

Cherry Dale Primary School

Cudworth Barnsley



Inclusion Policy

Cherry Dale Policy for Inclusion

This policy complies with Section 69 (2) of the Children and Families Act 2014, Regulation 51 and Schedule 1 of the Special Educational Needs & Disability Regulations 2014.

This document should also be read in conjunction with the following related policies and guidelines:

- Special Educational Needs Code of Practice: October 2015 (reference to Code in this document appear in brackets)
- Special Educational Needs and Disability Act 2001
- LA Policy and Guidelines
- Inclusive Schooling – children with SEND (2001)
- Disability Discrimination Act (2005)

School specific policies on:

- SEND Information Report
- Teaching and Learning
- Assessment
- Behaviour
- Child Protection and Safeguarding
- Anti-Bullying
- Equal Opportunities
- Admissions

AIM

In order to fulfil our responsibility to provide a broad and balanced curriculum for all pupils, all staff at Cherry Dale Primary School aim to give every pupil the opportunity to experience success in learning and to achieve their maximum potential through a flexible, differentiated programme. When planning, all staff have high expectations and provide opportunities for all pupils to achieve their full potential, regardless of gender, disability, social and cultural backgrounds and ethnic groups. Staff at Cherry Dale Primary School value pupils of different abilities and support inclusion. Within the school, staff and pupils will constantly be involved in the best ways to support all pupils' needs.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to inherent difficulties, or may relate to factors in their environment including the learning environment they experience in school and at home.

The policy and practice reflects the philosophy and fundamental principles within the code of practice.

The code sets out guidance on policies and procedures aimed at enabling pupils with special educational needs to reach their full potential, to be included fully in their school communities and make a successful transition into adulthood.

We recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We believe that many pupils at some point in their school career may experience difficulties which affect their learning and we recognise that these may be short or long term. At Cherry Dale Primary School we aim to identify these needs as they arise and provide teaching and learning opportunities which enable every child to achieve their full potential.

We also recognise that there is a difference between the child who is underachieving and the child who has Special Educational Needs. We accept the definitions laid out in the SEND code of practice.

Definition of Special Educational Needs

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a significantly greater difficulty in learning than the majority of others of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act)' (SEND Code of Practice 2015)

Definition of a Disability

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

Children's needs and requirements may fall into at least one of four areas, though many children will have inter-related needs. All areas of need will have a varying degree of impact upon the child's ability to function, learn and succeed.

The broad areas of need according to the Code of Practice are:

- **Communication and Interaction:** children with speech, language and communication needs, including those with an Autistic Spectrum Disorder.
- **Cognition and Learning:** children with moderate, severe or profound and multiple learning difficulties
- **Social, emotional and mental health difficulties:** this includes children who show withdrawn or challenging behaviours for a variety of reasons, have attention deficit disorder, attention deficit and hyperactivity disorder or attachment disorder.
- **Sensory and/or physical needs:** this includes children with a visual impairment, hearing impairment, multi-sensory impairment or a physical disability.

Children experiencing difficulties in any one or a combination of these areas may be entered on either the school's Medical Register or SEND Register or both. Children whose difficulties are solely due to the home language differing from the language in which s/he is taught are not identified as having SEND.

At Cherry Dale, the purpose of identifying Special Educational Needs is to enable us to take plan provision effectively for pupils and not to fit them into a particular category.

This policy also accepts the needs to ensure inclusion of our more able and Gifted and Talented.

Objectives

- To monitor the progress of all pupils to identify needs as they arise, needs will be identified and support provided as early as possible in the children's time with us. Specific tracking of identified groups will be part of the Provision Mapping document.
- To provide full access to the curriculum through differentiated planning and quality first teaching by class teachers and support given by teaching assistants.

- To match specific input to individual needs as well as differentiated classroom provision for those pupils who have SEND/MA/G&T. Pupils will be part of the process as much as is appropriate.
- To ensure that all pupils will be perceived positively by all members of the school community.
- To follow the Graduated Approach as set out in the code of practice.

The Graduated Approach

The SEND Code of Practice sets out a graduated response to meeting children's special educational needs through the school's best endeavours. All children access a broad curriculum based around quality first teaching, which is differentiated to meet the needs of children within the class. When any children are identified as requiring support additional to and different from the majority of their peers then they will be supported through the school SEND Support system. The SEND support provision is carefully planned alongside the SENDCo to ensure that support is timely, appropriate and in line with the child's immediate needs. Sometimes outside agency involvement is required at this stage in order to plan suitably for meeting the needs of a child.

Children who are accessing School SEND support will appear on the SEND provision register and require a written individual education plan (IEP).

Assessing Needs using the Graduated Approach

School SEND Support

When a class teacher or the SENDCo, identifies a child with SEND, the SENDCo and class teacher should provide interventions that are additional to or different from those provided as part of the settings usual curriculum and strategies.

There are four elements to SEND support in school:

Assess: regular assessments that track a child's progress and demonstrate the success of any interventions. High expectations are set for all of the children who attend our school. At Cherry Dale, teachers are all responsible and accountable for the progress and development of the pupils in their class. Targets are set at termly pupil progress meetings with the class teacher; they are based on the child's prior attainment. The targets are reviewed the following term and where a child is making insufficient progress, appropriate support is put in place. A variety of assessments are used to form the judgements regarding attainment and progress.

Plan: the planning stage involves meeting with parents, child, the SENDCo and the teacher to plan what support is most appropriate for the child at that time. This is detailed on the school's provision map.

Do: this is the delivery of high quality teaching and interventions.

Throughout our school you will find excellent teaching, this ensures that all children access their Quality first teaching entitlement. Each class teacher differentiates the curriculum and makes reasonable adjustments to ensure that it meets the needs of every child within the class. Where specialist support is needed, the curriculum is further differentiated to provide for this, including small group and 1:1 teaching where appropriate. This support is allocated in terms of the level of need, those with the highest level having the greatest levels of support. Teaching assistants are in post to provide higher levels of support to pupils working in class or with small groups and individuals on targeted intervention programmes. The class teacher is responsible and accountable for the progress and attainment of children where they access support from teaching assistants or specialist staff.

Review: the impact of the support given is evaluated, along with the views of the parents and child. From this information, next steps can be planned. As part of this process, the school will meet with parents at least three times a year. This may be with the class teacher or the SENDCo.

In some cases, external support services which are provided by the LA as well as outside agencies may need to discuss the child's needs with the SENDCo and may also need to see the child in school. This could be for a range of reasons including:

- Providing more specialist assessments that can inform planning and the measurement of a pupil's progress
- Giving advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Only a very small percentage of children require support of an additional nature beyond those mentioned above. If this is the case, then the SENDCo may discuss with you the possibility of asking the Local Authority to undertake a statutory assessment of your child's needs. The local authority has 6 weeks to make a decision about whether or not to carry out a statutory assessment of your child's needs. Whilst this is taking place the School will continue to support your child's needs with the resources that are already in place. If the local authority decides to proceed with the assessment, information is gathered from the parents, school and other professionals involved with the child. At this point the Local Authority will signpost you to guidance and support that will assist you through the process, for example from the Parent Partnership Service. Once the information has been collected, the decision is made whether or not to draft an Education, Health and Care Plan. The draft plan is then agreed. The whole process has to be completed within 20 weeks.

An Education, Health and Care Plan is only issued where there is a high level of need. The plan will state what Range of support is appropriate. Support for Ranges 1 to 3 is met entirely from within the school's budget. Where a Range 4 or 5 Education, Health and Care Plan is issued, top up funding may be available for additional support for a child.

An Education Health and Care Plan is the name of the document that outlines the educational needs of a child, once agreed by the Local Authority.

Children with current Statements, will, in due course have their Statement changed to an EHC plan by the Local Authority. The terminology 'Statement' is now changing to 'Education, Health and Care Plan (EHC Plan)'.

An Education Health and Care Plan addresses needs that are both educational and health or medical related. These are designed to address complex needs in a coordinated way, to ensure that **all** needs are met within an educational/health care setting.

Arrangements for co-ordinating SEND/MA&G&T Provision

- The school has a SENDCo to support staff, pupils and parents with SEND matters.
- The SENDCo will be available to discuss and review any SEND concerns including those having School SEND support, those with EHCP's and Statements as well as concerns arising because children are More Able and Gifted and Talented. The SENDCo will be alerted to newly arising concerns through informal meetings with staff. Where a parent shows a concern the SENDCo will investigate the concern and report back to parents.
- The SENDCo monitors planning for SEND/MA & G&T and is able to support Class Teachers and Teaching Assistants with their planning on request. Targets arising from Head/Teacher/SENDCo meetings will be used to support planning for children at all levels.
- SEND/MA & G&T support is primarily delivered by Class Teachers through differentiated quality first teaching. Additional support is provided by trained Teaching Assistants throughout the school. The support is reviewed by the Class Teacher and the SENDCo in line with current pupil needs.
- Class Teachers, Support Staff, and the SENDCo liaise with outside agencies and share developments in order to inform reviews and forward planning in relation to specialist advice.
- Provision will be mapped to show support for SEND children.
- SEND register will be maintained and used to inform the CENSUS.

Admission Arrangements

- Prior to starting school, parents/carers of children with an Education Health and Care Plan or Statement of Special Educational Needs (either in place or pending) will be invited to discuss the provision that can be made to meet their identified needs.
- Whenever children join us they will be assessed by the Class Teacher. If there are any concerns then the SENDCo will investigate this. Parents will be invited to discuss the situation before placing the child on the SEND/MA & G&T register.

Allocation of Resources

- We have a Provision Map to help decide how we allocate resources to each year group. The Provision map is reviewed termly and pupil progress is rigorously monitored and evaluated. Resources are then allocated according to the needs of the child and the demands of the curriculum.

- Additional Literacy and Maths support is provided through the use of interventions. These are available to children with SEND where appropriate, although they are also used to boost pupils to achieve their full potential.
- Teaching Assistants are used to support individual children within the classroom and they are also used to support the Class Teachers planning. Children with EHCPs and/or Statements are supported as above where this is appropriate to the EHCP/Statement objectives and provisions; additional individual help is also timetabled for children with a specific learning need.
- Resources for SEND/MA & G&T are purchased as appropriate and are matched to recurring needs throughout the school.
- Specialist resources are accessed for children with EHCPs and/or Statements through submission to the Local authority after specialist outside agency advice has been sought.
- Teaching Assistants deliver a range of interventions –
 - Targeted daily individual reading
 - Reading Recovery
 - ELS
 - Booster
 - Time to Talk
 - Makaton
 - Narrative Therapy
 - Speech Therapy
 - EPIC (Therapeutic play)
 - Lego Therapy
 - Shine Maths
 - Social Stories
 - Behaviour/Social Support
 - Medical Support
- During Literacy and Mathematics Teaching Assistants support a target group.
- All pupils have access to Quality First teaching and are not solely taught by Teaching Assistants.

Statutory Annual Reviews

For a child who has an EHCP or Statement the LA has a statutory duty to formally review his/her statement, at least annually. Annual Review Meetings are organised in school by the SENDCo. The annual review is in four parts:

1. Collection and collation of information
2. Annual Review Meeting (which everyone involved with the child and the child is invited to)
3. Head Teacher's/SENDCo's report of the Annual Review Meeting
4. Local Authority Review

Annual Review Procedure

The SENDCo:

- Maintains a calendar of review dates;
- Determines who should be invited to attend each meeting (this includes the SENDCo, child/young person, parent/carers, Local Authority representative and if appropriate the designated medical officer);
- Seeks the views of the child and invites him/her to all or part of the meeting;
- Plans Annual Review Meetings at least six weeks in advance and contacts professionals by letter;
- Seeks written advice on the child's progress from all invited to the meeting, including the parents/carers at least six weeks in advance;
- Sends out formal invitations to parents/carers by letter, giving at least fourteen days notice;
- Provides parents/carers with Annual Review Form;
- Ascertains the child's views regarding progress through an appropriate medium;
- Offers to assist parents/carers and children in preparing reports for the meeting;
- Advises parents/carers and children that they may bring a friend or relative to the meeting;
- Co-ordinates receipt of all reports and ensures copies are circulated to each person invited to attend the review at least two weeks in advance of the meeting;
- Allows the tabling of reports at the meeting where appropriate with the agreement of all persons

attending the meeting.

The review aims to:

- Assess the child's progress towards meeting the objectives within the EHCP/statement;
- Review the educational progress made by the child;
- Consider the effectiveness of the EHCP/statement in light of the child's progress;
- Set new targets for the coming year, or determine whether amendments to the EHCP/statement are necessary;
- Record information which the school and other professionals can use to plan provision and support for the child.

The Annual Review Meeting

The meeting should consider the following questions:

- What are the child's current levels of attainment in literacy and numeracy?
- What progress has the child made towards meeting the overall objectives set out in the EHCP/statement?
- What progress has the child made over the past year, especially in relation to each SEND?
- What are the parents'/carers' views of the past year's progress?
- What are the child's views of the past year's progress?
- How successful has the child been in meeting the targets in the IEP?
- Is the current provision appropriate to the child's needs?
- What targets should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's SEND?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular amendments needed in school to promote further inclusion?
- Are any amendments to the statement necessary?
- Should the LA recommend ceasing or maintaining the statement?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

Close attention is paid to the SEND Code of Practice at all points of the review process.

Reporting of the Annual Review Meeting

During and after the meeting the views of the parents/carers in terms of the aims for the child and provision to be made, are recorded and the SENDCo records the outcomes of the meeting on the official Local Authority issued paperwork. Copies of all reports and any additional materials including the most recent IEP are forwarded to all those present at the meeting; all those invited to the meeting but who were unable to attend and, the LA's Named Officer responsible for SEND.

LA Review

The LA review the statement in the light of the Headteacher's/SENDCo's report and decides whether to amend the EHCP/statement or cease to maintain it. The LA also takes into consideration any change of setting (for example when the child is preparing for secondary school or in the event that alternative provision is requested.)

Arrangements for Pupils with SEND to access a broad and balanced Curriculum

- Weekly planning identifies individual learning targets which are matched to the needs of the children including SEND/MA & G&T.
- Differentiation takes a variety of forms. Learning interventions are explicit and activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where appropriate.
- Children with Sensory or mobility impairments will have access to specialist resources such as ICT packages where this is appropriate.

The Schools Arrangements for SEND/G&T In-Service Training

- The SENDCo attends regular authority meetings to update and revise developments in Special Educational Needs.

- Inclusion is targeted every year through the School Development Plan. In-service training and individual professional development is arranged and matched to these targets.
- In-house inclusion training is provided through staff meetings and INSET days by the SENDCo.
- All staff has access to professional development opportunities and is able to apply for SEND/G&T training where a need is identified.
- Support staffs are encouraged to extend their own professional development and the SENDCo will ensure training where it is needed.

The Use of Outside Agencies

- The Educational Psychologist and Barnsley Education Specialist Support Team visit the school regularly by appointment for planning meetings and to assess individual pupils.
- Staffs are aware that specialist support is available where we do not have the necessary in-house expertise, for example, in relation to children with autistic spectrum disorders, sensory impairment or severe emotional and behavioural difficulties. Meetings with agency staff are arranged following a referral.
- Speech and Language Therapists provide targets for school to support individual children's needs.
- The SENDCo and other appropriate staff liaise with a number of other outside agencies including:
 - Physiotherapy
 - Occupational Therapy
 - Behaviour Support
 - EWO
 - Social Services
 - School Nurse
 - Paediatrics
 - Community Nursery Nurse
 - CAMHS

Education of Pupils with Health Needs (Ref. DFE/00307/2013)

A pupil who is unable to attend school because of medical/health needs must not be removed from the register without parental consent, even during a long period of ill health, unless the school medical officer certifies him or her as unlikely to be in a fit state to attend school before ceasing to be of compulsory school age. The DFE state that:

- Where children have complex or long-term health issues, the pattern of illness can be unpredictable. LAs should discuss the child's needs and how these may best be met with the school, the relevant clinician and the parents, and where appropriate with the child. That may be through individual support or by them remaining at school and being supported back into school after each absence. How long the child is likely to be out of school will be important in deciding this. LAs should make provision available as soon as the child is able to benefit from it (18).
- Where a child has been in hospital for a longer period and returns home, if appropriate, the LA should aim to provide education at home or otherwise as quickly as possible. The child's education may well have been disrupted by their time in hospital, so further discontinuity should be avoided if at all possible (19).

Our partnership with Parents

The knowledge, views and experience as a parent / carer are vital in helping every child to develop. A child is likely to make more progress if parents and the school work closely together; we will be able to share our ideas and skills to provide the best opportunities for the child.

The school's role in the partnership

We will:

- Listen and respond to any concerns that a parent may have and share our concerns about a child
- Agree with parents about the special educational provision that is to be made for their child because her/she has special educational needs.
- Discuss the child's progress and agree targets with the parents
- Inform parents of review meeting dates
- Inform parents of any actions that will be taken as a result of the review meetings.

Parents/carers role in the partnership

We would welcome parents/carers help in the following ways:

- Attending meetings about their child
- Providing information about the child if required
- Giving views on the child's progress
- Giving permission for us to ask other professionals to assess the child if required
- Helping their child with activities to be completed at home.

The child's role in the partnership

At Cherry Dale, we encourage all children to be actively involved in making choices as part of school life. Children with Special Educational Needs are encouraged to be involved in the following ways:

- Helping to set learning targets
- Discussion about their progress
- Contributing to annual review meetings.

It may sometimes be difficult for children to express their views because they are too young or have communication difficulties. In this case, we would work together with parents/carers to establish ways of finding out how a child feels they are doing.

Links with other Schools/Transfer Arrangements

- Foundation Stage staff liaise with other settings when needed.
- Class Teachers of children joining from other schools will receive information from the previous school. If there is a SEND/G&T issue the SENDCo will telephone to further discuss the child's needs.
- Children transferring from Cherry Dale Primary to a new school will have a Special Educational Needs file, which gives details of SEND/ G&T and provision. The SENDCo will discuss these children with other schools on request.
- The SENDCo and the Year 6 Class Teacher will liaise with the receiving Secondary School/Academy to ensure that children in Year 6 with Special Educational Needs have extra transitional visits to enable a smooth move from one to another.
- Children known to Social Care with SEND will have their SEND targets/progress discussed in TAF meetings and any other necessary meetings.

Evaluating the Success of the School's Inclusion policy

- Inclusion is a standing agenda at all full Governing Body meetings. The SENDCo will provide pertinent information to the Governing Body termly. The number of pupils transferring to each stage will be noted.
- The SENDCo will meet with the SEND Governor to discuss current Inclusion concerns. The SEND Governor will lead Governor monitoring of the Inclusion Policy through procedures to be agreed annually.
- Individual targets for SEND/G&T will be reviewed through the Provision Map.

Complaints Procedure

Arrangements for parents to make a complaint are contained in the school complaints procedure which is available from the School or School website.

The SENDCo is Miss L Wilmott

The SEND Governor is Mrs T Pearson

Policy to be reviewed September 2018

Policy agreed by the Governing Body _____