Laura Gill is the SEN Governor. The school governors have specific responsibility to

- ensure that the necessary provision is made for any pupil who has special educational needs.
- ensure that pupil's needs are made known to all who are likely to teach them.
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

In doing so Governors will have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools. Governors will report to parents annually on the implementation of their SEN policy. This may reflect the success criteria noted on the last SEN policy.

### **The Head Teacher**

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Head Teacher keeps the governing body fully informed and works closely with the school's SEN co-ordinator. The Head teacher seeks out and shares best practice with the LEA and other schools.

### **The Staff**

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their needs. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

### **The Special Educational Needs Co-ordinator**

The Special Needs Co-ordinator is Lorraine Patterson. She can be contacted in person from Monday to Thursday or a message can be left for her at the school office. Her responsibilities include:

- Co-ordinating provision for pupils with special educational needs Liaising with and advising fellow teachers
- Managing learning support assistants
- Liaising with parents of pupils with special educational needs
- Liaising with the SEN Governor to monitor the implementation of policy.

- Liaising with the secondary school SENCOs, educational psychologists, school nurse, speech and language therapists and other external agencies.

The SENCO meets regularly with SENCOs in other schools which enables her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

### **Admissions and inclusions**

Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the LEA admissions criteria.

### **Specialist provisions**

Little Gaddesden School does not have a special unit. The school will ensure that the SENCO has appropriate training opportunities.

### **Special facilities**

The school welcomes applications for admission from the parents of pupils with mobility difficulties and has some wheelchair access. The ground floor of the school is wheelchair accessible and there are toilet facilities for disabled pupils. It will accommodate individual needs wherever possible.

### **Allocation of resources**

The LA provides the school with money in its school budget towards meeting pupils' SEN and also the school uses money provided through the Pupil Premium. In addition the school plans and provides for pupils with SEN from their main budget. The costs of the SENCO are set against the core or base budget of the school. (see appendix for additional information on budget allocation).

The school spends this money on:

- Learning support teachers and assistants.
- Training for all teachers and learning support assistants so they can meet pupil's needs more effectively.
- Special books and equipment.

The details of how individual pupils receive support are recorded on their class provision maps. The school may receive additional funding for pupils with exceptional needs or those who have a statement.

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The more complex or severe needs, the more support is provided.

### **Identification and assessment of pupils with special educational needs**

All pupils are entitled to a balanced and broadly based curriculum including the Foundation Stage and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The Head teacher, SENCO and the Governing body set targets and specific criteria for the success of the SEN policy.

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEN.

### **Gifted and talented children**

The school recognises that SEN also encompasses the needs of gifted children. These children are usually identified by the class teacher through multiple criteria and sources of evidence, including through the use of a broad range of quantitative and qualitative information and data.

Within the classroom, teaching and learning are suitably challenging and varied, incorporating the breadth, depth and pace required to enhance high achievement. Pupils routinely work independently and self-reliantly. The innovative use of new technologies facilitates independent learning and raises the achievement and motivation of gifted and talented pupils.

In addition, a range of opportunities are given to gifted and talented children to further develop their learning through visiting speakers, workshops and inter school competitions. We celebrate the achievements of our pupils and communicate these to our community within newsletters.

### **Early Years Action and School Action**

Through Early years Action/School Action, the provision given will be either additional to and/or different from that which the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the SENCO. The SENCO will gather information from the pupil, parents and the class teacher. The information gathered will help the school to decide what support may be needed. All vulnerable children will be recorded in an inclusion register.

All aspects of provision will be recorded within the class provision map and this will be monitored by the SENCO. The provision map will be updated termly and this continues to be the responsibility of the class teacher.

