

**Peterborough Diocese Education Trust**

**Barby Church of England Primary School**



# **Inclusion & SEN Policy**

**Committee Approved: Resources**

**Date: September 2018**

**Reviewed:**

**Reviewed:**

## Barby C E Primary School

### Inclusion & SEN Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) Chapter 6 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools (DfE February 2013)
- SEND Code of Practice 025 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 & 2 framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been written by the SENCO with the SEN Governor in liaison with the senior leadership team, all staff and in consultation with parents of pupils with SEND.

Mrs Cara Bolton is our school SENCO she gained the required National Award, SENCO accreditation certificate, in 2012. She is also the senior teacher and is part of the senior leadership team in school.

Mrs Bolton can be contacted via the school office: 01788 890 677

### Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
  - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
  - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.

## **Aims and Objectives of this Policy**

The aims of our inclusion policy and practice in this school are to:

- provide curriculum access for all
- secure high levels of achievement for all
- meet individual needs through a wide range of provision
- attain high levels of satisfaction and participation from pupils, staff, parents and carers
- carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).
- raise the aspirations of and expectations for all pupils and especially those with SEN.
- provide a focus on improving outcomes for children and young people, not just hours of provision or support.

The objectives of our inclusion policy and practice in school are:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs
- To provide internal and external specialist support and advice for all staff working with special educational needs pupils.

The headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the head teacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The SENCO also has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

The headteacher and the pupil premium champion are responsible for monitoring the progress of children in receipt of pupil premium. The Pupil Premium statement is available on the website.

All staff in school have a responsibility for maximising the achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

**Every teacher is a teacher of every child or young person including those with SEN.**

There are four broad areas of need and these categories are detailed in the SEND Code of Practice 2014 as:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to decide what action the school needs to take in order for the needs of the pupil to be met.

At Barby C of E Primary School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

The following may impact on progress and attainment but are not SEN:

- Disability (the CoP outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant

## **A GRADUATED APPROACH TO SEN SUPPORT**

At Barby school we identify and manage children and young people with SEN in line with SEN code of practice guidelines.

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with specialist agencies.

We provide...

- Universal provision to support and motivate learning through our inclusive school ethos.
- Quality first teaching that is carefully planned, appropriately pitched and skilfully differentiated so as to meet pupil's individual needs.
- Rigorous assessment procedure to identify gaps in learning and inform personalised next steps.
- SEN support via a four-part cycle, known as the graduated approach, through which earlier decisions and actions are revisited, refined and revised, leading to a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. The four stages of the cycle are: • Assess • Plan • Do • Review.
- Targeted provision that is additional to and different from Universal Provision
- Higher needs provision, wherever possible, involving external agencies and specialist teachers and specific interventions.

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”*

### **SEN Code Of Practice (2014 : Para 1.24)**

*“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”*

*‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)*

*This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”*

*“Achievement for All” (National Strategies: 2009)*

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

*Ofsted SEN Review 2010*

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level”*

*(p68) SEN Code of Practice 2014*

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service
5. Specialist providers (e.g. Jogo behaviour support etc).

**N.B.** For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

**This information is in conjunction with the schools SEN Information report 2018 which can be found on the school website.**

**STAGE 1 Universal support: Well-differentiated, quality first teaching including, where appropriate, the use of small group interventions and provision mapping.**

- All learners will have access to quality first teaching.
- Some vulnerable learners will have specifically differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates.
- These underachieving pupils will have been identified by the school as needing to make accelerated progress, but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All SEN vulnerable learners will be included on the detailed school provision map which outlines and monitors all additional intervention across the school.

This enables the school to apply the **Assess – Plan – Do – Review** cycle  
To:

Plan strategically to meet pupils' identified needs and track their provision.  
Audit how well provision matches need  
Recognise gaps in provision  
Highlight repetitive or ineffective use of resources  
Cost provision effectively  
Demonstrate accountability for financial efficiency  
Demonstrate to all staff how support is deployed  
Inform parents, L.A, external agencies and Ofsted about resource deployment  
Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### **Identification and Assessment at Stage 1**

Children's needs should be identified and met as early as possible through:

#### Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- further differentiation of resources.

#### Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Regular progress tracking of all learners
- Additional scrutiny and monitoring by the SENCO, and senior leaders.
- Ongoing assessment of progress made by intervention groups
- Regular work sampling
- Analysis of planning.
- Teacher collaboration with the SENCO
- Formal feedback from all staff.
- Pupil progress tracking using assessment data (whole-school processes)
- Intervention impact tracking and appraisal.
- Attendance records
- Regular meetings about pupils' progress between the head teacher and staff
- SEN governor monitoring
- Head teacher's reports to governors
- Listening to pupil voice and involving students in their own learning

## **STAGE 2 Additional SEN Support**

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- With involvement and consent from parents, external agencies and expertise will be sought where it is suspected that a special educational need is significant.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support but will be given additional support.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the school provision map.
- It may be decided that a very small number, but not all, of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.  
<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.

## **STAGE 3 Education Health and Care Plan**

- Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding  
An Education Health and Care Plan  
and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

## **SUPPORTING PUPILS AND FAMILIES**

A guide for parents can be found by following the link...

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Our admission policy may be found by following the link

<http://www.barbyceprimary.org.uk/home/admissions-appeals/admissions-policy-2017>

## **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a Statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

## **ROLES AND RESPONSIBILITIES**

**The SEN Governor** has specific oversight of the school's arrangements for SEN and disability. Their responsibilities are to:

- Help raise awareness of SEND issues at governing body meetings
- Ensure that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Give up-to-date information to the governing body on the quality and effectiveness of SEN and disability provision within the school
- Help review the school's policy on provision for pupils with SEN
- Assure the governing body that the school website publishes the school's SEN offer

**The SEN Teaching Assistant and parent liaison officer** acts as pupil premium champion and reports to the senior leadership team.

Their responsibilities are to:

- Provide responsive support to the additional needs of pupils and parents
- Offer specialist provision and interventions to support Social, mental and emotional health
- Maintain an overview of pupil premium provision and spend across the school
- Ensure that eligible pupils receive enhanced learning through this funding
- Report on the impact of spend on individual pupil's outcomes
- Review and revise value for money initiatives
- Report findings to SLT to effect change and assure best value results

**The Designated Teacher with specific Safeguarding responsibility** is the Head teacher and the SENCO

Safeguarding lead...Mrs Jody Toone Head teacher

Deputy safeguarding lead...Mrs Cara Bolton SENCO

All staff roles include responsibility for:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- taking action to enable all children to have the best outcomes

*Working together to safeguard children A guide to inter-agency working to safeguard and promote the welfare of children March 2015*

To be read in conjunction with:

Safeguarding / Child Protection Policy January 2017

The Head teacher is responsible for managing PPG and LAC funding  
The SENCO is responsible for

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- providing continuing professional development to all staff so that they have the skill and expertise to understand and meet the needs of vulnerable learners.
- attending the LA's SENCO network meetings in order to keep abreast of local and national updates in SEN

### **REVIEWING THE POLICY**

Our SEN policy is reviewed by staff, in consultation with the SENCO, and Head teacher, it is ratified by governors annually.

### **ACCESSIBILITY**

Our accessibility plans 2014 -2017 can be found on the school website  
<http://www.barbyceprimary.org.uk/governors/policies-1/accessibility>

### **DEALING WITH COMPLAINTS**

We value the opinion of all of our stakeholders and strive to use a solution focused approach in all of our work at Barby C of E primary school. Whilst we endeavour to form strong and profitable relationships with all members of the school community we have a designated pathway and policy for complaints (PDET March 2015) which can be accessed from our school website.

### **BULLYING**

The anti-bullying policy (September 2014) can be found on the school website.

Our positive behaviour expectations and extensive systems of rewards give all pupils opportunity to speak up for themselves, aspire to Christian values and mature into responsible considerate citizens.

We safeguard the needs of pupils with SEN by teaching through core values, promoting independence and building personal resilience through improved self-esteem and a can do attitude in every persons learning.

### **APPENDICES**

- Our SEN Information Report 2017 can be found on our website

**Links to local offer**

**Northamptonshire**

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

[Information, advice and support service for Northamptonshire \(for parents and families\)](http://www.iasnorthants.co.uk/Pages/home.aspx)

<http://www.iasnorthants.co.uk/Pages/home.aspx>

**Warwickshire**

<https://www.warwickshire.gov.uk/send>

**Links with Other Services**

Effective working links will also be maintained with: **Northamptonshire**

Educational Psychology Service : Contact Number : 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

IASS :Information, Advice, Support, Service. Contact Number : 01604 636111

<http://www.npps.info/>

Virtual School for Looked After Children : Contact number : 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

Primary Behaviour Outreach Support (Kings Meadow Team or Maplefields Team) : Contact numbers Kings Meadow 01604 773730. Maplefields 01536 409040

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

Effective working links will also be maintained with: **Warwickshire**

Early intervention service provides a team of specialist teachers and specialist teaching assistants to schools and academies to support pupils with learning and emotional needs [01788 338130](tel:01788338130)

Integrated disability service provides a range of specialist staff who help support children and young people with hearing impairment, speech and language, autism, physical disability and complex needs [01926 413737](tel:01926413737)

Exhall Grange's Vision Support Service provides support to children and young people with a visual impairment [02476 368800](tel:02476368800)

The Ill health Team provides support to children and young people who are unable to attend school due to extended periods of illness [01926 742459](tel:01926742459)

Warwickshire provision matrix <http://apps.warwickshire.gov.uk/api/documents/WCCC-1090-97>

**Approval Authorisation**

Authorised By	
Head Teacher:	Signature: .....
	Print: .....
	Date: .....

Chair of Governors:	Signature: .....
	Print: .....
	Date: .....