



Policy for SENd - Inclusion

**This policy was approved by the
Governing Body in September 2015**

Rationale:

Pearl Hyde Community Primary School is committed to providing an appropriate and high quality education to all pupils. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Pearl Hyde Community Primary School is committed to inclusion. We engender a sense of community and belonging, and offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners including:

- girls and boys;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- learners who need support to learn English as an additional language (EAL);
- learners with "special educational needs"(SEN);
- learners who are disabled;
- those who are "gifted and talented" (G&T);
- those who are "looked after" by the local authority;
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion;
- any other identified groups that may arise.

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Early Years and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Pearl Hyde Community Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Aims

- To ensure that we meet the needs of all children at Pearl Hyde Community Primary School.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with "additional educational needs" (AEN).
- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To enable children to transfer from Pearl Hyde Community Primary School well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To ensure that children with AEN are perceived positively by all members of the school community, and that inclusive provision is accessed by staff and parents/carers.
- To continually monitor the progress of all pupils, to identify any children who need additional consideration to support their physical, sensory, social, emotional, behavioural, communication or cognitive development as they arise and to provide support as early as possible.
- To provide full access to the curriculum* through differentiated planning by class teachers, INCo, and support staff as appropriate. (*Except where disapplication, arising from an Education Health Care Plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
- To involve parents/carers, children, staff and other agencies as appropriate in developing inclusive provision for pupils.

Objectives

- To give every child the entitlement to a sense of achievement.
- To promote self-worth and enthusiasm by encouraging independent learning throughout the school.
- To provide a broad, balanced and suitably differentiated curriculum relevant to all children's needs, through all staff sharing responsibility for inclusion.
- To plan for those children who may at some time in their education have additional educational needs.
- To identify, monitor and support children who require additional provision.
- To demonstrate that meeting the needs of all children's learning and/or behaviour is part of high quality mainstream education.
- To work in partnership with the children's parents/carers and other external agencies in order to provide for their educational needs.
- To regularly review the policy and practical arrangements to achieve best value.

Roles and Responsibilities

All members of the school community work towards the schools' aims and objectives by:

- Using school procedures for identifying, assessing and making provision for children with additional educational needs.
- Sharing a commitment to inclusion and a partnership approach to provision.

The Governing Body determines the school's general policy and approach to the provision for children with additional educational needs. It establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. The Governing Body is responsible for reviewing the SEND - Inclusion Policy annually through the Performance and Standards Committee. The governors are responsible for monitoring the school's provision for all children including those with additional educational needs.

The Headteacher has strategic responsibility for overseeing the provision for children with additional educational needs and keeping the Governing Body fully informed. In conjunction with the School Leadership Team (SLT), the Headteacher or a delegated member of staff is responsible for monitoring and evaluating the success of the policy and ensuring that necessary revisions are made. The Assistant Head / Inclusion Leader works closely with the Headteacher and is a member of the SLT.

Coordinating and Managing Provision

The Assistant Head / Inclusion Leader is responsible for:

- The daily implementation of the school's inclusion policy;
- Liaising with and advising teaching staff and teaching assistants on inclusion matters;
- Managing teaching assistants with regard to provision in cooperation with other staff;
- Coordinating the provision for children with additional needs;
- Overseeing the records of all children with additional needs;
- Contributing to the in service training of staff;
- Liaising with parents/carers and external agencies including the Local Children's Support Services and Educational Psychology Service, Health and Social Services and voluntary bodies;
- Attending appropriate courses and conferences;
- Attending regular meetings for inclusion arranged by the Local Authority.

All teachers and teaching assistants are involved in the development of the school's inclusion policy and are fully aware of the school's procedures for identifying, assessing, monitoring and making provision for children with additional needs. Class teachers in conjunction with the Inclusion Manager have responsibility for managing the day to day work of teaching assistants.

Admissions

Pearl Hyde Community Primary School is a school for all children. We believe that all children, including those identified as having "special educational needs" have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they are fully included in all aspects of school life.

All children are welcome, including those with additional educational needs in accordance with the Local Authority's Admissions Policy and the Education Act of 1996. For all children admitted to Pearl Hyde Community Primary School it is our aim to provide them with the appropriate level of facilities to meet their individual needs.

Resource Allocation

Resources are allocated for additional needs, through the Resources Committee of the governing body. The Assistant Head / Inclusion Leader in consultation with the Headteacher and the School Leadership Team (SLT) are responsible for the use of these resources and the deployment of the designated support staff. Each year we map our provision to show how we allocate resources to each group of children. The Action Plan is reviewed regularly and amended as required.

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 children to ensure that all children 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. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

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 equal opportunities legislation covering race, gender and disability.

Teachers ensure that all 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;
- Participate safely in clothing that is appropriate to the activity but respectful of their religious beliefs;
- Are taught in groupings that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Participate fully, regardless of disabilities or medical needs;

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the class teacher's planning. The child's progress will be reviewed at least termly and a decision made about whether the child is making satisfactory progress at this level of intervention. The school uses the definitions of adequate progress as suggested in the SENd Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers;
- Prevents the attainment gap from growing wider;
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of Peers;
- Matches or betters the child's previous rate of progress;
- Ensures full access to the curriculum;
- Demonstrates an improvement in self-help or social or personal skills;
- Demonstrates an improvement in the child's behaviour.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision may need to be made at Wave 2 or Wave 3(refer to SENd policy).

