

# **POLICY FOR INCLUSION AND ADDITIONAL LEARNING SUPPORT**

## **St Andrew's VC Lower School**

**Governor – Mrs Jenny Beach. Coordinator in school – Mrs Leanne Klopper**

**Updated in September 2017**

### **Rationale:**

St Andrew's VC Lower school is committed to providing an appropriate and high quality education to all of the children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and have the right to be fully included in all aspects of school life.

We believe that all children should be equally valued in school, by all who attend and work there. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

We aim to develop cultures, policies and practices that include all learners by responding to them in ways which take account of their varied life experiences and their styles, needs and speeds of learning.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairments attainment and background including:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees, learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Those who are gifted and talented
- Those who are looked after by the local authority
- Others such as those who are sick, those who are young carers, those who are in families under stress
- Any learners who are economically disadvantaged or at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may related to the sensory or physical impairment, learning difficulties or emotional or social development, or may be related to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career may need further support, and that this may be long term or short term.

### **Objectives**

- To ensure that the legal framework and relevant guidance documents are implemented effectively across the school
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with (LDD) learning difficulties or disabilities, and those for whom we are concerned.
- To continually monitor the progress of all pupils, to identify needs as they arise and to target support as early as possible
- To provide full access to the curriculum\* through differentiated planning by class teachers, SENDCo and support staff as appropriate.

(\*Except where disapplication, arising from an EHC Plan – formerly statement – occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils)

- To provide specific input, matched to individual needs using a graduated approach to those pupils recorded as having additional support needs; including the use of outside services when required.
- To ensure that pupils with additional needs are perceived positively by all members of the school community, and that additional needs and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of middle school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs
- To involve the children themselves in planning and in any decision making that affects them.

#### **Arrangements for coordinating provision for learning support**

- The SENDCo will analyse tracking data and speak directly with class teachers and the head teacher about children's progress
- Where necessary, changes will be made more frequently for some children and weekly liaison meetings will be recorded
- Staff will alert the SENDCo to newly arising concerns using the Graduated Approach documentation.
- Termly reviews of individual targets will inform and support subsequent whole class approaches to inclusion. EG differentiation, varied teaching styles
- The SENDCo monitors planning for additional provision, and can support year group teams with curriculum planning.
- The support timetables for SEND TAs are reviewed whenever appropriate to respond to individual, class and curriculum requirements

- The SENDCo, together with the Head Teacher, monitors the quality and effectiveness of provision for pupils who have additional needs. Support is primarily delivered by class teachers through differentiated teaching methods. Additional support through group interventions, overseen by subject leaders can be further augmented by bespoke interventions for individuals, as provided by the SENDCo and trained teaching assistants throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually by the SENDCo and the management team, in line with current pupil needs, educational initiatives and the budget. Additional support is funded through individual allocations, from Central Bedfordshire Authority.
- Support staff, class teachers, SENDCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **Specialised Provision**

The Language Provision, based within St Andrew's, seeks to meet the needs of children who experience specific difficulties with Language and Communication as their *primary need* – this must be a named provision on the educational statement issued by the LA.

By working closely with the Speech and Language Therapy Service, pupils receive therapy directly from the Speech and Language Therapist and this is also carried out by trained support staff daily.

Children who attend the Language Provision have additional support to augment their therapy work within the context of the classroom and through the adjustments made through teacher planning.

Withdrawn sessions within the provision are compliant with the requirements of each child's EHCP, and arrangements are flexible to enable change according to the needs of individuals.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs – for further details please refer to the assessment policy.

Our tools are as follows

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| <ul style="list-style-type: none"> <li>• Baseline assessment to include all possible data and information</li> <li>• Progress towards individualised targets</li> <li>• Progress measured against the objectives for subject levels</li> <li>• Key word and phonic assessments</li> <li>• National Curriculum descriptors for the end of a key stage</li> <li>• Progress measured against the P level descriptors</li> <li>• Foundation Stage descriptors</li> <li>• Standardised screening and assessment tools</li> <li>• Observations of behavioural, emotional and social development</li> <li>• An existing Education, Health and Care Plan</li> <li>• Assessments by a specialist service, such as educational psychology, identifying additional needs</li> <li>• Another school or LA which has identified or has provided for additional needs.</li> </ul> |
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Based on the school's observations and assessment data, and following discussion with the class teacher, parent/carer, SENDCo, the child may be recorded as needing additional support. This may follow the graduated response as outlined:

Differentiated tasks and access arrangements in class – identified on classroom planning documents and child's targets, and shared with the SENDCo

Group interventions, time limited and additional to the generalised curriculum.

Individual interventions, which may be bespoke to accommodate specified needs, or a programme delivered to an individual.

**Monitoring** of progress will be carried out by the class teacher and used to inform the teacher planning of future differentiation in the light of information provided by all those who have been involved in the support plans. The SENDCo will review future arrangements made by class teachers and support arrangements where appropriate.

**Adequate Progress** is suggested in the Code of Practice as:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

The responsibility for planning for these children remains with the class teacher in **consultation with the SENDCo**, and the children's individual learning targets will reflect their needs, as well as inform the interventions needed to attain them. The school's standard proforma will form a record of progress towards their targets by all those involved with the child. Significant achievements and difficulties will be recorded. The SENDCo will be alerted to significant developments by the SEND TAs, or through the termly review process.

The SENDCo will take the lead in the review process, drawing on information provided by the teacher, TA and SEND TA. Parents/carers and where possible, the child, will be invited by the teacher to contribute to future plans and will be consulted about further actions. Those subject to an Education, Health and Care Plan will have individualised planning documents to view and sign.

As part of the review process, the SENDCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving support towards their individualised targets for a considerable period, the child

continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to identify specific need through the support of additional expertise from specialist services.

- Continues to make little or no progress in the areas of concern.
- Continues working at National Curriculum levels substantially below that expected of children the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment, or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

At this level, once needs are specifically identified, a child will have the opportunity of additional hours of support delivered to meet their needs and the delivery of more individualised programmes to suit their learning.

#### **Request for an Education, Health and Care Plan**

When a child is deemed not to be making 'adequate progress' despite access to a substantially differentiated curriculum and sustained support in excess of 12 hours individualised to suit their learning, then a decision to request further support from the LA, in agreement with the child's parents/carers may be made.

Judgements by the Local Authority will be made according to the evidence supplied by the school as to whether the child has met the threshold criteria for additional support funding.

Once a plan is agreed, a child has a plan delivered in school and this is reviewed annually in a meeting which is chaired by the SENDCo. At this meeting, changes or alterations can be suggested.

#### **The School's Arrangements for SEN and Inclusion In-Service Training**

- The SENDCo attends regular Learning Community meetings to update and revise developments in Special Needs Education and Inclusion
- Meeting additional needs and Inclusion issues are targeted each year through the school's Development Plan. In-service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENDCo and also cascaded by senior leaders and subject leaders.
- All staff have access to professional development opportunities and are able to apply for additional needs of inclusion training where a need is identified, either at an individual pupil or whole class level.

- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate – See CPD policy.
- Leaders discuss provision for their cohorts at the beginning of each term and alert the SENDCo to further training requirements.
- The SENDCo will attend meetings for governors, year groups, lunchtime staff, support staff etc. regularly and additionally when needed.

#### **The use made of teachers and facilities from outside the school, including support services.**

- The school has access to an educational psychologist. This is a commissioned service, except where a child meets criteria for an Education, Health and Care Plan, or where those already subject to plan have changes or differences to their provisioned needs.
- Teachers from the service for Sensory Impairment are brought in through referral to support school staff with making appropriate adjustments to meet the needs of pupils with sensory impairments. Formal assessments may aid lesson observations.
- Schools may call upon the local authority to provide tools and support for self-audit.
- The school nurse supports children for whom health care is a concern (physical health or mental health). Additionally, hearing, height, weight and vision checks are carried out in school.
- Paediatricians will see children for whom a referral has been made, usually with the support of the school nurse.
- Physiotherapy and occupational therapy services are brought in through the referral process after supplying preliminary evidence. Programmes of work are typically shared with school and home also.
- Speech therapy needs are assessed by school staff, and if sufficient evidence is collected for a referral to be made, this is forwarded to a central system and a clinic appointment may be offered for parents who opt in.
- Children's services can support families through assessment (EHA) or may become involved, as part of a *child in need* or *child protection* plan.
- School also seeks support from educational welfare service where a child's absence or lateness is high.

The support of outside agencies will trigger eligibility for a higher level of support and parents will always be informed and involved at this stage.

#### **Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs. Parents will be invited to contribute to the support process at the planning stage and appointments will be made by the class teacher for all those whose children are recorded as having additional needs. Where appropriate the SENDCo will attend meetings.
- Outside agency involvement will typically trigger a TAC (team around the child) meeting in school to ensure sharing of information is accurate and relevant for the purpose of support.

- Parent partnership advocate for parents and their contact information is displayed on notice boards, in windows and leaflets as well as distributed at the beginning of the year.
- At review meetings, we try to always make sure that the child's strengths are discussed, in order to build on their positive attributes and take account of their learning styles and preferences.
- Plans and suggestions are recorded and every effort is made to ensure that parents and carers are clear about actions and know how outcomes will be monitored and reviewed. Plans will typically include a target to work towards at home also. All plan reviews are copied and sent to parents/carers.
- Ideas and materials for supporting learning at home will be discussed with parents and distributed on request.
- Regular curriculum workshops are offered for adults to attend.
- In addition to our regular parents' consultations, further appointments are also available with the SENDCo.

Regular communication between school and home will ensure that concerns are acted on promptly. If parents feel the school has not followed its policy or fulfilled its duties, the complaints procedure can be followed.

#### **Links with other schools and transition arrangements**

Meetings are held with our foundation leader and the staff at our feeder preschools. Where concerns about individuals are raised, visits which include the SENDCo are made.

Rainbow Preschool, which is situated on our grounds, make up the majority of our intake, and the foundation leader and SENDCo will meet in June to discuss any potential issues and arrange visits.

When children join mid-year from another school, information is sought from the previous setting and the SENDCo will telephone to further discuss the child's needs as appropriate.

Children transferring from St Andrews to new schools will have a transfer form that gives details of particular needs and provisions made. The SENDCo will meet with staff from the receiving school to discuss each individual case and pass on appropriate targets if requested.

In year 3, children with statements will be accompanied on visits to potential middle schools in order to make informed decisions at their phase transfer annual reviews in the summer term.

Those who attend the provision will be supported by a named therapist upon transfer.

#### **Access to the Environment and curriculum (see access plan)**

The school maintains an access plan for its one storey building and 3 phase curriculum. The purpose of the access plan is to identify where provision can be improved to ensure equitable access regardless of impairment, to both the physical aspects of the school setting as well as the pedagogical aspects of the curriculum and the school's arrangements for extended curriculum.

The access plan is reviewed annually with the head teacher.

Reasonable adjustment is made within the school's annual budget and there is a range of equipment available to ensure this. Where it is deemed specialist equipment is required, the school will seek additional funding arrangements.

### **Admission arrangements**

Children with additional needs are considered for admission on exactly the same basis as for children without additional needs - in cases where an Education, Health and Care plan is in place, infant class size restrictions can be relaxed.

Where the school is oversubscribed, the school follows the criteria for admissions as published by the local authority

Admission to the Language Provision is based on a panel decision and named on the Education, Health and Care Plan.

Pupils are allocated to classes by age, gender, ability and needs to ensure that there is parity between all classes as far as is possible. Friendship groups are taken into consideration when devising class groupings.

Parents of children who have an Education, Health and Care Plan will be invited to discuss the provision that can be made to meet their child's identified need.

### **Incorporating disability issues into the curriculum**

- The PSHE curriculum includes issues of disability, difference and valuing diversity.
- The values which underpin the Christian ethos of the school are explicitly taught through the curriculum and displayed throughout the classrooms
- Library resources are reviewed to ensure they include books that reflect the range of 'special educational needs' issues and come from a disability equality perspective. Priority is given to ordering of books with positive images and portrayals of people with disabilities, as they become available.
- St Andrews recognises the importance of Makaton as an aide to curriculum access and emotional security. It is used in sing and sign sessions, assemblies and productions
- Signed supported environments are encouraged and symbol writers are available to use to support the written word

### **Terminology, imagery and disability equality**

The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use and deal seriously with derogatory name calling related to the needs or disabilities under our anti-bullying policy. Optimum use of circle time sessions is used for raising issues and children contribute to their own understanding through the questions and responses raised. A positive language for interaction is taught through our Values Education.

**Listening** to pupils with disability is pivotal to the support offered. Staff have on-going training opportunities on issues relating to communication and listening. Children are asked for their views in a variety of ways such

as the council, their suggestion boxes, circle times, talk sessions, annual pupil questionnaires and through direct support discussions. Children are also exposed to supportive play sessions when verbal communication may be too traumatic or difficult.

**Parents with disabilities** make up a proportion of our intake and we work to try to ensure they are fully included in all activities. Newsletters and admissions arrangements actively seek information about the disabilities within families and how to better support them - annual questionnaires are sent to all parents to update their information and obtain views as they develop over time.

### **Trips and out of school activities.**

Children are included in all aspects of school life, regardless of their disabilities or learning needs. Where appropriate advance planning to ensure equitability of access is arranged and the support of the SEN team may be further deployed.

### **Evaluating the success of the schools policy for inclusion**

Every year we analyse the data we have on attainment compared to similar schools. We also analyse data on behaviour, exclusions and internal behaviour logs. We use this to help us plan our provision. We set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment
- An increase in the percentage of children with SEN attaining at age expected at the end of KS1 and at the end of year 4.
- A reduction in behaviour incidents.

WE REPORT TO THE GOVERNING BODY, WHO IN TURN REPORT TO PARENTS THROUGH THE GOVERNOR'S SCHOOL PROFILE DOCUMENT AND PROSPECTUS

The SENDCo meets with the head teacher at least termly to discuss the changes to provisions and to discuss any whole school developments in relation to inclusion.

The governor for SEN and SENDCo meet regularly to discuss inclusion and current SEN concerns. The SEN Governor will lead governor monitoring of the policy through sampling, observations and other procedures to be agreed annually.

Target setting for all pupils takes place regularly (see target setting policy). Percentage average point scores and value added targets are set for the end of every academic year. Our success in all these areas is evaluated annually.

### **Dealing with complaints**

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the class teacher or SENDCo, who will try to resolve the situation.

If the issue cannot be resolved, the parent can submit a formal complaint to the Head teacher.

Any issues that remain unresolved at this stage will be managed according to the school's complaints policy, which is available on request from the school office.

DATE SEPTEMBER 2017