



# Send Church of England Primary School

## Inclusion Policy

About this policy	
Date last review	February 2018
Date this review	September 2021
Date next review	September 2024
Review period	3 years
Statutorily required?	No
Approval body	L & A Committee
Reviewed by	Inclusion Leader
Governor's committee responsible	L & A Committee

### Our Vision Statement

**Childhood matters to us: it is short, precious and cannot be repeated. Our Christian values are rooted in God. Growing in love, every child reaches their spiritual and academic potential. Our learners use their resilience, curiosity and independence to become fruitful and effective global citizens.**

**With the Holy Spirit by our side, we can achieve anything!**

### Introduction

Within Send C. of E. Primary, we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them to maximise their potential. The school embraces the Values education and this encompasses all interactions in school, between pupils and staff, amongst staff and amongst pupils.

We strongly believe that children should be treated as individuals and this policy describes the way in which we meet the needs of children who experience barriers to their learning. This may relate to sensory or physical impairment, learning and language difficulties, emotional, mental, social development, or may relate to factors in their environment.

It also describes the ways in which we provide enrichment for academically more able and talented pupils.

## Definition of SEN and Disability

At our schools we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

*SEN: 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. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England***

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities***.

## Key Roles and Responsibilities

The **Inclusion Leader** has day-to-day responsibility for the operation of inclusion policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. Part of the role of the Inclusion Leader is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

Inclusion Leader: Mrs Lisa Deacon

Contact details: [inclusion@send.surrey.sch.uk](mailto:inclusion@send.surrey.sch.uk) 01483 223464

The Inclusion Leader is a member of the school Leadership Team and is also responsible for:

- Managing PP/LAC funding and monitoring the impact of this spending for these children.
- Managing the school’s responsibility for meeting the medical needs of pupils.

**The Inclusion Governor** is Mrs Pam Harnor. She has responsibility for monitoring policy implementation and liaising between the Inclusion Lead and the Governing Body.

The **Designated Safeguarding Lead** (DSL) is Susan Sayers (HT) and Deputy DSLs are Hazel Youlden (AHT), Rebecca Bruton (Senior Leader EYFS) and Clare Harwood (HSLW).

The **Home School Link Worker** (HSLW) works alongside families to identify and provide information on appropriate external/ other support agencies. Our HSLW is Clare Harwood.

## Aims

At our school all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the school community. All children are included in every aspect of education, school trips, including residential visits, school performances and extra-curricular activities. They also hold positions of responsibility, for example being part of the school council.

- We expect that all disadvantaged pupils and those with SEN will meet or exceed the

high expectations set for them based on their age and starting points, as resilient and interested learners

- We will endeavour to give disadvantaged pupils and those with SEN the support they need using the resources we have available
- Ambitious educational and life outcomes will be set for pupils together in a partnership with parents/carers, staff and the child
- Through pastoral support, children will be supported through a variety of measures to ensure that they are mentally and emotionally healthy and helped to achieve personal and social goals.
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.
- We provide an environment where all pupils, regardless of any physical disability, can access the social and educational aspects of the school.
- We will ensure pupils with EAL have equal opportunities to achieve and reach their potential.
- Through our Values education, we actively encourage positive behaviour in the community, which shows respect for others.

## Identification of Needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision of improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The SEND Code of Practice 0-25 (2014) describes four broad areas of need. These provide an overview of the range of special educational needs that should be planned for. In practice, individual children often have needs that cut across all these areas and their needs may change over time.

### **The four broad areas of Special Educational Need are:**

#### **Communication and Interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want, understanding what is being said to them or may not understand/ use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) (where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication) through to profound and multiple learning difficulties (PMLD). Children with PMLD are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, Emotional and Mental Health**

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

### **Sensory and/or Physical Needs**

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

## **A Graduated Response to SEN Support**

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high-quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the Inclusion Lead.

In order to decide whether special educational provision is needed, the teacher and Inclusion Leader will consider all of the information gathered from within the school, alongside the views of parents/ carers and the pupil.

