

SEN and Inclusion Policy



Rationale

At Thorpe Primary School we believe that all children have a right to an appropriate and high quality education. We strive to provide a curriculum that minimises barriers which might exclude children from equal access to, participation in and outcomes of schooling based on language, gender, culture, physical, intellectual or emotional state and socio-economic status.

We feel that all children should have access to a broad and balanced curriculum which sparks their interest and fosters a love of learning which they can continue with throughout life. We also believe that children should be valued equally throughout school and strive to eliminate prejudice and discrimination. Our main aim at Thorpe Primary School is to provide an environment where all of our children feel safe and can flourish as learners.

Educational Inclusion for all children is important to us at Thorpe Primary School and we are also aware that children learn at different rates and there are many factors affecting academic achievement. At some point, many learners will experience personal difficulties during their lives and we aim to support these in the long or the short term. We aim to identify these needs as they arise, support and put strategies in place to provide for the learners so they can continue to achieve their full potential. This is achieved by a flexible support and provision network that can be introduced and withdrawn when appropriate.

The current Inclusion Leader is a member of the leadership team within school and also works closely with the Head Teacher. There are three Learning Mentor's within school that support the children and inclusion leader and also monitor attendance and punctuality.

Objectives

At Thorpe Primary School we want to ensure that all children and their families can move around the building safely and can share in all aspects of their learning in accordance with their needs.

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, all pupils.
- To monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- To ensure that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To involve parents/carers in plans to meet their child's additional needs.
- To involve pupils in any decision-making that affects them.

Arrangements for SEND and Inclusion Provision

Monitoring

- The progress of all children is monitored termly by the Head teacher and the leadership team. Children making less than expected progress are identified at Pupil Progress Meeting with Class Teachers. Strategies including interventions will be put in place to support these children and they will be monitored closely and other performance indicators will be used to track progress where necessary.
- SEND children are identified through discussion with and evidence from parents, previous settings, class teachers and other professionals and are monitored closely by the Inclusion leader throughout the year.
- If class teachers have new concerns they can speak with the Inclusion Leader at any time and can complete an SEND query form.
- Class teachers have the opportunity to discuss the SEND children with the Inclusion leader every term during SEND Reviews, and at alternating half terms during the pupil progress meetings with the Inclusion leader and leadership team.
- Monitoring of SEND children also happens through support plan and provision map reviews each term.
- If a child is not making progress and it is a particular concern the Inclusion leader will make a referral to outside professionals.
- The SENCO and Head Teacher will monitor the quality and effectiveness of SEN provision throughout school.
- Inclusion is delivered primarily by the class teacher. This is supported by learning support assistants within the classroom, and the three learning mentors. SEND support timetables are reviewed regularly.

- Resources for additional needs are purchased when appropriate and in line with budgets, and are matched to reoccurring needs throughout school. Specific individual resources are purchased where viable and resources sought where recommended.
- The Inclusion leader, Leadership team, class teachers, support staff and outside agencies liaise regularly to ensure that information is shared along with good practice,

Identification, Assessment, Monitoring and Review

Thorpe Primary School's system of regularly observing, assessing and recording the progress of all children ensures that children who are not progressing satisfactorily and that they may have additional needs. We recognise the benefits of early identification and the opportunity to react in a timely manner for the children to ensure they achieve their full potential and improve long term outcomes.

Quality First Teaching

In order to make progress a child may require differentiation of whole class plans. Class teachers use observation, marking and feedback and group work to identify and plan for next steps of each child's learning. Planning is differentiated to meet the needs of all learners in the classroom. When progress is monitored the level of intervention will be assessed and amended as necessary.

The Code of Practice defines adequate progress as being that which:

- Closes the attainment gap between the child and their peers, or prevents the gap from widening
- Is similar to that of peers when starting at the same baseline assessment, but less than the majority of peers
- Matches or betters the child's previous level of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help skills or independence
- Demonstrates an improvement in the child's behaviour

In line with the SEN Code of Practice July 2014 all children will be referred to as SEN support - there will no longer be a distinction between SEND children receiving support from specialist services and those children receiving further support in school only.

Children may be identified as SEN support if they:

- Continue to make little or no progress
- Continually work below NC levels than those of their peers
- Continue to have difficulty developing numeracy and literacy skills
- Have social and/or emotional skills which interfere with the child's learning or that of others
- Have sensory or physical difficulties that require support from outside agencies
- Have a barrier to learning due to a continued communication needs

Education, Health and Care Plan

In situations where relevant action and support has been put in place to support a child's additional needs and the child has not made expected progress an Education, Health and Care Plan may be requested.

SEN and Inclusion Training

The SENCO attends the annual SEN conference and relevant training courses throughout the academic year. Good practice, SEN changes and new legislation is shared with the leadership team and staff. Outside professionals also provide training, advice and support for all staff. All staff has access to CPD opportunities, especially where a course is relevant to a current or future pupil.

