



Cliddesden Primary School

SEN and Inclusion Policy

July 2016

Ratified by:

Chair of Full Governing Body: Stephen Mourant 7.9.16

SEN Link Governor: Jean Holdcroft 7.9.16

Headteacher: Kenneth Davies 7.9.16

This policy will be reviewed every 2 years

At Cliddesden School we strive to create an environment, which is accepting, safe, secure, welcoming and challenging, in order to enhance learning and promote success in the social, emotional, physical and academic development of our school community.

We are therefore committed to the notion of equality of opportunity for all members of our community, regardless of issues of race, belief, disability, sexuality, gender or class. Through our curriculum we seek to provide equality of access for all to the experiences and opportunities available within our school.

All children are encouraged to meet high teacher expectations to ensure that they reach their full potential and develop into a responsible and successful member of the community in which they live.

Aims:

Our aims are to:

- Ensure equality of opportunity for children with special educational needs and or a disability
- Guide and support all school staff, parents and governors on inclusion and provide strategies to support all students
- Make the school as inclusive as possible to enable all children to develop to their full potential and overcome learning barriers so that they can make good progress
- Enable all children to have access to mainstream education within the school through links from specialist provision and advice
- Ensure all children have access to the early years foundation stage and national curriculum and to all social opportunities that our school provides as well as access to alternative provision where appropriate (for example More Able, gifted and talented clubs and residential)

Inclusive Education

Inclusive Education will be achieved at Cliddesden School in a number of ways -

- The school employs an Inclusion Manager, and LSA's to ensure that our school is able to meet each child's Special Educational Needs
- The school differentiates for Gifted & Talented pupils to ensure that those children are catered for and can be challenged to make good progress.

Children with SEN will be working alongside their peers wherever possible. Class teachers and non-teaching staff will be supported through ongoing external and school based training to develop skills and knowledge in special educational needs. Both with classroom and school social situations we recognise the importance of supporting children with any need to extend and/or support their learning and include them in all aspects of school life.

Equal Opportunities and Admissions

Admissions

The school supports the admissions policy and advice from Hampshire on Inclusive Education, and therefore has a commitment to the admission of children with Special Educational Needs or a physical barrier to learning, whether those children have or do not have a statement of their particular need. (See School Admission Policy)

Roles and Responsibilities

Inclusion Manager:

Special Educational Needs-

- To inform the Head Teacher of progress and ways forward.
- Monitor the quality of provision and outcomes of inclusion support.
- Manage and provide continuing professional development of key support staff
- Organise reviews and provision for children with Exceptional Needs.
- Keep up to date registers for Special Needs
- Leading, training and guiding LSA's in the delivery of quality support for inclusion.
- To strategically develop inclusive practice across the school.
- To manage seamless transition from home, through school to year six.

More able

- To monitor progress of children on the register.
- Liaise with class teachers to support the provision for More Able pupils.
- Gather resources and support staff in providing for More Able children.
- Develop resources for More Able pupils within available budgets.

EAL (English as an Additional Language)

- To monitor the progress of EAL children and keep school information up to date
- To attend relevant training
- To provide support for children new to English and also for their teachers through EMTAS

Access to the curriculum and Support

The school can, where necessary, modify the Early Years and Foundation Stage and National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all its children. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. In the school this may be extended to be part of a small group, or 1:1 within the classroom. When necessary we also

support learning through the guidance and advice from appropriate external specialists. In such cases, teachers work closely with these specialists to support the child. We will endeavour to ensure that all children receive higher quality inclusive teaching at all times.

Identification

To ensure that all children are achieving their full potential, we employ a range of strategies to pinpoint and identify the needs of our students.

The identification of children who require extra support is usually begun by informal discussion among staff and an initial conversation with the parents. The class teacher will then refer the student to the Inclusion Manager.

As part of our school's assessment procedures, students are assessed against National Curriculum Attainment targets; with their levelled results recorded on a termly progression table. Any child deemed to be falling below/above the school benchmarks will be referred.

In addition:

SEN

- If a difficulty is being experienced by a child the class teacher, LSA and/or parent will speak with the Inclusion Manager.
- An observation will then take place and children will be observed by the Inclusion Manager/Agencies and their progress will be carefully monitored over a period of time as further strategies and/or support is trialled out.
- If little progress has been made the child may be placed on the Special Needs register, and further differentiation or interventions will be planned and delivered to help them make progress.
- If no progress is made after further interventions then parents and relevant agencies will be informed and guidance and assessments will take place.

More able

- Observations while the children are working is perhaps the most common strategy used for identifying ability.
- Knowledge of the children's background and checklists are used for individual children. For example, extra-curricular activities or tests taken outside of school.
- Parental, self and peer nominations can also be put forward to the Inclusion Manager.

For the above areas children's educational progress is tracked each term, identifying children or groups of child in need.

