



Inclusion (SEND) Policy

This policy is in line with the Code of Practice 2014. It should be read in conjunction with our SEN Information Report

Policy approved July 2014 / reviewed and modified 01/02/2017

Abbreviations used

CoP Code of Practice

EP Educational Psychologist **EMS** Enhanced Mainstream

School **SEND** Special Educational Needs and/or Disabilities **SENCo** Special Educational Needs Coordinator **TA** Teaching Assistant

Objectives of the policy

Sharow CE Primary School and Skelton Newby Hall C of E VA Primary School is committed to providing an appropriate and high quality education to all of its pupils. We believe that all children, including those identified as having additional educational needs 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 educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

Philosophy

The school community believes that

- All pupils are equally valued and the school has high expectations and aspirations for all
- All pupils are the shared responsibility of all staff
- All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.



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- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Early and accurate identification of needs is essential
- There will be a flexible continuum of provision for pupils with SEND
- SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs
- Staff will be given appropriate training to allow them to meet a wide range of needs
- Parents will be fully involved as partners in their child's education
- Pupils will be encouraged to give their views on what learning is like for them
 - Governors will have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy

Principles

The Childrens and Families Act 2014 section 20 defines when a child has special educational needs (SEN). This is when they have either a learning difficulty or a disability and they need special educational provision (SEP) to be made for them. A learning difficulty means that the child either

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school. (CoP 2014)

Mainstream educational settings must use their best endeavours to secure the special educational provision called for by the child's or young person's needs,



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and to ensure that all of the children achieve the best possible educational outcomes.

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND. Responsibility for coordination of Inclusion and SEN provision and Arrangements for coordinating Inclusion and SEN provision is as follows:

Special Educational Needs Coordinator: Miss Tamsin Coventry

Special Educational Needs Governor: Mrs Jacqui Whitaker

The Special Educational Needs Register and Provision Maps and Inclusion Passports are updated termly. The SEN Coordinator discusses current provision with class teachers each term and key information is shared by teachers with their Teaching Assistants.

Process of Identification and Support

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

There are four stages of action that form part of an ongoing cyclical process

- Assess
- Plan
- Do
- Review

The school's system includes reference to information provided by

- Early Year Foundation Stage profile results



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- National Curriculum age-related expectations
- Progress measured against P levels descriptors
- Screening and assessment tools provided by external agencies
- Observations of behavioural, emotional and social development
- An existing statement of SEN or Educational Health Care Plan
- Another school or Local Authority which has identified or has provided for Additional Educational Needs
- APP

The Headteacher and SEN Coordinator meet teaching and support staff from each class for Pupil Progress meetings each term to discuss pupil progress. Children are initially identified with needing additional and different support by parents, the class teacher or during pupil progress meetings

The SEN Coordinator is consulted if children are identified by parents or the class teacher and a meeting is arranged with parents, class teacher and SEN Coordinator to discuss concerns

Parents will be asked to give written consent before the child is added to the SEN register

Once parents have been consulted a decision is made on next steps and level of support

An individual provision map and personal targets are created to be reviewed and updated at least termly. If rapid progress is made then these can be reviewed with parents and the child more regularly.

Displays in the classroom reflect the work done in interventions in order to inform whole class teaching



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An Inclusion Passport is set up to track interventions, record successful and less successful strategies and to pass information on during transition to other schools.

The Graduated Approach The principle behind this approach is that SEN provision starts with a whole school approach and then as a result of assessment and observation can become increasingly personalized to the needs of those children requiring SEP.

Whole school approaches

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class/ subject teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about all pupils including those with additional needs
- Staff update one another about the vulnerable children and those on the SEN register at each weekly staff meeting
- The SEN Coordinator offers advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities
- All students have individualised targets
- Provision maps are on display so that staff, pupils and parents know what reasonable adjustments are available • The training budget for staff is transparent
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents • Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams



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- School uses the local authority's Local Offer to inform the school offer. This is published on the school website.

Individualised approaches

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated
- Additional help will be sought appropriately from EPs, EMS, Prevention Services, the Autism Team etc.
- Some pupils will have individualised provision maps, behaviour plans, risk assessments or health care plans, some pupils may be allocated a key worker
 - Person-centred reviews will be held at least termly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform personalised learning pathways.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional need • The SEN Coordinator is appropriately qualified and has the skills required to meet statutory duties.
- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training reflects the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired
- The school will follow the latest statutory guidance, currently the CoP 2014

Monitoring and evaluating performance

‘All teachers are teachers of children with SEND’ (CoP 2014)



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Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes

- Monitoring and evaluating of interventions, including their value for money
- Analysis of data examining the progress of different vulnerable groups
- Pupil interview to determine pupil confidence and point of view
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps
- Annual financial returns
- Completion of statutory functions by the SENCo related to referral for education health care plans, termly meetings and annual reviews.
- Work scrutiny with selected pupil groups
- Focused monitoring by the SENCo, LA adviser, SEN governor
- Detailed discussions with families and pupils
- Progress through a variety of transitions
- Attendance and exclusions analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The governing body evaluate the work of the school by:

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND



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(Reviewed 01/02/2017)

Approved by governors..... Review
date.....