



Policy for Inclusion (SEND)

Mission statement

“To be the best that we can be”

Introduction & Rationale

The Children’s and Families Bill 2014 and the publication of a New SEN Code of Practice has led to the updated the statutory framework and procedures for SEN. This Inclusion policy is designed to assist Johnson Fold School in the implementation of its statutory duties.

This policy links to the following statements from our aims:

- We want children to love learning, to know how to learn and what helps them to learn. We want them to look upon learning as an adventure and a challenge; children will never say “I can’t” but “I can’t yet!” (Resilience, Reflective)
- We aim to develop well rounded citizens of the future who know how to stay safe, be healthy and can make a positive contribution to society.
- We want children to be challenged, supported and receive feedback in order to have as high achievement and attainment as possible.(Reflective, Resourcefulness)

OBJECTIVES

- The child is at the centre of the process.
- To ensure early identification of children with special educational needs and/or disabilities and inform parents/carers.
- To ensure children’s special needs and/or disabilities are met through a graduated response.
- To provide all pupils with access to the National Curriculum and school curriculum, delivered in the most integrated way possible and differentiated to needs and abilities. The school should exploit best practice.
- To ensure progress is regularly assessed and recorded.
- To regularly review and revise provision made for children with special educational needs and/or disabilities.
- To actively involve parents/carers in planning support and reviewing progress, and to take account of their views.
- Opportunities for pupils with SEN to negotiate and reflect upon their own learning and progress are essential.
- To involve outside agencies where appropriate and enhance co-operation between professionals, parents/carers and pupil.
- To develop an effective SEN resource base.
- To provide all staff with SEN and Inclusion INSET opportunities.
- To review and revise Inclusion policy at regular intervals as an integral part of the School’s plan and with the involvement of the school staff and governors.
- To review all Educational Health Care Plans and annually (under 5s require reviews twice a year).

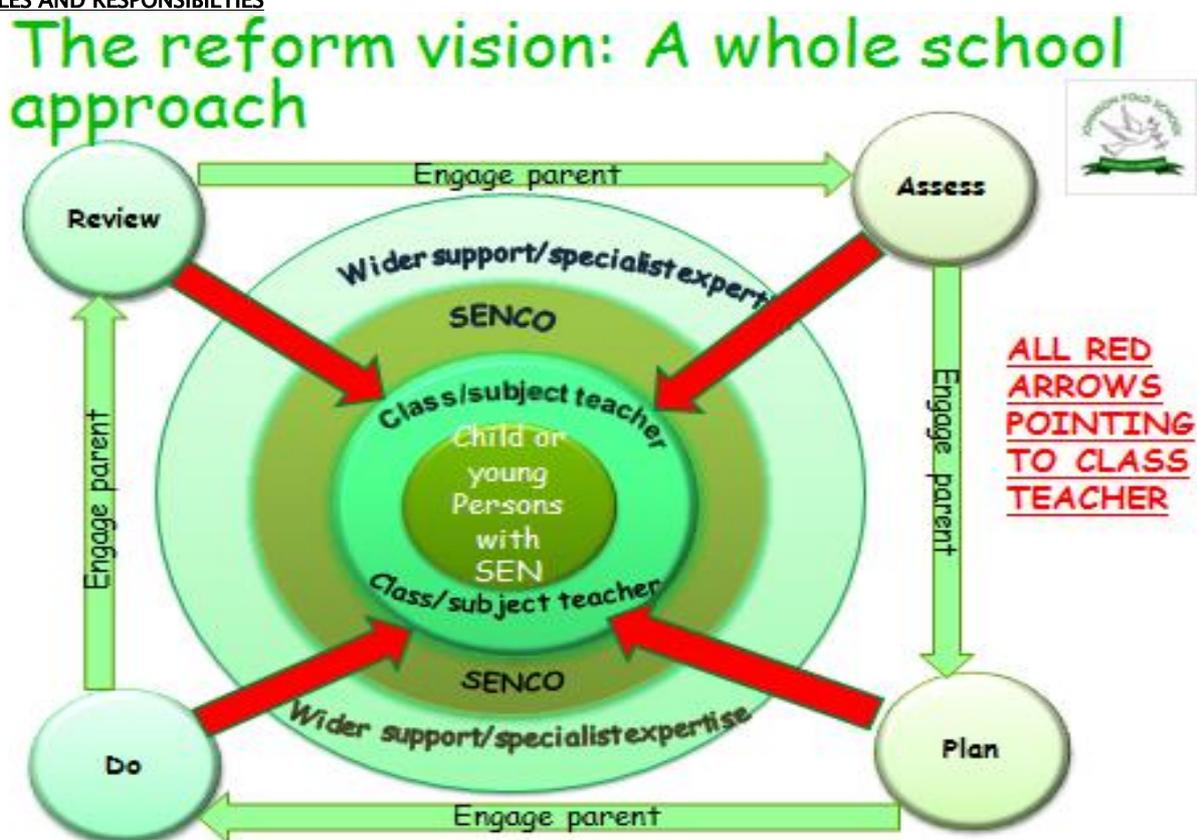
SCHOOL ADMISSIONS AND INCLUSION

Pupils with special educational needs and/or disabilities must be treated as fairly as all other applicants for admission. Johnson Fold School in conjunction with the LA will not refuse to admit a child because it feels unable to cater for their special educational need or disability. There is a general assumption that with the right strategies and support, most children with special educational needs and/ or disability can be included successfully at a mainstream school. However, it is not reasonable or practical to expect all schools to provide for every possible type of special educational need or disability... it is right to consider: what parents want; an individual school's suitability to provide for the needs of the pupil; the impact their inclusion would have on the resources and the efficient education of others.²

Johnson Fold School is multi-level building and has facilities in its Foundation Stage and Main school for wheelchair users.

Johnson Fold, as an inclusive school, will endeavour to provide all children with equal opportunities to access the National Curriculum and School Curriculum.

ROLES AND RESPONSIBILITIES



School

Provision for children with special educational needs and/or disability is a matter for the school as a whole. Further, the school plays a vital role in developing positive and constructive relationships with parents/carers, and pupils.

The Governing Body:

- Must have regard to the SEN Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- Must publish information on the school's websites about the implementation of the governing body's policy for pupils with SEN.
- Must ensure that there is a qualified teacher designated as SENCO.
- Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.

- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Inclusion Lead/SENCO

- Must oversee day-to-day operation of school's SEN policy;
- Must coordinate provision for children with SEN;
- Must liaise with designated teacher where a Looked after Child has SEN;
- Must advise on graduated approach to SEN Support;
- Must advise on use of delegated budget/ other resources;
- Must liaise with parents of children with SEN;
- Must link with other education settings and outside agencies;
- Must liaise with potential next providers of education;
- Must work with head and governors on Equality Act;
- Must ensure that SEN records are up to date

Duties for the the class teacher include:

Classroom and subject teachers are at the heart of the new SEN Support system, driving the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENCO and specialist staff.

The classroom teacher should:

- **Focus on outcomes for the child:** Be clear about the outcome wanted from any SEN support.
- **Be responsible for meeting special educational needs:** Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- **Have high aspirations for every pupil:** Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- **Involve parents and pupils in planning and reviewing progress:** Seek their views and provide regular updates on progress.

Teaching Assistants:

- TAs are part of the whole school approach to SEN working in partnership with the classroom/subject teacher and the SENCO to deliver pupil progress and narrow gaps in performance.
- It is for schools to decide how they deploy teaching assistants depending on their level of experience. To be most effective the support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

ALLOCATION OF RESOURCES

The SEND budget is managed by the Senior Leadership Team. It is allocated to fund the provision of interventions as identified on the school provision map.

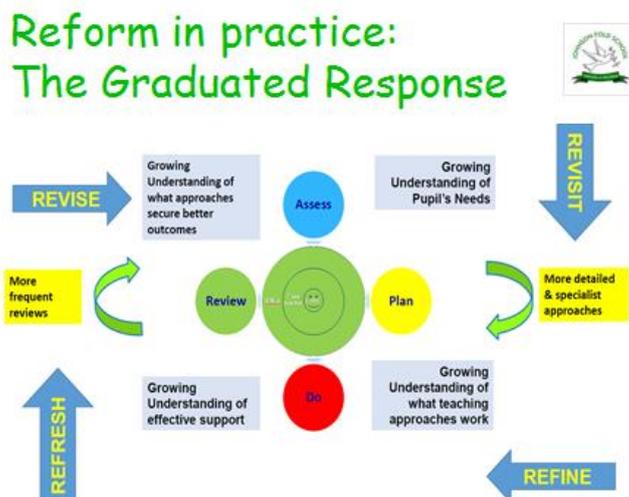
The Inclusion Lead receives an allocated budget to purchase SEND resources.

COMPLAINTS PROCEDURE

Any complaint made by pupils, parents/carers or staff about SEND provision, or any other SEND issue, will be heard by the class teacher, Inclusion Lead, Head Teacher or outside agency, as the complainant wishes in accordance with the school's complaints procedures. (See Complaints Policy)

If the LA refuses to make a statutory assessment of a pupil's needs, the parents/carers must be informed by the LA of the reasons for such a decision and of their right of appeal to the SEND Tribunal, and the availability of parent partnership and disagreement resolution services. This right also applies if there is a complaint about the provision detailed in a statement.