Interventions:

At Cliddesden the Head Teacher, and Inclusion Manager identify suitable interventions for the needs of the children across the school. These interventions are monitored throughout

the year so that children receive the best and most relevant support and education to meet their needs. Some interventions carried out at Cliddesden are:

- **1:1 adult interventions** - full-time and part-time support to enable children to access fully the classroom curriculum.
- **Language groups** - directed by the Inclusion Manager and Speech & language therapist, children are targeted once a week, where language development is a barrier to overcome, programmes are tailored to the needs of the children who participate in the group.
- **Outside Agency interventions** - run for individuals based on advice and programmes recommended for children.

Assessing and Reviewing - Department

The Inclusion policy is monitored by the Headteacher, Inclusion Manager and the Governing body and will be reviewed yearly. Consideration will be given to:

- Reviewing the effective use of resources and provision.
- Reviewing staffs expertise in differentiating the curriculum to children identified with difficulties.

Assessing and Reviewing - Children

SEN

- The class teacher will review the individual child's learning program and set new targets for the term.
- Impact of the children's progress with and without support will also be reviewed and tracked to see what effect the support is having on the children's learning.
- Children on the code of practice will be given targets that are simple, measurable and achievable, with resource implications identified and a clear timescale for achievement of targets to be set. The targets will be written in collaboration with all adults involved with the children and these will be discussed and reviewed with the children.
- Reviews for children with exceptional needs and statements will take place towards the end of each year. These will review progress, provision and support for each child. All agencies and parents will be invited 2 weeks prior to the meeting date, along with the review papers. Targets, strategies and support will be amended and the final papers will be sent to the borough to be reviewed.

EAL

- The class teachers and Inclusion Manager will look at and track the children's progress.

More Able

- More Able register is updated each term, reviewing children's progress and any additions to the register.
- Identify further action for both children and staff and provide inset for the staff.
- Recording work happening outside of school, for example, taking photographs of visits or work with outside agencies, exhibiting work, publication of written work etc.

Partnership with Parents

We recognise that parental support is very valuable in raising the levels of pupils' achievement. The school has an open door policy and parents are able to come into the school to discuss their child's progress. Formal meetings are arranged regularly when parents are invited into school to discuss their child's progress. These include Parents Evening, SEN reviews, children on the More Able register and children who have been targeted for underachievement, behaviour or social concerns.

The Website has been developed to further increase parental involvement in practices and procedures of the school.

Links with other agencies

The Inclusion Manager makes referrals, guides, informs and liaises with regard to children's needs. This effective partnership with all stakeholders enables the school to maintain high standards for children with special needs. We offer a range of additional services, which contribute to the learner's capacity to be healthy and safeguard vulnerable groups.

The Inclusion Manager liaises frequently with a number of outside agencies including:

- Social Services
- School Nurse
- Paediatrician
- Speech and Language Therapy
- Occupation Therapy
- Education Psychologist
- Secondary Schools
- Primary Behaviour Service
- CAMHS

Parent/Carers are always involved in any plans /referrals to outside agencies for their child.

Evaluating Success

This policy will be deemed to be successful if all staff follow the criteria for placing children on the Inclusion registers and then reviews of progress are followed. This will be through the day to day assessment of marking and observations and the formal attainment tests each year group are given to form an understanding of the Early Years Foundation or the National Curriculum levels a pupil is working at or towards.

Pupil progress will have been enabled through target setting and good liaison systems between school, home, external agencies, the LEA and the pupil. This should make for an

informative and good path for communication. Whereby, the best service is being sought to support the young person and her/his family.

More formal established tracking systems in school will also be used to collect data to analyse success. Children's attainments in support groups and class will be monitored closely.

Professional and Personal experience within the school

We recognise the wealth of experience and expertise within our teaching, non-teaching staff and our students. It is from our wide experience that we can draw upon and expand our current practices whilst providing relevant, practical guidance for colleagues and staff.

School meetings enable staff to share ideas and expertise. We also recognise the need to contact professional groups and agencies for assessment, evaluation and advice. Likewise in resourcing the needs of children with special education needs we aim to continue training, updating and furthering current practice and thinking.

The school aims to provide inclusion training for all staff regularly through the academic year and utilise the expertise of outside agencies. The Inclusion Manager attend training and the school will provide staff with opportunities to attend training with regards to inclusion.

LSA's

The school currently employs LSAs according to needs. They have very clear job descriptions and play a full and important role in everyday school life. The LSAs work with children with exceptional needs, deliver groups and work within the whole class. In addition, as part of their role of education support, they may work with other children also on the code of practice that have identified needs such as speech difficulties or fine/gross motor difficulties or another identified disability.

- Support is directed and co-ordinated by the Inclusion Manager and class teachers.
- Relevant records and tracking are kept by the LSAs with regards to the children they are working with; this information can then be used for tracking and reviews.
- The LSA is seen as a valuable member of the school staff by teaching staff, children and parents.
- The LSA attends and contributes to meetings regarding the child. Occasionally this may mean liaison with parents informally before or after school.
- The LSA makes assessments of children's progress where appropriate.
- The LSA enables children to participate fully in the daily routine of school, lunch and play times so that they are integrated.

Summary

At Cliddesden School we value each child as a unique individual. We meet the needs of all our children, and seek to ensure that all statutory requirements related to matters of inclusion

are met. We have high expectations of all and seek to extend and fully develop children's learning.