



Inclusion Policy

Signed and Ratified by:

Head of Centre/School

Signature: _____

Date: November 2014

Print name: Paula Dobbin

Chair of Governors

Signature: _____

Date: _____

Print name: Bronwin Wilson

Park View Children's Centre and Redscope Primary School Inclusion Policy

Review Date: November 2014

Next Review: September 2015

Appendix 1 - SPECIAL EDUCATIONAL NEEDS

Our Guiding Principles

Park View Children's Centre and Redscope Primary School (herein after referred to as the school in this policy) are committed to providing equal opportunities for all children and an entitlement to a broad, balanced and differentiated curriculum including the National Curriculum and the Foundation Stage Curriculum. We aim to provide a stimulating, supportive environment where children are motivated to learn. Whenever possible work is based on first hand experience, using a multisensory approach. Work is differentiated according to the needs of the child, or groups of children. We aim to promote confidence, self-esteem and independence allowing children to achieve their best academically, emotionally and socially..

The approach to SEN in this school is to adopt the requirements of the Code of Practice (January 2002) and implement recommendations from the new Children and Family Act 2014. This will be a whole school approach, ensuring progression and continuity as the child moves through school. A process where school believe the involvement of children, young people and parents is at the heart of the decision making. The development of learning support is seen as a service for the whole school, so that helping children with learning difficulties becomes an integral part of teaching and learning. The needs of most pupils will be met in mainstream without a statutory assessment or EHC plan.

We consider parents to be our partners in the education of their child and recognise that their help and support is of vital importance if the child is to make progress. Parents will be kept informed at all stages and their help and opinions highly valued.

We recognise that the involvement of the children, outlined in the Children and Families Act 2014, is at the heart of the process and we will involve and value the children's opinions. Children are involved in the process of reviewing their own learning and with support and guidance from professionals working in school be actively involved in their own target setting. We recognise the importance of liaison with other agencies (Learning Support Service, Educational Psychologist, Social Services etc.) as they can offer us much help and advice in securing the best possible provision for children with SEN. The process combines Education, Health and Care Plan through co ordinated assessment.

Our policy is a general framework, which reflects the approach to Special Educational Needs within the possibilities and constraints of our school situation. The policy has been formulated in consultation with staff, governors and parents. This policy is delivered in accordance with:

1. The Children and Family Act (September 2014)

2. The Special Educational Needs Code of Practice Consolidation Regulations 2001.
3. The Special Educational Needs (Provision of Information by Local Education Authorities) regulations 2001.
4. The Education (Special Educational Needs Information) regulations 1999.
5. Section 316A of the Education Act Guidance 1996 'Inclusive Schooling, Children with Special Educational Needs'.
6. Every Child Matters
7. The New National Curriculum framework 2014

In addition this policy reflects what we feel is important and practical in Park View Children's Centre and Redscope Primary School..

Objectives

- Identification of SEND may have occurred prior to the pupils enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and external agencies. This will then inform the provision that is put in place for the pupil at Redscope.
- To identify SEN **as early as possible**, to prevent the development of more significant needs, and remove/minimise barriers to learning.
- Ensure if a concern is raised class teachers liaise with the Inclusion Manager and parents/carers to ensure all are aware and can plan the best way forward together with the child's views in mind.
- To ensure that the child's needs are assessed and information is gathered, so that appropriate learning plans can be developed, ensuring that targets are achievable and measurable with LSS input.
- To ensure that progress is monitored , records are kept and that reviews take place, with recommendations as to future provision.
- To ensure effective liaison between the Inclusion Manager, Headteacher, class teachers, practitioners, parents, the Learning Support Service, other agencies and schools and the Governing Body in order to provide the best possible provision for the child.
- To fully include children with SEN into classes, providing appropriate resources and differentiated support allowing children to access quality first teaching where ever possible, planned for in the School Development Plan/Developing Excellence Plan.
- Implementation of EHC plans within the school with support from outside professionals where appropriate.