Where pupils have higher levels of need, the school may seek advice from external agencies. This is always done in consultation with parents. These agencies include:

- Educational Psychology Service
- Learning and Language Support (LLS)
- Speech and Language Therapy Service
- Behaviour Support Service
- Freemantle's Autism Outreach Team
- Physical/ Sensory Support Service
- Children and Family Services
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided through quality first teaching, then the child might not be considered SEN. If however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the child/ young person at the centre of the process.

A SEND Support Arrangement, including a One Page Profile, may be started to clearly identify targets and actions. Where a child and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required.

**The four part cycle:**



**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of the parents/ carers and the pupil. In some cases, we will draw on assessments and guidance from the other educational professionals, e.g. speech and language therapists.

**Plan:** Where SEN support is required, the teacher and Inclusion Leader will write a plan outlining the adjustments, interventions and support which will be required. This plan will include a review date. All staff who work with the child will be made aware of the plan.

**Do:** The class teacher is responsible for working with the pupil on a daily basis and ensuring the recommended approaches are implemented. She/ he will also liaise closely with learning assistants and specialists who provide the support set out in the plan and monitor the progress being made. The Inclusion Leader will provide support, guidance and advice for the teacher.

**Review:** The plan, including the impact of the support and interventions, will be reviewed each half term by the teacher, Inclusion Leader and parent/ carer. This will inform the planning of next steps for a further period.

## **Management and Support Structure:**

All members of the school community can impact on the education and welfare of a child with special educational needs, however the class teacher has the responsibility, in conjunction with the Inclusion Leader, to ensure that the needs of all children are met on a daily basis.

## **Working with Parents**

Parents/Carers will be involved in meeting with the class teacher each term to set objectives and review the progress made by their child. The pupil will also be involved (depending on age and stage of development) in the process and targets will be discussed in child-friendly language. This is a partnership approach between home and school.

Positive parental involvement is important for the success of all children but it is particularly important for those with SEN, pastoral or EAL needs. Parents can support the aims of the school by:

- Providing the class teacher and Inclusion Leader with any information, which may be relevant, including details about their child's health, early development and behaviour at home
- Participating in their child's effort to meet their targets
- Giving consent for the school to make a request to increase the level of support for a child
- Co-operating with any arrangements made with external professionals
- Supporting the child at home to complete any learning which will help them achieve their targets, as agreed at review meetings
- Informing the class teacher and the Inclusion Leader of any problems/ developments between review meetings

## **SEN Provision**

SEN support can take many forms. Support could include:

- a special learning programme for a child
- extra help from a teacher or a learning assistant
- making or adapting materials and equipment
- working with a child in a small group
- observing your child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood activities by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

## Managing the needs of Pupils on the SEN Register

Here is a summary for parents/carers of the process involved in meeting the needs of pupils on SEN Support. A detailed account of the school offer is available in the [SEND Information Report](#) on our website and updated annually.

- Each pupil is an individual and will have an individualised programme to meet their needs.
- The class teacher is the key professional responsible for the progress and development of child with SEN. They are responsible for communicating with parents about their child and putting in place the support that has been agreed. Class teachers are responsible for updating the SEND Support Arrangements and other associated documents such as risk assessments, individual behaviour and learning plans, and intimate care plans.
- The Inclusion Leader has daily responsibility for the implementation and monitoring of Inclusion policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The Inclusion Leader coordinates training for staff and supports parents using the Early Help Assessment. The Inclusion Leader carries out assessment, observation and teaching of pupils as required. The Inclusion Leader keeps the school SEN register up to date, reviewing it termly. He/She is a senior leader advocating for vulnerable pupils.
- Learning assistants work under the direction of the class teacher and support them in enabling the development of your child, maintaining records and assessing progress. They do not replace the role of the class teacher.
- Specialist teachers contribute through assessment, planning and reviewing progress. We will always seek parent/carer consent to involving a specialist teacher. Wherever possible, we will arrange for parents to meet with the specialist teacher. Parents will always receive copies of any reports produced by specialist teachers.
- Our school address pupils' needs by removing barriers to learning, providing access to learning and monitoring the progress made over an agreed period.
- The 'Assess, Plan, Do, Review' cycle links to the termly schedule of parent consultation events in our school. Parents/carers and the pupils are invited to attend consultation meetings with class teachers and the Inclusion Leader. If the child has an EHCP, the Inclusion Leader will also invite parents to join in the annual review alongside the class teacher, special needs assistant and external professionals who have supported the child.
- Governors play a major part in school self-review and have established mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation.

## Criteria for removing pupils from the SEN Register

A pupil will cease to be on the SEN register when the outcomes they are working towards are fully achieved. This decision is made in consultation with pupils, parents/carers and practitioners. For example, the child will be making expected or better progress given their age, closing the attainment gap between themselves and their peers.

## Requesting an Educational, Health and Care (EHC) Needs Assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

(See Surrey guidance for further information regarding EHC plans <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/site.page?id=vnyP-vBI9DI> )

## Supporting Parents/Carers and Young People

Our schools provide support and signposting to places where parents/carers and young people can find information through:

- The Inclusion Lead and class teachers are always available to meet with parents seeking advice and support
- Our Home School Link Worker (HSLW), Clare Harwood, is available to work with families on a wide range of needs
- The HSLW can signpost to additional support/ information available for families in Surrey
- The [SEN Information Report](#)
- [Surrey's Local Offer](#) includes other agencies who provide services
- Offering Early Help Assessment to enable families to identify areas where they would welcome support
- Ms Ryder is responsible for admissions. Please contact her on 01483 223464 to arrange a visit to the school and an appointment with the Inclusion Leader
- The Inclusion Leader is responsible for access arrangements for assessments in our school
- The school provides support for pupils through personalised transition arrangements between classes, key stages and to other schools

## Supporting Pupils at School with Medical Conditions

Pupils at our school with medical conditions, both physical and mental, are supported so that they have full access to education, including school trips and physical education. We want our pupils to remain healthy and achieve their academic potential, playing a full and active role in school life. Some children with medical conditions may be disabled and where this is the case the school complies with its duties under the Equality Act 2010. School leaders will always consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported. For example, arrangements may be made for access to spaces for changing and toilet facilities, or for specific training for staff. Our 'Supporting pupils with medical conditions policy' sets out the detailed arrangements made by the school to support pupils through Individual Healthcare plans, and a copy of this can be found on the school website.

Some pupils with medical conditions may also have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision. For children with SEN, guidance for supporting

their medical condition will be read in conjunction with the SEN code of practice.

## Supporting highly able pupils

Academically more able pupils are defined by our school as those who are consistently working above age-related expectations across English and Maths. Talented children are defined as those children who show a real talent in a curriculum subject (e.g. Maths) or in a skills (e.g. dancing or art). Our expectation is that this group of pupils will make accelerated progress within the aspects they are demonstrating highly able characteristics.

Class teachers are responsible for the provision within the classroom each week and will provide opportunities to work at mastery level in the year group curriculum. A pupil's identification as academically more able or talented will be shared by class teachers with parents at parents' evenings. The class teacher's end of year transition planning will include information about academically able and talented pupils for the next setting or teacher.

Subject Leaders are responsible for promoting enrichment opportunities in National Curriculum areas through 'theme weeks'. Extra curricular provision for highly able will also be fostered by subject leaders, such as choir, master classes and workshops. Enrichment opportunities are sought through links with the local confederations and partnerships of schools. Display board and newsletters celebrate and inspire achievement e.g photos of enrichment days, medals, certificates. Subject leaders track the progress and achievement of the pupils identified as academically more able or talented through half termly tracking meetings and advise class teachers on meeting the needs of highly able pupils.

The Inclusion Leader is responsible for reporting to governors on the outcomes for academically more able pupils and for advocating for this group of pupils with other senior leaders. The Inclusion Leader monitors the work of Subject Leaders in providing termly enrichment opportunities and developing links to secondary schools and local cluster of schools.

## Identification, Assessment and Record Keeping

### Identification

Send C. of E. Primary School recognises the significance of early identification of pupils with special educational needs/ EAL or pupils who may be academically more able/ talented and works closely with other professionals involved with pupils on entry to the school.

