



WORTHAM PRIMARY SCHOOL

INCLUSION POLICY

(previously referred to as SEND Policy)

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| | Inclusion Policy (SEND) |
| Last reviewed: | Autumn 2018 |
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| Reviewed by: | Amanda Brydon (SENCO) Claire Flatman (Executive Headteacher) |
| Approved by: | Governing body |

Wortham Primary School

Inclusion Policy

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information Regulations (Clause 64)). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001)
- September 2014
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Inclusion Statement

All pupils at Wortham School are equally valued, regardless of their level of need. They are included in every aspect of school life for example: sharing meal times, recreation times, school clubs and visits in line with our Health and Safety and School Behaviour Policies.

Wortham Primary School is an inclusive school, fostering a sense of community and belonging through its vision statement:

At Wortham Primary School we work together to enable our children to become successful learners, to know and understand that they are valued and to prepare them for life in the local and worldwide community.

Wortham Community Primary School seeks to provide an inclusive, broad and balanced curriculum for all pupils, according to their needs. All staff accepts responsibility for providing all pupils with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. Pupils with

Special Educational Needs and/or Disabilities (SEND) may require work to be presented and differentiated to match their needs enabling them to participate effectively in curriculum and assessment activities. Special

Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable

groups of learners and others. Teachers endeavour to take account of these requirements and make provision, where necessary, to support individuals or groups of pupils.

We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.

Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs and this may lead to lower attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils have the maximum opportunity to attain and achieve in line with their peers.

Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Pupils may have special education needs either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEND takes account of the learning needs of the individual child at any point in their school life.

Aims and Objectives:

The aims and objectives of this policy are:

- To respect the Code of Practice (2014) on the identification and assessment of special educational needs;
- To work in partnership and coproduce relevant documentation with all stakeholders involved with pupils with SEND and have clear expectations of their roles and responsibilities;
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure all class teachers use a range of differentiation to provide effective learning opportunities for all pupils so that they have full access to all elements of the school curriculum and school life;
- To value children in the school and promote a positive self image and self worth;
- To regularly review and evaluate children’s progress and to work in partnership with parents and children throughout the process;
- To recognise the importance of early identification and if the child’s difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need;

- Where a child is identified, as having special educational needs a plan will be drawn up tailored to each individual child's needs. This plan will be called a Pupil's Passport (to success) PP. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services;
- To use the support agencies available through the LEA/health services where appropriate or when applicable.

Definition of Special Educational Needs:

The Special Educational Needs Code of Practice states '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 him or her.' The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example may not have special educational needs, but may still have rights under the Disability Discrimination Act. The school aims to ensure that each child receives the appropriate provision based on their identified needs. The school has an Accessibility Plan that outlines how the school makes provision for all children with a disability to ensure access to the curriculum.

A child may be considered as having a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are: -

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

This Inclusion Policy details how Wortham Primary School will ensure that the necessary provision is made for all pupils in the school and those needs are made known to all who are likely to teach them. The school will strive to ensure that teachers are able to identify and provide for pupils.

STAGE 1

Well-differentiated, high quality teaching including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners to be included on a whole-school provision map.

Provision for pupils with SEND is a matter for the whole school.

The importance of early identification, assessment and provision for any pupil who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the pupil is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular pupil. If a difficulty proves transient the pupil will subsequently be able to learn and progress normally. If the pupil's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the pupil's progress. All staff will adopt a graduated approach with the four stages of action: Assess, Plan, Do and Review APDR

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- All vulnerable learners will be included on a detailed whole-school provision map, which outlines and monitors all additional intervention across the school.

The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, our academy, the LEA, external agencies and Ofsted about resource deployment

- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

In Reception, end of the Foundation Stage, if a child is not making adequate progress, intervention is agreed and put in place. The aim is to provide the following:

- Prevent the attainment gap growing wider between the child and their peers;
- To support the child to ensure they make accelerated progress;
- Ensures access to the full curriculum
- Provide support and opportunities for the development of self-help, social or personal skills;
- Support to make improvements in the pupil's behaviour.

At the heart of each class in Reception, Key Stage 1 and 2 is a continuous cycle of assessment (refer to Assessment Toolkit) and planning which takes account of the wide range of abilities, aptitudes and interests of the pupils.