Support Services and Outside Agencies

Thorpe Primary School works closely with many outside agencies to ensure our children access the best support to improve their long term outcomes. We have Service Level Agreements with agencies we work with regularly, which are renewed on an annual basis. The Educational Psychologist accepts requests from school to use the allotted time we are given each year. Specialist and direct knowledge is provided by a variety of services when we do not have the expertise in house. For example, a counselling service is accessed via the cluster for children with emotional difficulties. The SENCO liaises frequently with outside agencies such as the local authority, Social Services, School Nurse and other medical professionals, Speech Therapy and Occupational Therapy.

Parents and carers are informed when outside agencies will be involved with their child and consent is gained.

Partnership with Parents and Carers

Staff and parents/carers will work together to support children with additional needs. Parents should be empowered to:

- Recognises and fulfil their role as parents, having an active role and valued role in their child's education
- Have knowledge of the child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about specialist educational provision (Code of Practice)

Parents/carers are able to make appointment to see the SENCO when they wish to. This can be a face to face meeting or a telephone conversation. Concerns are dealt with in a timely and appropriate manner, but if a parent/carer is not satisfied with this they can make a complaint to the Head teacher or Governing Body.

Specific and achievable suggestions of how parents/carers can help and support their child at home will be given by school and specialist services. Workshops are available in school and learning mornings happen on a termly basis where parents can join their child in class.

Parents Evening provide regular opportunities to discuss a child's progress, and the Learning Mentor's are able to offer further support to families.

Roles and Responsibilities

Governors

- To ensure that the school complies with Race Relations and Disability and SEN related legislation, including the SEN Code of Practice 2014.
- To identify Governors with specific responsibility for monitoring inclusion and equality issues including SEN, D, G and T and exclusions.
- To support the local authority in promoting the education of Looked After Children (LAC).
- To report to parents/carers on the implementation of this policy.
- To ensure that funding is used appropriately and creatively to meet statutory obligations and maximise the efficient use of staff and resources.
- To ensure that inclusion remains an integral part of the school development plan.
- To ensure that the admissions processes are fully inclusive and that appropriate provision is available on-entry to the school. This is especially true of children with a statement of SEN, unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.
- To ensure that all pupils with an EHCP have their explicit entitlements met.
- To ensure that inclusion is recognised and identified in all school policies and practices.

Specific guidance on the SENCO/Inclusion leaders role

SENCOs play a pivotal role, coordinating provision across the school and linking class and subject teachers with SEN specialists to improve the quality of teaching and learning. We want to see the SENCO as a key member of the senior leadership team, able to influence the development of policies for whole school development.

(Removing Barriers to Achievement 2004)



Head teacher's responsibilities (some with SENCO support)

- To ensure the policy and its related procedures are implemented in school.
- To ensure that all staff are aware of their responsibilities and have the appropriate training and support to carry out their duties.
- To ensure all teachers set suitable learning challenges, respond to diverse needs and help pupils to overcome potential barriers to learning.
- To ensure they take disciplinary action against staff or pupils who contravene the policy.
- To ensure the issues of equality, inclusion and diversity are addressed in the curriculum, primarily through PSHE.
- To ensure the funding is used appropriately and creatively to meet statutory obligations and maximise outcomes for all.
- To ensure that other policies e.g. the Behaviour Policy is reviewed regularly in light of changing inclusive needs.
- To ensure that multi-agency work within the school is co-ordinated, effective and meeting the need.
- To manage the transfer of pupils coming into and leaving Thorpe Primary School.
- To ensure that all incidents of bias and discrimination are dealt with.
- To ensure that specific Inclusion responsibilities are undertaken by a qualified and experienced SENCO/Inclusion manager.

Staff Responsibilities

- To set suitable learning challenges, respond to diverse needs and help pupils to overcome potential barriers to learning.
- To cater for different learning styles, abilities and preferences. This includes catering for G and T children.
- To safeguard and promote the welfare of all children.
- To ensure that everyone is dealt with fairly, promoting race and disability equality and appreciation of diversity.
- To monitor the progress of all children in line with school policy.

Evaluating the success of the SEN and Inclusion Policy

- Each year we analyse the data that we compile ourselves, data from the authority and compare ourselves nationally and to similar schools. This analysis informs future planning and forms part of the evaluation of provision and support with regard to its effectiveness and impact.
- At any time the SENCO is able to provide the Governors with reports regarding SEN and Inclusion within school can attend meetings or speak with the Governor responsible for inclusion.
- Whole school monitoring and work sample will highlight areas of good practice throughout school (particularly pertinent for SEND children) and this model will be shared with all staff to develop quality first teaching.
- Parents are asked for feedback through questionnaires.

Policy Agreed by:

Head teacher:

Date:

Governors:

Date: