



Inclusion/SEND Policy

Harefield Infant and Nursery School

June 2015

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Inclusion/SEND Policy

'We are an inspirational community-based school where each child is challenged to reach their full potential. We promote a sensitive understanding of our family and community which is celebrated in a nurturing environment where all members grow and learn together'.

1 Introduction

This policy has been written following the guidance provided in the SEND Code of Practice 2014

- 1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. These needs may be a special educational need, disability or a need arising from English as a second language or because a child is particularly gifted or talented in some way. Due to these needs, a minority of children may have particular learning and assessment requirements that could create barriers to learning.
- 1.2 These requirements are likely to arise as a consequence of a child having a special need or disability. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- 1.3 Children may have a special need or disability either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with such needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

2.1 The aims of this policy are:

- **to create an inclusive environment that meets the special needs or disability of each child;**
- **to ensure that the special needs or disability of children are identified, assessed and provided for;**
- **to make clear the expectations of all partners in the process;**
- **to identify the roles and responsibilities of staff in providing for children's special needs or disabilities;**
- **to enable all children to have full access to all elements of the school curriculum.**

3 Educational inclusion

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

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

3.2 Teachers respond to children's needs by:

- **Following and using the school provision map and adapting the class provision;**
- **providing support for children who need help with communication, language and literacy;**
- **planning to develop children's understanding through the use of all available senses and experiences;**
- **planning for children's full participation in learning, and in physical and practical activities;**
- **helping children to manage their behaviour and to take part in learning effectively and safely;**
- **helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.**

4 Special needs and/or disabilities

4.1 Children with special needs or disabilities may have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

4.2 In our school the SENCO supported by the Inclusion Manager, SEND Governor, Learning Mentor, Art Therapist & Intervention coordinators, along with the MAG&T coordinator

- **manage the day-to-day operation of the policy;**
- **co-ordinates the provision for and manages the responses to children's special needs or disabilities;**
- **supports and advises colleagues;**
- **maintains the school's registers for SEND, More Able Gifted & Talented, EAL & Interventions;**
- **contributes to and manages the records of all children with a special need or disability;**
- **completes the documentation required by outside agencies and the LEA;**
- **acts as the link with parents;**
- **maintains resources and a range of teaching materials to enable appropriate provision to be made;**
- **acts as the link with external agencies and other support agencies;**
- **monitors and evaluates the special needs provision and reports to the governing body;**
- **manages a range of resources, human and material, linked to children with a special need or disability.**

5 The role of the governing body

- 5.1** The governing body does its best to secure the necessary provision for any pupil identified as having a special need or disability. The governors ensure that all teachers are aware of the importance of providing for these children. They consult with the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with a special need/disability.
- 5.2** The governing body has decided that children with a special need or disability will be admitted to the school in line with the school's agreed admissions policy.

6 Allocation of resources

- 6.1** The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs/disability provision within the school, including the provision for children with Education Health Care plans (statements of special educational needs.)
- 6.2** The headteacher informs the governing body of how the funding allocated to support special needs has been employed.
- 6.3** The headteacher and the SENCO meet regularly to agree on how to use funds directly related to EHC Plans/statements or any other recommended forms of support. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

7 Assessment

- 7.1** Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2** The class teacher, Key stage leaders and the SENCO assess and monitor the children's progress in line with existing school practices.
- 7.3** The SENCO works closely with parents, teachers and sometimes other outside professionals to plan an appropriate programme of intervention and support.
- 7.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5** The LA seeks a range of advice before making a formal statement/Education Health Care plan. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

- 8.1** All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- **understand the relevance and purpose of learning activities;**
 - **experience levels of understanding and rates of progress that bring feelings of success and achievement.**

- 8.2** Teachers use a range of strategies to meet a child's special needs/disability. Lessons have clear learning objectives, success criteria and are differentiated four ways- MAGT/HA, MA, LA and SEND. Ongoing assessments are used to inform the next stage of learning, and targets are set.
- 8.3** Individual Education Plans (IEPs), which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Children at School Support or who have a statement/Education Health Care plan for a special need and or disability, may have an IEP.
- 8.4** We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

- 9.1** The school prospectus contains details of our policy for a child's special need/disability and the arrangements made for these children in our school. The governors' annual report to parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.
- 9.2** At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.
- 9.3** We have meetings each term to share the progress of children with special needs/disabilities with their parents. We inform the parents of any school or outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with a special need/disability.

10 Monitoring and evaluation

- 10.1** The SENCO monitors the movement of children within the SEND/Inclusion system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 10.2** The SENCO is available to support teachers in drawing up Individual Education Plans for children. The SENCO and Inclusion manager and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and Inclusion manager and the named governor meet regularly.
- 10.3** The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Signed:

Date:

Review date: Summer Term 2016