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles during the academic year;
- Assessment, reading ages, other whole-school pupil progress data;
- Classroom-based assessment and monitoring arrangements. (Assess, Plan, Do, Review);
- Following up parental concerns;
- Tracking individual children's progress over time;
- Liaison with feeder nurseries on transfer;
- The use of information from previous schools;
- The use of Information from other services;
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Tariff Needs funding. This provision map is updated termly through meetings between the teachers and SENDCo;
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language;
- Involving an external specialist agencies where a specific additional need has been identified.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Ongoing assessment of progress made through intervention groups;
- Work sampling on a termly basis;
- Teacher interviews with the SENDCo;
- Informal feedback from all staff;
- Pupil interviews when setting new targets or reviewing existing targets;
- Pupil progress tracking using assessment data (whole-school processes);
- Monitoring targets, evaluating the impact of Pupil Passport plans on pupils' progress;
- Attendance records and liaison with EWO;
- Regular meetings about pupils' progress between the SENDCo and the head teacher;
- Head teacher's report to parents and governors.

The SENCo, together with the class teacher decide whether it is appropriate to place the pupil on the SEND register.

Stage 2 Additional SEND Support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEND will not be placed on the list of pupils being offered additional SEND support (but will be on the school's provision map). This group are known as our Monitoring Group.
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, but not all of the pupils on the SEND list will require additional High Tariff Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the local offer.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

- Our approach to setting targets through a Pupil's Passport (PP)
- Our PP's are a planning, teaching and reviewing tool, which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document, which can be constantly refined and amended.
- Our PPs will only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our PP's will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our PPs will be based on informed assessment and will include the input of outside agencies, where appropriate.
- Our PPs have been devised so that they are manageable and can be monitored and evaluated regularly.
- Our PP's will be time-limited – reviewed termly (at least), there will be an agreed “where to next?”
- Our PPs will have a maximum of five short / medium term SMART targets set for or by the pupil.
- Our PPs will specify how often the target(s) will be supported.
- Our PPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

Targets for a PP will be arrived at through:

- Discussion between teacher and SENDCo;
- Discussion with parents/carers and pupil;
- Discussion with another professional where appropriate.
(After long discussion it has been decided not to prescribe an order of events - the precise order for this will vary from pupil to pupil).
- Class teachers in consultation with the SENDCo will review our PP's at least termly.
- Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.
- Where appropriate, an interim review can be arranged for an EHCP.
- Pupils will discuss their targets on a weekly basis with a member of staff working with them. These meetings will be recorded in their PP, and any further actions needed, will be discussed with the class teacher and/or SENDCo.

Our school will comply with all local arrangements and procedures when applying for

- High Needs Block Funding
- An Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice.

English as an Additional Language:

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- Initial assessment of EAL;
- A further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language
- Pupils will be placed in groups, which match their academic ability, until the pupil's academic strengths can be more fully assessed..
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.

Progress of EAL pupils will be monitored using the school's assessment programme.

Specialist support will be sought, where children are not making the expected progress with the intervention already put in place. Provision will be recorded and monitored for

effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL, but will be part of the school's Monitoring Group.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include parents with EAL in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are looked after in local authority care

Our school recognises that:

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report: 2003] why children who are looked after in local authority care often fail to make expected progress at school:

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- Ensuring that children who are 'looked after' have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals

- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making.

Medical Information;

The school database is updated as and when information comes into school. Any major changes are passed on to the teacher straight away. Updated class medical information is passed on to the teacher every term and kept centrally. However a medical diagnosis or a disability does not imply SEND. It is the pupil's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a pupil's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the pupil's parents, the school, the school doctor or the pupil's GP and any specialist services providing treatment for the pupil will be essential to ensure that they make maximum progress.

