

ILCHESTER COMMUNITY PRIMARY SCHOOL



Inclusion / SEND Policy

Review Date	Signature	Designation	Date
January 2016		Headteacher	04/01/2016
January 2017		Headteacher	13/01/2017

Mrs Jones (NASENCo) is the Inclusion Leader and member of the SLT.
She is responsible for managing and monitoring SEND at
Ilchester Community Primary School.

If you would like any further assistance please contact Mrs Jones on
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This Inclusion Policy should be considered along with the schools equal opportunities statement, behaviour policy and the admissions procedure.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (date July 2014) 3.65 and has been written with reference to the following guidance and documents:

- ★ Equality Act 2010: advice for schools DfE Feb 2013
- ★ SEND Code of Practice 0 – 25 (date 17 June 2014)
- ★ Schools SEN Information Report Regulations (2014)
- ★ Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- ★ Safeguarding Policy
- ★ Accessibility Plan
- ★ Teachers Standards 2012

Introduction

Our school is committed to ensuring equal opportunities and promoting inclusion for all. We strive to give all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, class, attainment, age, disability, gender or background.

Aims and Objectives

Our school aims to be an inclusive school. All teachers are teachers of SEND and are responsible for ensuring that the SEND provision within their classroom meets the needs of all pupils. The Inclusion Leader works across both departments and supports and advises staff working with pupils with special educational needs and disabilities (SEND). At our school we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils (see APPENDIX A). This means that equality of opportunity must be a reality for our children.

Specific mention is made in this policy to children with Special Educational Needs. This policy should read in line with our Equality Policy (gender / race / disability) and the Pupil Premium Statement (FSM / Service Children). Provision for EAL students is

covered through our Accessibility Plan. Specific strategies for other groups will be developed in response to changes in the school population.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- ★ setting suitable learning challenges;
- ★ responding to children's diverse learning needs;
- ★ overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- ★ providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. This includes speech and language therapy and occupational and physiotherapy

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- ★ do all our children achieve their best?
- ★ are there differences in the achievement of different groups of children?
- ★ what are we doing for those children who we know are not achieving their best?
- ★ are our actions effective?

Identifying Special Educational Needs

Definition of Special Educational Needs and Disability

- ★ A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- ★ A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions.

A clear and defined system for identifying and assessing SEND is set out in the SEND Code of Practice 2014. Some children may enter the school either in Reception or transfer from another school and their needs may already have been identified. Ilchester School will endeavour to liaise with previous schools / parents to ensure continuity of support. The Early Years teachers and Inclusion Leader also visit local playgroups before the children start school.

In broad terms a child may exhibit:

<p>Communication and Interaction</p>	<p>Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.</p> <p>Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.</p>
<p>Cognition and Learning</p>	<p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.</p> <p>Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
<p>Social Emotional and Mental Health</p>	<p>Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>
<p>Sensory and/or Physical</p>	<p>Some children may require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties</p>

	<p>can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.</p> <p>Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.</p>
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Some children will fall into more than one category for SEND, while some children's needs may be more complex and warrant an EHCP. Some children will exhibit one or more characteristics and yet not present with learning difficulties. It is the teacher's professional judgement, in consultation with the Inclusion Leader, colleagues and his / her understanding and awareness of the individual, which is central to the special educational needs provision offered at Ilchester School. Pupil Progress meetings take place on a termly basis and give the teacher an opportunity to discuss concerns regarding a child's rate of progress with the Inclusion Leader and other members of the Senior Leadership Team.

A Graduated Response

When it becomes clear that a child is failing to make appropriate progress within Provision for All additional support will be provided. This can be in the form of Wave 2 (small group catch up programmes) or Wave 3 (focused 1:1) interventions. A child does not have to be identified as having SEND to access this additional support. Interventions will be implemented that are different to or additional to those provided in the classroom through high quality first teaching.