### **Early Years Action Plus and School Action Plus**

If the pupil does not make adequate progress receiving **Early Years Action** or **School Action** support, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech therapist, Physiotherapist, and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support available at **Early Years Action Plus and School Action Plus** will be similar to that made for **Early Years Action and School Action** but will typically be more intensive, individualised and sustained. Advice from outside professionals will be incorporated into the Individual Education Plan and these professionals will be invited to contribute to the monitoring and review of progress and this will be reflected in the provision mapping process. If a pupil demonstrates significant cause for concern, the school may request a statutory assessment. Whilst the statutory assessment is being carried out, the pupil will continue to receive **Early Years Action Plus or School Action Plus** provision.

A number of pupils may have statements of SEN. In addition to the regular reviews, their progress and the specific support outlined in their statement will be reviewed annually and a report provided for the Local Education

Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.

Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements the LEA and/or the Independent Mediation Service. The school will make further information about this process available on request.

### **Arrangements for partnership with parents**

The school will always tell parents when their child is receiving help for their SEN.

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education.

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs.

Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice. Your child's class teacher/form tutor will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher. Parents are invited to meet with the class teacher each term to review their child's progress.

### **Pupil participation**

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to review meetings.

### **Complaints procedures**

The schools' complaint procedures are set out in the school prospectus.

### **Links with other mainstream schools and special schools**

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

### **Links with other agencies and voluntary organisations.**

External support services play an important part in helping the school identify, assess and make provision for pupils

with special education needs. The school receives regular visits from the nominated School Nurse and Educational Psychologist for the area. In addition the school may seek advice from specialist advisory teaching services for pupils specific learning needs.

### Success Criteria

The success of the education offered to children with SEN will be judged against the aims set out above.

The policy will be reviewed every 3 years and the Governing Body's Annual Report will report on the implementation of the policy.

Specific success criteria for each year are as follows:

- All children will have demonstrated measurable progress.
- The Inclusion register will be used to track and monitor the progress of vulnerable pupils.
- Impact of interventions will be monitored by the SENCO
- TAs will be actively involved in reviewing pupil progress
- TAs will be given time to prepare for intervention sessions
- Planning will be shared with TAs

The following legislation and guidance is also relevant to this policy:

DISS Report (Institute of Education) 2009	<i>Development and Impact of Support Staff Project</i>
DFES (Department for Education and Schools) Effective leadership: Ensuring the progress of pupils with SEN and/or disabilities (2006)	<i>Ensuring impact of provision</i>
SEND Review 2010 OFSTED	<i>Review of Ofsted reports and findings specific to SEND Findings to be considered carefully by all schools</i>
Education Act 1996	<i>This legislation is amended by the SEN and Disability Act 2001. The SEN Code incorporates references to relevant sections of the Act.</i>
School Standards and Framework Act 1998	<i>Section 42 requires that governing body's annual report includes information on the implementation of the SEN policy.</i>
SEN and Disability Act 2001	<i>Amends both the Education Act 1996 and the Disability Discrimination Act 1995</i>
Revised Code of Practice on the identification and assessment of special educational needs	<i>November 2001</i>
Inclusive schooling — pupils with special educational needs	<i>2001</i>

The Education (SEN) (England) Regulations 2001	<i>Annex A of SEN Code sets out what must be included in the SEN policy</i>
The Education (SEN) (Information) (England) Regulations 1999	1999
The Special Educational Needs (Provision of information by Local Education Authorities) (England) Regulations 2001	2001 <i>Sets out LEAs' duties to publish information on funding, SEN policy and specific action being taken on SEN issues.</i>
Disability Discrimination Act 1995	<i>As amended by the SEN and Disability Act 2001</i>

### **Code of Practice Definition of Special Educational Needs**

For the purposes of this policy we have used the term Special Educational Needs as defined by the Code of Practice.

- A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. *(Code of Practice D. F. E. 1993)*

Pupils have a learning difficulty if they:

have a significantly greater difficulty in learning than the majority of pupils of the same age; or

have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority

c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area for pupils under two, educational provision of any kind"

See Section 312, Education Act 1996 **Definition of Disability**

"A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed"

See Section 17(11), Pupils Act 1989

"A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

See Section 1(1), Disability Discrimination Act 1995

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.