The Role of the Special Educational Needs Coordinator (SENCO):

The SENDCo at Wortham Community Primary School is Amanda Brydon and her responsibilities include:

- Maintenance and analysis of whole-school provision map for vulnerable learners;
- Identifying on this provision map a list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Tariff Needs funding and those with Education Health and Care plans;
- Coordinating provision for children with special educational needs;
- Liaising with and advising teachers;
- Managing other classroom staff involved in supporting vulnerable learners;
- Overseeing the records on all children with Special Educational Needs and/or Disabilities:
- Liaising with parents of children with SEND, in conjunction with class teachers;
- Contributing to the in-service training of staff;
- Complying with requests from an Education Health and Care Plan Coordinator to participate in a review;

- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- Monitoring the school's system for ensuring that Pupil Passports, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and SENDCo to ensure that these meetings occur);
- Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress;
- Attending area SENDCo network meetings and training as appropriate;
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school);
- Liaising closely with a range of outside agencies to support vulnerable learners.

The responsibility for coordinating provision for children with ethnic minority heritage and EAL is with the head teacher.

The Role of the Governing Body:

The named governor responsible for special educational needs is Barry Cole.

The Governing Body in partnership with the LA has a statutory duty to place the highest priority on their statutory duty to promote high standards of education for all pupils. The Governors ensure, through head teacher delegation, that all teachers are aware of the importance of providing for these children. They monitor and report to parents annually on the success of the school's policy for pupils with SEND.

The monitoring criteria include:

- The maintenance of accurate, up to date records by the SENDCo and other staff;
- Evidence from monitoring by SENDCo
- Analysis of pupil tracking data and test results (for individuals and groups of pupils);

- Value added data for pupils on the school's SEND register;
- Evidence from OFSTED inspection reports;
- School Development Plan.

Resources:

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria.

Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment. All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Partnership with Parents:

Partnership with parents plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents will be treated as partners and supported to play an active and valued role in their children's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like must be ascertained. They will be encouraged to participate in the decision-making processes and contribute to the assessment of their needs, the review and the transition processes.

At all stages of the special needs process, the school keeps parents fully informed and involved. We have regular (termly or more frequent if necessary) meetings to share the progress of the children with parents and take account of their wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education.

If a parent has a complaint they can refer to the head teacher who will follow the school's Complaints Procedure.

Partnership with Pupils:

We will continue to work towards positive pupil involvement in decision-making related to their development.

Most pupils have their own views on how they see their special needs, which may give insight into the problems experienced by both pupils and teacher. From an early age, pupils with SEND should be actively involved at an appropriate level in discussions about their PPs, including target setting and review arrangements and have their views recorded. Pupils should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self esteem. As all pupils are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

Liaison:

We work with SEND Support Services as appropriate and have clear procedures for involving support services.

Such contacts are made through the Head teacher or SENDCo and discussions involve parents whenever possible.

Effective Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEND support and those with Education Health and Care

Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

A transition timeline will be produced, with specific responsibilities identified.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise.

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENDCo, then, if unresolved, by head teacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Storing and managing information

All documents relating to a child's SEN are stored in a secure location. When a child transfers to another school, these documents are sent to the receiving school in line with data protection and General Data Protection Regulation guidelines. Information will only be shared with other professionals and outside agencies when consent has been given from the parents of the child (except in cases linked to the Safeguarding of the child).

Links with other services

Access-Unlimited:

- information about the full range of services that Suffolk County Council provides for families and carers who support children and young people with additional needs and disabilities. www.accessunlimited.co.uk

SENDIASS:

- Telephone - 01473 265210 Email – enquiries@suffolksendiass.co.uk
- service is for parents, carers and children and young people (aged up to 25 years old) in relation to Special Educational Needs and Disabilities.
- They can support you by:
 - Listening to your views and concerns.
 - Working with you to explore your options.
 - Prepare for meetings building up your confidence to share your views.
 - Helping with forms, letters and reports.
 - Explaining your rights in relation to SEN and disability.
 - Working in partnership with schools and the LA to develop positive relationships.

For Government Information:

- <https://www.gov.uk/childrens-services/special-educational-needs> Suffolk County Council

Local Offer:

- Information about the Local Authority's provision for Special Educational Needs can be found by following the link: <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/>

Contact a Family:(www.cafamily.org.uk)

SENDirect: (www.sendirect.org.uk)

The SEND Gateway: (www.sendgateway.org.uk)

SENDCo: Amanda Brydon

Governor With responsibility for SEND: Barry Cole

This policy will be reviewed annually by the governing body