Special Educational Needs or Disabilities (SEND)

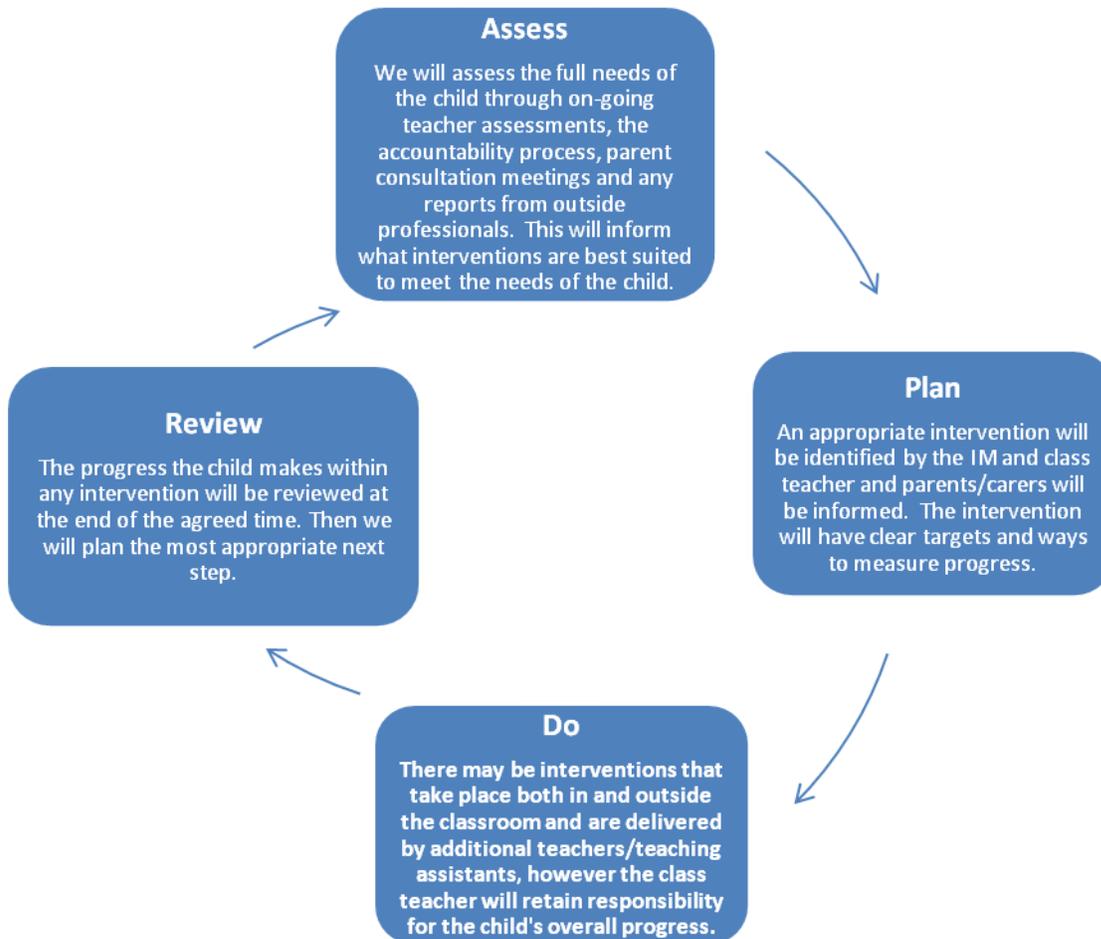
1. What are special educational needs (SEN)?

- a) 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
 - b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
 - i. has a significantly greater difficulty in learning than the majority of others of the same age, or
 - ii. 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.
 - c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
 - d) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' **(Child and Families Act 2014 s20)**
2. What is a disability? (D)
- 'A person (P) has a disability if -
 - (a) P has a physical or mental impairment, and
 - (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'**(Equality Act 2010 s6)**

Identification of SEN

- i. Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at Redscope Primary School.
- ii. When a concern is evident the class teacher will liaise with the IM and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs.
- iii. Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.
- iv. There are four broad areas that give an overview of the difficulties a pupil may have. However it is important to note that a pupil's needs may cross one or more of the following:
 - Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs

- v. The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. (see below)



3. The kinds of interventions within this 'graduated response' are as follows:
- a) Universal - All pupils will benefit from:
- High quality learning through the provision of high quality teaching; both formal and informal.
 - Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
 - On-going and timely assessments which inform any further provision needed.
- b) Targeted Support - Some pupils may benefit from:
- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
 - Interventions where progress is monitored by the HT, DHT, IM, Class teacher and the adult leading the intervention. If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).

- c) Specialist Support - A few pupils may benefit:
- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.
4. Outside Agencies who help us achieve inclusive practice and meet specific needs
 In achieving provision which will meet the wide range of pupils' differing needs at Redscope, we are supported by a number of specialised health or educational bodies. Those agencies most commonly involved in supporting pupils are:
- Health**
- The Speech and Language Therapy Service to Schools (SALTs)
 - The Occupational Health Therapy Service for Pupils (OTs)
 - The Child Development Clinic (CDC)
 - The School Nursing Service
 - Physiotherapists
 - MIND workers (school based)
- Education**
- The Educational Psychology Service (EPS)
 - The Behaviour Support Service (BSS)
 - ACT team
 - Services for the Hearing or Visually Impaired
 - Complex Needs and Dyslexia Service (READ)
 - Family liaison Officer
 - EWO
5. Before making a referral
- i. Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstance we undertake our statutory duty by making a referral to the Children and Young People's Services.
 - ii. The school then takes instruction from that team on how to proceed - whether to make a Child Protection referral and whether to inform parents/carers of that referral.
6. Exceptional Needs Funding to Support Inclusion
- i. In a minority of cases and only when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make representation to the Local Authority to secure Exceptional Needs Funding (ENF).
 - ii. Subject to Annual Review, the funding is awarded to the school on behalf of the pupil to meet the costs of the necessary additional provision for the pupil. Parents/carers and the pupil (as appropriate) are invited to each Annual Review meeting to discuss their pupil's progress and the support which they receive. The Inclusion Manager and Class Teacher attend this meeting and we invite all professionals involved in supporting the pupil.
 - iii. The Inclusion Manager takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.
 - iv. The majority of SEN pupils will have their needs met through mainstream provision, however

- v. Parents are entitled to ask the Local Authority to conduct an Education, Health and Care (ECH) needs assessment. If it is felt that this is necessary the LA will follow the statutory guidelines and produce a ECH Plan.

English as an Additional Language

1. Definition and Rationale.

- i. The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
- ii. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.
- iii. Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
- iv. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

2. Identification and Assessment

- i. Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the EAL Stages.
- ii. This assessment will be done termly to record specific progress against EAL targets.
- iii. Progress is monitored by the EAL Aspect Leader and through the Accountability Process by the HT, DHT and IM.

3. Provision for EAL pupils

- i. The Inclusion Manager meets all mid-phase admissions and will liaise with class teachers and EAL Aspect Leader if a new pupil has English as an additional language.
- ii. If a pupil is in the early stages of the 'EAL Stages' then the pupil will be included in a specific EAL intervention support led by bi-lingual TAs.
- iii. Teachers and other adults aware of good EAL practices within a lesson and throughout school life.
- iv. EAL pupils on lower stages of English acquisition can be buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.
- v. Classrooms are highly visualised environments - dual-language texts, labels and visual support within lessons.
- vi. Speaking frames used within lessons to help English acquisition.

4. EAL Aspect Leader

Is responsible for:

- Monitoring EAL data and assessing progress within EAL Stages and other academic performance.
- Supporting the adults leading EAL interventions.
- Ensuring good EAL practices throughout the school.
- Ensuring appropriate resources are available for staff and EAL pupils.

- Liaising and sharing monitoring with IM.

Liaising with IM to ensure that mid-phase admission EAL pupils are identified in a timely way

The Role of the Inclusion Co-ordinator

The Inclusion Manager for this school is Mrs E Naylor and by at the children's centre .

The role of the co-ordinator is as follows:

- To provide advice and support for all staff.
- Ensure children and young people along with their parents/carers are involved throughout the whole process in line with the new guidance from the Children and Family Act 2014.
- To work closely with senior management, teachers, practitioners, governors and support staff to establish the strategic development of the policy for Inclusion.
- To be responsible for the day to day operation of the Inclusion policy, and oversee/monitor the records of children with barriers to learning.
- To liaise with key workers, class teachers, parents, the Learning Support Service and external agencies, co-ordinating the provision for children with barriers to learning.
- Liaising with class teachers and those implementing interventions to ensure pupils transfer learning from interventions into their learning in class.
- The co-ordinator will be involved in making decisions about the next stage for each child with SEN, based on the Code of Practice, and in consultation with the key worker, class teachers, parents, LSS and the Educational Psychologist when appropriate.
- To inform staff of all developments, provide inservice training and to make recommendations for Inclusion/SEND for the School Development Plan/Developing Excellence Plan.
- To help to produce Individual Education Plans (IEPs) for children with SEN, in consultation with key workers, class teachers, LSS and other relevant agencies including the young person and their parents/carers through the review process.
- To maintain the adequate provision and storage of resources for SEN and to give advice on their use.
- To attend courses and cluster meetings to keep informed of current and future developments.
- To liaise with Learning Mentors, Vulnerable Child Co-ordinator and the Family Support Worker in order to ensure maximum inclusion and participation for all identified children.

The Role of the Teacher

The class teacher has the overall responsibility for the education of **all** children in his or her class, including those with barriers to learning. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher by means of an Individual Education Plan (IEP). Parents/carers are informed by their child's teacher of any additional or different provision being made for their child. It is the class teacher's responsibility to identify needs and to inform the Inclusion Manager. The class teacher carries out assessments, consults with

parents/carers and seeks advice from the Inclusion manager who will then inform LSS when appropriate. It is the responsibility of the class teacher to write the IEP with help from the Inclusion Manager and/or LSS. The class teacher will work closely with the child in the classroom, organising support, such as classroom assistants and parents, and resources to provide support for the child. The class teacher will monitor progress and review future provision, in consultation with the Inclusion Manager, the LSS and parents/carers. Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents/carers and colleagues.

In the Children Center, the Day Care Manager, in conjunction with the Lead Teacher, has overall responsibility for the education of **all** children, including those with barriers to learning. The Children's Centre SEND co ordinator also supports this.

Admissions

Whenever appropriate, taking into account parental wishes, children with SEN should be educated in mainstream schools. This school will not seek separate special schooling on the grounds of disability or learning difficulties against the parents' wishes, and we will endeavour to provide the best possible education and support within school.

Disability

The school is accessible to pupils with physical disability. There is ramp access into some playgrounds, and a toilet with disabled access in the children's centre and on the infant corridor. A stair climber has been installed in school.

Staff have received training on the DRC Code of practice and a summary of this document has been given to staff and governors. An access plan has been produced and the school will fully comply with all requirements.

Resources

The school has developed a range of resources for SEN/Inclusion. Some of the resources are games, to promote enjoyment and motivation whilst children are learning letter sounds, basic vocabulary and basic number skills. It is our intention that these resources should be used at home to promote parental involvement in their child's learning, and also be used as reinforcement of areas taught and planned for in the child's IEP. Specialist equipment for individual needs is purchased should the need arise.

Learning Mentors, Vulnerable, Child Co ordinator, SEN support assistants and our Autism Advocate, Mrs J Bridges are starting to compile banks of resources for specific areas of work.

Staff

This school operates a whole school approach to Inclusion and practice is consistent throughout the school. All staff, including teaching assistants are given opportunities for INSET, and advice is readily available from Jill Kay, the school's LSS teacher. Inclusion is considered when new curriculum initiatives are introduced, and all staff are aware of the

importance of differentiation in their planning and integration of children with special/different needs in their classes.

Reading Intervention

Reading Recovery, Rainbow Readers, Reading Rescue and Better Reading programmes are funded by the school whenever possible. This makes a tremendous difference to children's ability in reading and writing, and also to their confidence, independence and self esteem.

Learning Support

The school currently provides specific support for children with special needs, which is additional to the support provided for individual children with statements. Our SEN Support Assistants receive regular training and are deployed to work with individuals or groups of children for specific periods of time. The support assistants are supported by the LSS teacher and the Inclusion Manager. This support will hopefully enable pupils to make sufficient progress, without recourse to formal assessment procedures. Additional classroom assistants are deployed in each classroom to promote the learning and participation of all pupils.

Organisation and Management

The class teacher plans work for each half term based on the new National Curriculum guidance from September 2014, all year groups have revised planning and are now providing a more topic based approach to learning, Planning is then done on a weekly basis, taking into account the needs of individuals and groups of children based upon prior assessment. New Maths planning grids have been trialed from September 2014 in consultation with the Math co-ordinator.

At the children's centre

We aim to provide a supportive, stimulating environment for all our children, with learning based on first hand experience whenever possible. All children are encouraged to develop confidence and independence.

Staff use a variety of teaching strategies appropriate to learning styles. They organise groups/individual work to ensure that learning needs are appropriately met. They set targets which are attainable yet challenging to enable all pupils to make the best possible progress.

Resources to help the child (eg. alphabet cards for writing) are readily available and support assistant/parental help is used to support the child under the direction of the teacher. We do try to strike a balance between supporting children with adult help, and encouraging them to become independent learners and are always making learning relevant to real life preparing them for adulthood.