Arrangements for Staff Development

The Assistant Head / Inclusion Leader attends regular cluster meetings to update and revise developments in inclusion relevant to the groups referred to in the rationale. Any relevant issues will be disseminated as appropriate.

Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is arranged and matched to these targets. In-house additional needs and inclusion training is provided through staff meetings by the Assistant Head / Inclusion Leader or other professionals. All staff have access to professional development opportunities and are able to

apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level. Support staff are encouraged to extend their own professional development and the management team will ensure appropriate training is provided.

Working in partnership with other Agencies

External Support Services

Pearl Hyde Community Primary School has arrangements for securing access to external support for children with additional educational needs through the Local Authority's specialist support services such as:

- Learning and Wellbeing Support Service
- Educational Psychology Service
- Social Care
- Educational Welfare Officer
- School Nurse
- Community Pediatrician
- Speech & language Therapy
- Physiotherapy
- Occupational Therapy

Parent/carers are informed if any outside agency is involved and permission sought.

Partnership with Parents/Carers

At Pearl Hyde Community Primary School we use a number of strategies to develop the partnership with parents/carers. These include:

- Staff and parents/carers working together to support children identified as having additional needs;
- Parents/carers being involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The Assistant Head / Inclusion Leader will support where appropriate;
- Ensuring that structured conversations with parents/carers always discuss a child's strengths as well as weaknesses. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers are clear about the action to be taken and the way in which outcomes will be monitored and reviewed;
- Reviewing Provision Maps three times a year and inviting all parents of children on the SENd register to attend structured conversations (with the Assistant Head / Inclusion Leader if appropriate). At these meetings parents/carers receive a copy of the provision map. For those parents/carers who are not able to attend the structured conversations copies of the provision map is sent home and parents/carers are asked to acknowledge receipt;
- Undertaking Annual Reviews for children with Education Health Care Plans;
- Discussing ideas for supporting learning at home with parents/carers and making materials available;
- The use of volunteers to support children with reading during the school day;
- Curriculum workshops;
- Regular communication between school and home to ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by following the school's complaints procedure.

After School Club Liaison

Where a child attends the on-site before and after school club, there is close liaison between the school staff, parents/carers, the child, and out of school club staff to ensure consistency of approach and smooth transitions.

The Voice of the Child

At Pearl Hyde Community Primary School we appreciate that all children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate will reflect their evolving maturity. Participation in their education is necessary if children are to be given opportunities to make choices and to feel their views matter.

We will endeavour to involve and discuss with children:

- Target setting on provision maps and within individual subjects for which targets are set;
- The purpose of assessments and how they are made;
- Recognise the need for sensitive assessment arrangements for some children;
- Explain the purpose of additional support and staff who may be directed towards them, to fully participate with them in their learning;
- Ensure that the children may access staff in a pastoral context if they so choose or have a need;
- Guide them towards being able to monitor and evaluate their progress thus boosting self-esteem and confidence.

Liaison between Staff and Other Schools

At Pearl Hyde Community Primary School we recognise that close liaison between all staff working with children plays a significant part in aiding the progress of children with additional needs and enhancing the benefits of good teaching.

- Early Years staff make every effort to contact Early Years Settings and to form close links with the local nursery and meet with staff prior to children starting school. Concerns about particular needs will be brought to the attention of the Assistant Head / Inclusion Leader after this meeting. Where necessary the Assistant Head / Inclusion Leader will arrange a further meeting.
- Teachers of children joining from other schools will receive information from the previous school; if there is an additional need then the Assistant Head / Inclusion Leader or class teacher will telephone to further discuss the child's needs.
- Planning meetings involving The Assistant Head / Inclusion Leader and the prospective teacher will take place to ensure that the needs of any child entering the school can be met.
- At Pearl Hyde Community Primary School we are always willing to be consulted by a receiving school at any point after a child has transferred if we can give assistance to support the continuity of a child's development. This is particularly important for transfer to Key Stage 3.
- For transfer to Key Stage 3, for children on the SEND register or who are vulnerable, a transition action plan will be put in place as part of the secondary transfer process. As part of this process the Assistant Head / Inclusion Leader will contact the secondary school to discuss the pupil's needs and to plan for successful transition. A meeting with the representative of the receiving school is arranged so that information concerning the educational needs of the child can be discussed.

Inclusion Principles

Staff at Pearl Hyde Community Primary School value children of different abilities and support inclusion. Within the school, staff and children will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child. Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process. This policy underpins the provision for all children at Pearl Hyde Community Primary School. Specific details referring to each of the groups mentioned in the rationale section can be found within specific policies relating to each group.

Inclusion and Racism

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist/racial incidents are now recorded and reported to the governing body and the Local Authority by the Headteacher. The school contacts parents of those children involved in racist incidents.

Arrangements for the Treatment of Complaints

Any complaints by parents, staff or children should be made by following the school's complaints procedure which is available from the school office.

Evaluating Success

The success of the policy will be judged by:

- The achievements by children of their end of year targets, in relation to expected levels of attainment of their peers;
- The achievements by children of their targets as outlined on their Action Plan;
- The consistency of practice throughout the school as assessed by observation, sampling and moderation;
- Feedback from staff;
- Feedback from parents/carers.

Monitoring and Review

- A review of this policy will take place at least annually.
- It is the responsibility of the governing body through the Performance and Standards Committee led by the designated governors to ensure that the Inclusion policy is monitored.
- Outcomes of the effect of the Inclusion policy will be reported to governors.