A child can be moved to Special Educational Needs Support (SEND Support) through concern that despite differentiated teaching pupils:

- ★ make little or no progress, despite targeted teaching of weakness;
- ★ demonstrate difficulty in developing literacy or numeracy skills;
- ★ show persistent emotional/behavioural difficulties which are affected by behaviour management strategies;
- ★ have sensory/physical problems and despite the provision of specialist equipment make little progress;

The class teacher will discuss his/her concerns with the Inclusion Leader who with the class teacher will have already begun to build a profile of the child's strengths and weaknesses. This may be achieved using observational assessment,

discussions, formal assessment etc. This is important to establish the exact nature of the special need.

The information acquired will then be used to plan appropriate provision and monitor progress. Pupils on the SEND register will have a one page Personal Profile and an Individual Education Plan (IEP). These are constructed after detailed discussions with the child, school staff and parents. These will be updated twice a year. It will include their strengths and feelings about school, their area of need, details of their interests, suggestions for the best way for school to support them and individual targets. These documents are made available for supply, or other teachers, taking their classes.

The Personal Profile and IEP are shared and discussed with the Inclusion Leader, parents and the individual pupil. The class teacher remains responsible for working with the child on a daily basis but planning a more individualised programme, which will be detailed in the IEP. The IEP may include interventions which will be supported by the Inclusion Leader or outside agencies. If the profile review or liaison between class teacher and Inclusion Leader identify a need for support, advice will be sought from Somerset Support Services at the Consultation Meetings held once each term or at other times if deemed necessary. Consequently actions may be agreed, which include individual assessment by an outside agency.

High Needs 'Top Up' Funding

Where a child's needs are exceptional and meet the Local Authority's criteria for additional resources, the Inclusion Leader is responsible for making an application for additional funding to ensure the pupil's needs are met. The Annual Review meeting will be central in monitoring the progress and provisions as well as planning future targets and support. An application for Higher Needs funding will only be made if there has been limited progress despite receiving individual support under SEND Support and if there is evidence of significant need.

Children with Disabilities

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. At both departments we have accessible parking and accessible toilets complete with hoist equipment.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities or may encourage children to use different equipment in P.E. or throughout lessons. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- ★ takes account of their pace of learning and the equipment they use;

- ★ takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- ★ is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- ★ allows opportunities for them to take part in educational visits and other activities linked to their studies;
- ★ uses assessment techniques that reflect their individual needs and abilities.

The school regularly reviews its accessibility and provision for people with disabilities.

Teaching and learning Style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability and have been made aware of the 2014 SEND code of practice and how this impacts in their practice.

Teachers ensure children:

- ★ feel secure and know that their contributions are valued;
- ★ appreciate and value the differences they see in others;
- ★ take responsibility for their own actions;
- ★ are taught in groupings that allow them all to experience success;
- ★ have a common curriculum experience that allows for a range of different learning styles;
- ★ have challenging targets that enable them to succeed;
- ★ are encouraged to participate fully, regardless of disabilities or medical needs.

Statutory Assessment

For pupils who have been identified with complex needs and require significant multi-agency involvement the Local Authority, in conjunction with the school and other agencies, can carry out a statutory assessment of a pupil which may lead to them issuing an Education Health and Care Plan. Statutory assessment will only be considered if the pupil has demonstrated significant cause for concern despite considerable support at SEND support.

Conclusion

Our policy is to make pupils with Special Educational Needs welcome, to ensure they receive a good broad and balanced curriculum which means they can achieve their true potential. We pride ourselves on consistently 'going that extra mile' to ensure that both children and their families are included in all areas of school life. We are continually striving to improve our provision and with passion and determination we will always ensure that all children at our school love their learning and are proud of being part of such a caring, inclusive and diverse school community.

Monitoring and Evaluation

This policy will be monitored and reviewed in line with the Ilchester School's policy review procedure.

**The Policy was approved by the
Education and Personnel Committee on: 23 January 2017**

The next review date is: January 2018

APPENDIX A

Groups of children that we actively seek to remove barriers to learning and participation:

- ★ girls and boys;
- ★ children who need support to learn English as an additional language;
- ★ children with SEND;
- ★ gifted and talented children;
- ★ children who are at risk of disaffection or exclusion;
- ★ children who receive free school meals;
- ★ pupil premium children;
- ★ service children;
- ★ travellers and asylum seekers.