Access to the Curriculum

All children will be offered a broad, balanced and differentiated curriculum following the New Curriculum guidelines from September 2014.

Access to the curriculum will be ensured by the following:

- Curriculum developments will be planned to include all children.
- Learning objectives will be broken down into smaller steps and time will be given for children to 'overlearn', promoting confidence and self-esteem.
- Staff will use the child's strengths and needs to work out adaptations to enable children to participate in all school activities.
- 'Withdrawal' may be used for short periods of time so that children receive extra help, but staff ensure that the children still receive their entitlement to a broad, balanced curriculum
- There is close liaison with the LSS and other agencies for advice on teaching strategies, resources and technical equipment to allow SEN children to access the curriculum.

Disapplication would be used only in very exceptional circumstances. Useful advice on curriculum planning and assessment for pupils with SEN is provided in the National Curriculum document p34-37.

Implementation of the Code of Practice

Successful implementation is reliant upon:

- Early identification.
- Best practice when devising interventions.
- Taking into account the views of the child, dependent upon age and understanding.
- Effective partnership with parents.
- Regular evaluation of interventions to assess their impact.
- Close co-operation between all agencies concerned.

Individual Education Plans

IEPs record that which is **additional to** or **different from** the differentiated curriculum plan for all children. The IEP focuses on three or four targets to match the child's needs. They are devised in accordance with advice provided in the SEN Toolkit. They are shared with the child and the parent. The IEP should include:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Success criteria.
- Outcomes (when reviewed).

IEPs will be reviewed at least twice times per year together with the parents/carers and pupils where appropriate.

Working in Partnership with Parents

All parents are partners in the education of their children. The school ensures that they are:

- Encouraged to take an active and valued part in their children's education.
- Enabled to make their views known about how their children are educated.
- Informed about how they can access information and support regarding SEN provision, and also information about the local parent partnership service.

Pupil Participation

Children will always be involved at an appropriate level, according to age and understanding. They will be involved in talking about their progress, celebrating success and setting new targets.

Children will be involved from an early stage in making decisions, choices and expressing their opinions and views. They will be encouraged to explain reasons for their preferences.

Assessment, Recording and Reporting

Designated staff, usually the teacher, is responsible for gathering information about the child (eg. Early Years Foundation Stage Profile, National Curriculum attainments, standardised tests/profiles, records of achievement, observations, parental information or information from other agencies such as Health or Social Services etc). Records about the child, IEPs, reviews at each stage etc. are kept by the class teacher in a folder, but also centrally by the Inclusion Manager. Key staff monitor the child's progress and use observations and assessments as an aid to planning the next steps in learning. Reviews are carried out, usually half-termly or termly to decide on future action in consultation with parents, the Inclusion Co-ordinator and LSS etc.

The child's progress is reported verbally to parents at regular intervals and in writing in the annual Record of Achievement. Appropriate records and information are passed on to the next key worker, teacher, school and Key Stage to ensure progression and continuity in the provision for the child.

The Duties of Governing Bodies

The governing body must:

- Decide with the headteacher the school's general policy and approach to SEN for those children with and without statements.
- Set up appropriate staffing and funding arrangements and oversee the school's work.
- Appoint a governor with specific responsibility for SEN.
- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Ensure that, when the headteacher has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.
- Ensure that staff in the school are aware of the importance of identifying, and providing for those children who have special educational needs.
- Consult with the LA and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.

- Report annually to parents on the school's policy for children with special educational needs.
- Ensure that the child joins in the activities of the school together with children who do not have special educational needs, so far as that is reasonable and practical.
- Have regard to the Code of Practice when carrying out their duties towards all children with special educational needs.
- Ensure as the 'responsible body', that all employees are able to support them in meeting their duties to disabled people (SENDDA- 2001).

The SEN Governor for this school is Mrs B Watson, Chair of Governors.

Complaints Procedures

Parents should register any complaints about their child's SEN provision initially with the class teacher or Day Care Manager, who will liaise with the headteacher/Inclusion Co-ordinator. It is hoped that any problems can be quickly solved at this stage. If not, the procedure outlined in the LA leaflet 'Taking Matters Further' can be adopted. If the complaint is connected with the National Curriculum the procedure described in the LA Circular 144 should be followed.

This policy will be reviewed annually.

Reviewed by Ellie Naylor September 2015

For details of our school support visit the Local Offer website

<http://www.rotherhamsendlocaloffer.org/s4s/WhereILive/Council?pageId=845#278>