

INCLUSION POLICY

Reviewed: March 2020



ST ANDREW'S C of E PRIMARY SCHOOL

INCLUSION POLICY

RATIONALE - St Andrew's School is a place where everyone is valued and cared about. Each child's learning is enhanced through teaching them effectively. This takes place in an environment that provides intellectual, emotional and physical safety, is sensitive to their needs, challenging and allows success to be celebrated.

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cornwall that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across

education, health and social care, as well as those provided by the private, voluntary and community sectors

The SEND Local Offer can be found on the North Somerset Council website.

The children of St Andrews Primary are the life of our school, all decisions and developments are made with their well being and success at the forefront of our minds. We know that children only get one childhood, and our goal is to make sure that each learning journey is a positive and rewarding one. We encourage all of our children to be the best they can be and offer an extensive range of stimulating experiences to ensure that every child has access to an exciting and inspirational education.

Some children find certain aspects of their learning challenging. Our Inclusion policy is designed to support these children enabling them to overcome these hurdles and achieve the highest standards. We welcome all children to our school and will make every effort to adapt teaching and learning to support a child's educational development. We have a skilled and dedicated staff who treat everyone as an individual and celebrate all achievements.

We are fully inclusive, support for children is determined by individual need and circumstances. We have high expectations for all our children and we aim to fully extend their academic and social development. Throughout their time at our school, pupils may receive varying levels of support according to their changing needs and circumstances.

The school is fully inclusive and able to cater for all pupils regardless of disability.

1. Aims and objectives Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

The Governing body and teaching staff will strive to ensure that the necessary provision is in place for any child who has special educational needs and/ or disabilities. They will ensure that, where the Headteacher has been informed by the LA that a student has special educational needs and/or disabilities, those needs will be made known to all who are likely to teach them, along with other colleagues as appropriate.

The staff and governors in the school are aware of the importance of identifying and providing for those children who have special educational needs and/or disabilities.

All staff will ensure that children with special educational needs and/or disabilities join in the activities of the school together with children who do not have special educational needs and/or disabilities, so far as that is reasonably practical and compatible with the child receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources. We work in accordance with the Single Equality Scheme.

Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they make progress.
- Make appropriate provision to overcome barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and Headteacher

and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

- Work with parents and carers to gain a better understanding of their son/daughter, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include; Educational Psychology Service, Speech and Language Therapy, Community Paediatricians, Children and Adult Mental Health Service (CAMHS).
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and sports teams.

2. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEND is Geoff Bailey (SEN Governor) and Fran Martin (Head Teacher).

The person's co-ordinating the day to day provision of education for pupils with SEND is Fran Martin (SENDCo)

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The SEN Policy
- A copy of the full SEN Register
- Guidance on identification of SEN in the Code of Practice.
- Information on individual pupils' special educational needs, Individual Learning Plans and their passports.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through the North Somerset SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision.

4. Admission arrangements

All the teachers in our school are teachers of children with SEN. As such, St Andrews School adopts a 'whole school approach' to SEN which involves all the staff adhering to a model of good practice. Staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

The school has an Accessibility Plan to increase access to education for children with disabilities.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN support and training where necessary.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority. The school SENCO can apply for 'Top up' funding from the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

8. Identification of pupils needs

Identification

At St Andrews, we believe that all children are entitled to an education that enables them to make progress so that they achieve their best and become confident individuals living fulfilling lives. (SEN CoP 2014, p81, 6.1)

Pupils are monitored closely; teachers will regularly discuss any concerns they may have with parents. Children's progress is closely tracked and pupil progress meetings held regularly. These meetings 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. (SEN CoP 2014, p84, 6.17)

We realise the benefits of early identification and how making effective provision improves long-term outcomes for our children. High quality teaching available throughout the school ensures that the majority of pupils needs are met without additional support.

Where a pupil is identified as having SEN, the school take every action to remove barriers to learning and put effective special educational provision in place. The SEN support provided follows a four-part graduated approach, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupils needs.

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

c) The pupils' class teacher(s) will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or invited for further formal discussion with the teacher and/or SENCo.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process:

Assess > Plan > Do > Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support services are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Strategies and targets will be recorded within Individual Learning Plans.

All those working with the pupil, including support staff, will have access to Learning Plans and Pupil Passports.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with support staff to plan and assess the impact of support and interventions. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including: Parents, School, Social Care and Health professionals.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. The request will go to the SEN panel who will decide whether to assess or not. Parents can appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the North Somerset Family Information Service

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by North Somerset Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

10. Inclusion of pupils with SEN

The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

SEN provision and interventions are recorded on an individual Learning Plan. These are updated by the class teacher. These interventions are monitored and evaluated by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

12. Complaints procedure

Parents who believe their child's needs are not being met within school are asked to meet with the Head Teacher to talk through their concerns in the first instance. Where concerns persist parents are asked to write to the chair of governors.

13. Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

15. Working in partnerships with parents

At St Andrew's we believe that a close working relationship with parents is vital in order to ensure;

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children and young people with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Family Information Service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. Reports from external professionals and agencies are used to inform Pupil Passports and the strategies outlined in Individual Learning Plans.

16. Links with other schools

The SENCo liaises with class teachers as pupils move through the school to ensure they know children's individual needs and what provision they require.

We will also ensure that young people's needs are shared with other schools and colleges when families move and/or when pupils transition to Key Stage 3.

17. Links with other agencies and voluntary organisations

We invite and seek advice and support from external agencies in the identification and assessment of, and provision for, SEN.

Policy Review

- This policy will be reviewed following any major changes in legislation and/or every two years by SENDCo and the Full Governing Body.

SENDCo signature:

Date:

Chair of Governors signature:

Date: