

Churchfield Primary Inclusion and SEND Policy

Churchfield Primary is an inclusive school. The Head teacher, leadership team, governors and all staff will ensure that the individual needs of all pupils are met in full, especially those from vulnerable groups including children with SEND, disability and minority racial backgrounds. The whole school family-community will be clear about the kind of provision we offer and the high expectations we achieve.

All pupils at Churchfield Primary will have the right of entitlement to equal access, equal opportunity and equal benefit from participating in every area and aspect of the school's life. It is the duty of all who work here to uphold and actively promote this policy. All staff will promote positive attitudes and awareness of all issues to do with all groups of vulnerable children including SEN, FSM, race and disability groups. We will strive to eliminate prejudice and discrimination and create an environment where all children can flourish and feel safe. We want to work together in an atmosphere of mutual respect, peace and harmony. We will celebrate the way in which all pupils contribute to the school as a rich and diverse community.

Purpose

- To create an ethos and educational environment that is person-centred has the views, and needs of the child/young person at its heart along with their families/carers.
- To encourage a strong focus on high aspirations and on improving outcomes to enable every child, irrespective of SEN, ability, gender or culture, has access to all aspects of school life, and has the opportunity to reach his/her full potential
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To ensure that needs of all pupils are met in full
- To underpin all other policies
- To fulfill legal requirements. (It is the duty of everyone to become familiar with the requirements of statutory orders and how they are implemented)
- To eliminate discrimination
- To employ a range of strategies to meet the entitlement of all pupils

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers standards 2012

Accessibility Plan
Safeguarding Policy

Vulnerable groups

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:

- learners with special educational needs
- learners who are disabled
- any learners who are at risk of disaffection and exclusion
- those who are looked after by the local authority
- minority ethnic and faith groups, Travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- those who are gifted and talented
- Those who are receiving pupil premium
- Others such as those who are sick; those who are young carers, those who are in families under stress

Guidelines

- Class teachers have the responsibility to discuss individual cases, assess needs and provide appropriate provision.
- The Inclusion Development Leader (IDL), Special Education Needs Coordinator (SENCO) and Headteacher have the responsibility to review individual cases and refer to outside agencies where appropriate.
- The school will provide a pastoral framework involving SEAL programme, Nurture Groups (as identified through the use of the Boxall profile) and Learning Mentor support that supports the whole school community.
- The school will ensure early identification of needs, specifically SEN, disability and race.
- As part of the identification of need an EHA (Early Help Assessment) may be completed in conjunction with the Well Being Manager which may then lead to TAC/TAF.
- The school will ensure all statutory obligations are met and exceeded in relation to pupils with Educational Health Care Plans (EHCPs)
- All curriculum policies and planning will incorporate strategies to differentiate, in order to meet the needs of individual pupils.
- The school will challenge discrimination at all levels wherever and whenever it occurs.
- The school will raise awareness and understanding of inclusion groups/issues/ individual needs through INSET and training opportunities.
- Teaching and learning materials will be regularly reviewed to ensure that they reflect the inclusive ethos of the school.
- The school will conduct regular monitoring, evaluation and review of all policies to ensure inclusion.
- The SENCO will monitor the progress of all vulnerable pupils and groups, to identify needs as they arise and to provide support as early as possible.
- The school will involve parents/carers in plans to meet the additional needs of their child through termly meetings.
- The school will involve the children (age dependent) in planning, reviews and in any decision making that affects them through person centered practices.
- To ensure that all children are perceived positively by all members of the school community, and that inclusive provision is positively valued and accessed.

Communication

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 Churchfield Primary 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. We do this by regular and thorough assessments to check on progress and where expected progress is not made we take action. Pupil progress meetings between the Headteacher, Senior Leadership Team (SLT) and teaching staff are held six times per year to discuss any individuals or groups who have failed to make expected progress. Information may then be passed on to the SENCO/IDL. Staff involved implement strategies to enable the individuals to overcome those barriers. School staff will take steps to provide differentiated learning opportunities that will aid the pupil's academic social and emotional progression enabling staff to better understand the provision and teaching style that needs to be applied. Progress is then monitored through the Assess, Plan, Do, Review process.

Parents will be made aware of any provision above and beyond that of usual quality first teaching methods. Progress will be discussed with the teacher informally or at parent's evenings. If appropriate, meetings can be arranged with the SENCO or class teacher. Termly Parent's meetings with the SENCO are offered to all parents of SEND children.

Admission arrangements

All children will be considered for admission to the school according to our admissions policy, regardless of any specific needs that they may have. Prior to starting school, parents/carers of children will be invited to discuss the provision that can be made to meet any identified needs. All children joining Churchfield Primary School have a home visit from the Headteacher and a member of the Wellbeing team where any issues can be discussed.

Incorporating disability issues into the curriculum

The PSHCE curriculum includes issues of disability, difference and valuing diversity. We aim to make optimum use of PSHCE lessons and assemblies for raising issues of equality and inclusion.

School resources will be regularly reviewed to ensure they include books/images/materials that reflect the range of groups identified in this policy. We also try to make sure we have positive images of children and adults from these groups in displays, resources, etc. around school.

Trips or out of school activities

We will make all trips inclusive by planning in advance and using accessible places, and provide additional support for individual children as required. No child will be excluded from visits or residential visits based on physical or medical needs.

All children are welcome at our after-school activities, special arrangements will be made if and when necessary.

Working with disabled parents/carers

We make sure that all parents/carers of children within the school are fully included and activities and events are accessible to all. For example, we endeavor to provide wheelchair access and parental information can be provided in alternative ways if requested.

Pupil Premium

The Pupil Premium money will be used to accelerate achievement of pupils who have been eligible for free school meals within the last 6 years and pupils who are looked after in care.

The school will track the pupils who receive this money and interventions will be initiated and evaluated to measure impact on a regular basis. Churchfield Primary will keep a breakdown of the expenditure of this money, outlining how much we receive on an annual basis and how the money is being spent. There will be an outline of what pupil premium money is being spent on, on the school website.

All pupils receiving this money will be outlined on class planning, class provision maps and monitored carefully. The Pupil Premium lead and SENCO will keep a track of these pupils and what intervention they are accessing.

This money will be spent on a range of provision including but not exclusive of:

- Extra support from teachers to narrow the gap in attainment
- Teaching assistant time to carry out intervention programmes
- Resources to help accelerate progress e.g. reading schemes and math's resources
- ICT software/hardware to improve pupil engagement and accelerate progress

Special Educational Needs Provision

Aims

In providing for children with Special Educational Needs we aim to:

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum including the National Curriculum.
- Identify children, with SEN, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure there is a consistent, whole-school approach to the identification and provision for pupils with special educational needs throughout the school.
- Involve parents in a partnership of support.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the SEN Code of Practice.

The school aims to provide a rich and exciting curriculum, with opportunities for all, in a caring and supportive environment that enables children to realise their full potential, develop their confidence, determination and resilience to achieve high levels of knowledge, skills and understanding. All children have individual needs, many of which can be met within the normal environment of a classroom, through a differentiated curriculum.

Inclusion Statement

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Through the use of 'our best endeavours', children's individual needs will be met through a range of reasonable adjustments and differentiated teaching and learning across the curriculum.

Identification and Assessment of Special Educational Needs

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have SEN.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (Code of Practice 2014.)

Assess, Plan, Do Review

The first step in the identification process is teacher assessment, once identified appropriate provision including differentiated teaching methods, intervention, personal approaches are implemented before then reviewing the provision, evaluating its effectiveness and deciding upon next steps.

If despite the class teacher's best endeavors, the child does not make expected progress, this is then referred to the SENCO. The SENCO would work with the teacher to fill out a Notification of Concern form (NoC), teachers will then inform and meet the child's parents and the child will be placed on the Quality First register (QF), to enable the child to be closely monitored through a class provision map. Enabling the Assess, Plan, Do, Review process to continue.

Where a child does not make expected progress, in spite of quality first teaching and appropriate differentiation/ interventions the school will meet with parents and any agencies required to discuss the next steps – SEN Support.

SEN Support

A child receives support, which is targeted to their specific need/needs, in class and/ or in intervention groups. They will be placed onto a provision map and progress will be rigorously tracked at this point. Parent's will be offered termly meetings with the SENCO.

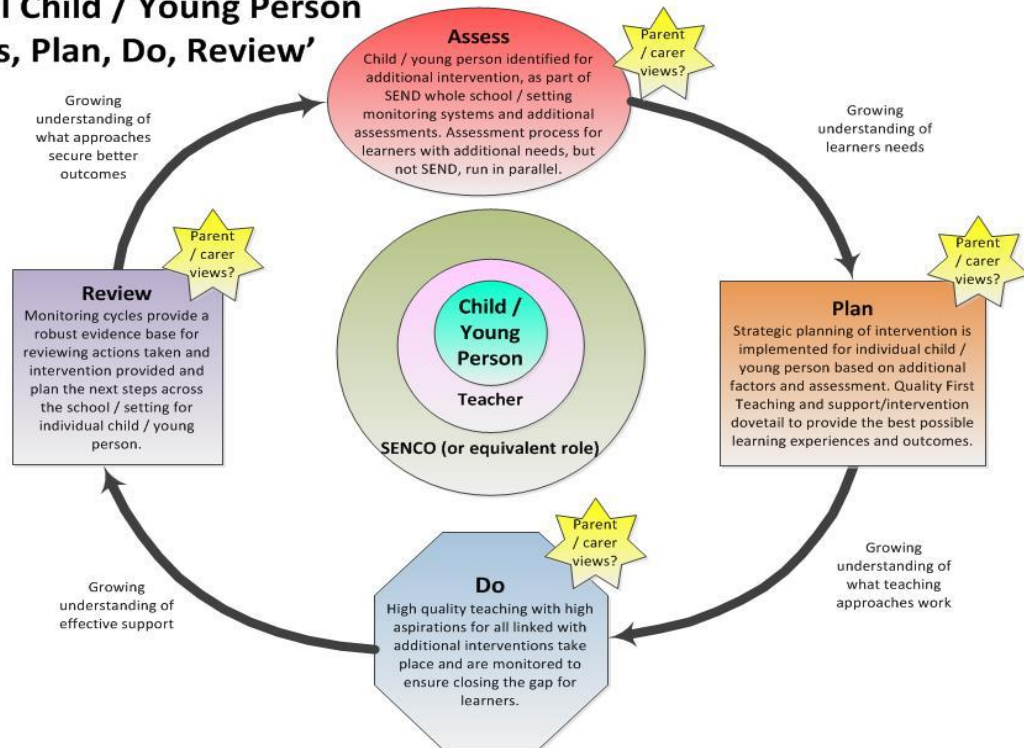
Outside agencies (e.g. Speech and Language, Educational Psychologist, Hearing Impaired Services etc.) may be consulted and their advice implemented. If a child does not make expected progress over time in spite of the provision offered at SEN support the school will then meet with parents to discuss the next steps, which may be a statutory request for assessment which may lead to the issue of an Education Health and Care Plan (EHCP.)

Education Health Care Plans (EHCP)

Evidence will be gathered from school and any outside agencies that are involved with the child to support a request for an EHCP through the cycle of Assess, Plan, Do, Review.

If the request is agreed, the local authority will draft an EHCP plan from the evidence submitted, on the completion of an EHCP (containing specific, personalised long term outcomes) the child receives specific support to enable them to achieve outcomes. This is reviewed annually with the parents, other professionals and the child if appropriate.

Individual Child / Young Person 'Assess, Plan, Do, Review'



One Page Profiles

All children who have an EHCP or are at SEN support currently have a One Page Profile which captures all the important information about them on a single sheet of paper under three simple headings: **what people appreciate about me**, **what's important to me** and **how best to support me**. This allows information to be shared effectively and quickly about what strategies to use with a child.

Provision Maps

Children who require additional support, to make progress or to address skill gaps in their learning, are placed on a Provision Map, in the first instance. Provision Maps identify the targeted intervention/support the child receives and how often.

These are:

- reviewed termly; (It is a working document therefore shorter term interventions are reviews as and when)
- specifically targeted at children at SEN support and children who we are monitored at Quality First Teaching.
- reviewed in consultation with teachers, TAs, SENCO and IDL, parents and professional involved.

All teachers maintain confidential records of children receiving additional support and the progress being made, these are stored centrally and only shared with parents, outside agencies supporting the child and the Local Authority on request.

Roles and Responsibilities

The SENCo is Mrs Nelson.

The Inclusion Development Leader is Mrs L Dixon.

The Learning Mentor is Mrs D Young.

The Wellbeing Manager is Mrs T Phillips.

The school governor for SEN coordination is: Mr J Evans

In mainstream primary schools the key responsibilities of the SENCo/ IDL include:

- overseeing the day-to-day operation of the school's SEN policy;
- Following and implementing the guidance of SEND Code of Practice
- co-ordinating provision for children with special educational needs;
- overseeing the records of all children with special educational needs;
- liaising with parents of children with special educational needs;
- contributing to the in-service training of staff;
- liaising with external agencies;
- managing learning support assistants;
- overseeing the records of all children;
- liaising with parents of children;
- contributing to the in-service training of staff;
- liaising with external agencies.

Conclusion

PLEASE NOTE: The groupings of children, i.e. not mixing children for interventions, have been changed to teaching within year group bubbles, due to COVID 19 restrictions.

This policy should be an integral part of school life and should be read in conjunction with all other policies, but particularly SMSC policy, Race Equality policy, Disability policy, Anti-Bullying policy.

Our commitment to educational inclusion will be an integral part of every aspect of the school's life and work.

Date updated: January 2021

Review Date: January 2022