A GRADUATED RESPONSE



ASSESSING AND REVIEWING PROGRESS

Classroom or subject teacher working with the SENCO should assess where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness.

They should draw on evidence from a clear analysis of pupil's need such as:

- teacher's assessment and experience of the pupil;
- information on pupil progress, attainment, and behaviour;
- individual's development in comparison to their peers;
- the views and experience of parents;
- the child's own views; advice from external support services.

POLICY EVALUATION

The school's Inclusion Policy should be evaluated annually by the Governing Body, Head Teacher and Inclusion Lead. It will be deemed successful if:

- the school ensures that any child's SEND are identified early.
- the culture, practice, management and deployment of resources designed to ensure all children's needs are met.
- the school exploits 'best practice'.
- those responsible for SEND provision take into account the views of the parents and (usually) the child.
- SEND provision, recorded in teachers' weekly or daily teaching plans, is judged effective.
- provision and progress is monitored and reviewed at least termly.
- there is co-operation between all agencies.
- EHCP are clear and detailed, specify monitoring arrangements and are reviewed annually.
- Inclusion teacher and staff receive appropriate inset training.
- the Governing Body is kept informed of SEND issues.

Outside Agencies

Agency	Key worker	Address	Tel. No.
Educ. Psychology Service	Lesley Carney	Smithills Site	8060
Behaviour Support Service	Paula Andrews	Roscow Fold	8133
Speech and Language Service	Ellen Ruth Arnold	Brightmet Health Centre	01204 462670
Ladywood	Jill Rendell	Ladywood School	

NHS – School nurse	Kim Henderson	Castle Hill Centre	01204 463569
Health Visitor	Avondale Health Centre	Avondale Health Centre	01204 463407
Parent Partnership Healthy Relationships Fort Alice	COG Paula	COG Lowndes Street Lewis House, Farnworth	491085
Inclusion Statutory Assessment	Gill Murphy	Smithills Site	01204 332016
Early Interventions (Attendance)	Selina Bayliss	Early Interventions	01204 334220

GLOSSARY

Annual review:

The review of a statement of SEND conducted within 12 months of making the statement or the previous review. In Bolton, Year 6 reviews are conducted in the Autumn term.

Disagreement Arrangements:

All LAs must provide arrangements to help prevent or resolve disagreements between parents, whose children have SEND, and the LA or school. They must include an independent element.

Disapplication:

Removal or lifting of a programme of study, assessment, or any other component of the National Curriculum through relevant regulations.

Education Health and Care Plan (EHCP)

A document which draws together the needs of the child and states what additional support is needed. The plan runs from 0-25 years old.

Early education settings:

Providers in receipt of government funding to deliver early education.

Foundation stage:

Begins when the child reaches the age of 3 and continues until the end of the Reception year. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

Graduated approach:

A model of action and intervention in schools to help children with SEND. The approach recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

Teaching Assistant (TA):

A widely used term for what is known in Bolton as a Special Needs Assistant (SNA). SNAs provide inschool support for pupils with SENDs. They normally provide close support to the individual pupil (who may have an EHCP), and those responsible for teaching him/her.

Occupational therapy:

The use of purposeful activity and play to help a child attain maximum levels of functional performance.

Parent Partnership Services:

Provide advice and information to parents whose children have SENDs.

Pupil Referral Unit/ Forwards Centre:

A school establishment, maintained by the LA, specially organised to provide education for pupils who could not otherwise receive suitable education because of illness, exclusion or any other reason.

INCLUSION LEAD:

Member of school staff responsible for co-ordinating and operating SEND provision within that school.

SEND Tribunal:

An independent body with jurisdiction for determining appeals by parents/carers against LA decisions on assessments and statements.

Special Educational Needs:

A child has a special educational need if there is evidence that current rates of progress are inadequate.

Special school:

A school which is specially organised to make special educational provision for pupils with SENDs.

Speech and language therapy:

This is a health care profession, enabling pupils with speech and language and communication difficulties to reach their full potential and achieve independence in all aspects of life.

Policy reviewed Sept 2011
Policy Reviewed Sept 2013
Policy amended July 2014
Policy Reviewed September 2014
Policy Reviewed September 2016
Policy Reviewed February 2017
Policy Reviewed February 2018
Policy Reviewed September 2018
Policy Reviewed September 2019
Next Review September 2020