Identification is supported by a number of strategies both formal and informal. To help identify children, we measure children's progress by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment
- The outcomes from baseline assessment results
- Their progress against the end of year expectations as defined in the National Curriculum

### Assessment (see Assessment Policy)

The class teacher generally initiates the assessment procedure. The class teacher and Inclusion Leader will endeavour to monitor and assess a pupil's progress through a regular cycle of observation, evaluation and both informal and formal assessment. Any information from parents is also sought and valued. Formal assessments may also be administered by external agencies supporting the child,

EAL pupils are initially assessed by the REMA (Raising Ethnic Minority Achievement) Team. REMA work with children who are identified as having a specific need. This team can be used to determine whether a pupil's difficulties are due to SEN or EAL through a more in-depth assessment.

### **Record Keeping**

A variety of records are kept. Unless confidential, wherever possible, these are accessible for all staff working with the child.

- The Inclusion Leader updates the inclusion register termly
- The Inclusion Leader instructs the School Secretary to update SIMs
- SEND Support Arrangements provide guidance for teachers and learning assistants on specific areas of focus and are drawn up at a termly planning and review meeting involving the Inclusion Leader, class teacher and parent
- The school provision map details provision for individuals and groups of pupils where this is different to their peers.
- All visits and advice from external agencies is distributed to relevant staff and a central copy is kept with the child's records.

### **Monitoring and evaluation of Inclusion**

Senior leaders and school governors regularly monitor and evaluate the quality of provision we offer all pupils and this informs future developments and improvements.

This includes the following:

- The Inclusion Governor reports on the progress and attainment of vulnerable pupils to the Learning and Achievement Committee and Full Governing Body Meetings through, for example, termly visits to observe practice, scrutiny of performance data, audits of records and discussions with parent/carers.
- Monitoring & review of SEN funding through use of costed provision mapping, which provides analysis of the impact of spending on outcomes for pupils
- School self-evaluation based upon regular observation of teaching, scrutiny of teachers' planning and children's work demonstrating the impact of SEN provision
- Audits of SEN records on identification of SEN, transition arrangements, pupil and parent/carer participation in meetings, assessment records that illustrate progress over time towards outcomes and the involvement of external specialist support services
- Analysis of the attendance, participation, attainment and achievement of different groups of vulnerable children with tools such as the Provision Map and Pupil Premium Statement
- School development plan priorities and milestones
- Questionnaires and surveys of parents/carers
- Feedback from pupils

## Training and development

The school ensures that all staff keep up to date with developments in teaching and provision to meet the needs of disadvantaged pupils and those with SEN.

Aspects of this include:

- Staff training needs (both class teachers and learning assistants) are identified through monitoring of teaching and learning by senior leaders, through analysis of progress and achievement data, through surveys and feedback from parents/carers and pupils, and through consultation with parents/carers and practitioners about the needs of individual pupils.
- External agencies lead sessions with individual children and we ensure that learning assistants and class teachers attend these sessions to support them in continuing this work.
- Individual staff have developed specialist areas e.g. ELKLAN communication intervention through attending training or received input at school from specialists e.g. Physical Sensory Support advice for pupils with Physical Disabilities and through agencies such as Stepping Stones Downs Syndrome outreach teachers.
- The Inclusion Leader's own professional development is enhanced through termly attendance at SENCO networks.
- External courses and conferences are selected to match the priorities of the school development plan.

## Comments, compliments and complaints

We want parents/carers and pupils to know that their comments, compliments and complaints can be expressed in an open and honest way. The schools need to know both what is working well and what isn't in order to help each pupil progress and develop.

Any concerns parents/carers may have can be discussed informally with their child's teacher. If the concern continues, parents may be supported through the procedures outlined in the Complaints Policy. A full copy of the school's complaint procedure is available on the [school website](#).

## Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 years (2015) and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at School with Medical Conditions 2015
- The National Curriculum in England Key Stage 1 and 2 framework document 2013
- Teachers Standards 2012

This policy should be read in conjunction with the following policies:

- Pupil Premium Policy
- Special Educational Needs Information Report

- Supporting Children in School with Medical Conditions Policy
- Intimate Care Policy
- Accessibility Plan
- Safeguarding Policy
- Equal Opportunity Policy
- Assessment Policy
- Positive Behaviour Policy, including the Anti-Bullying Policy