

Inclusion Policy (SEND) - Victoria Primary School

Vision Statement

'Victoria Primary school is a safe, caring and aspirational learning environment where everyone respects each other. We work in partnership to ensure each child achieves their full potential, has self belief and is equipped for life.'

The spirit of this statement is encompassed in the schools Inclusion policy.

Aims and objectives

- To create an environment that meets the additional needs and special educational needs of each child
- To ensure the early identification of children with additional and special educational needs
- To make clear the expectations of all partners in the special educational needs process
- To identify the roles and responsibilities of staff in providing for children with additional and special educational needs
- To enable all children to have full access to all elements of the school curriculum, including extra curricula activities where possible

Educational Inclusion

All children have access to a broad, balanced and rich curriculum including the national curriculum unless they are disapplied or following a modified curriculum as identified in their Statement/Education, Health and Care Plan or Annual Review. As a school we recognise the fact that all children have different educational and behavioural needs, and, therefore require a range of different teaching strategies to enable learning to take place. Teachers in our school respond to these needs by differentiation in delivery of lessons, resources and outcomes related to individuals, groups and classes. We plan for children's full participation in all learning through the use of all available senses and experiences. Some children, in order to be included into the school setting, need provision significantly above what is normally provided to the majority in order to be included. These pupils are deemed to have special educational needs. (For further explanation of Special Educational Needs see appendix (i). These pupils are tracked using 'B. squared Assessment' software where applicable.

The Role of The Inclusion Leader

The Inclusion Leader manages the day to day operation of the policy on behalf of the Head teacher in the following ways:

- Co-ordinates the provision and manages the response to children's additional needs or special needs, including health, social and emotional, cultural, learning and language
- Supports and advises colleagues
- Maintains the schools SEN register termly
- identifies vulnerable children
- Manages the records of all children with special educational needs and disabilities
- Manages school based assessments and completes the documentation required by outside agencies and the LEA
- Acts as a link with parents
- Maintains resources and a range of teaching materials to enable appropriate provision to be made
- Acts as a link with external agencies and other support agencies such as health, social services
- Acts as a link for pupils transferring to and from our school
- Monitors and evaluates the special educational needs provision and reports to the governing body through the SEND governor
- Monitors and evaluates practice within school and reviews and writes our Inclusion policy in consultation with Governors and staff.
- Reviews with the headteacher the needs of teaching and support staff and provides INSET via external courses and in school training to meet specific and general additional need and SEND provision.

The Role of the Class Teacher

Each member of the school has an important influence on the education and welfare of the child with special needs and disabilities. However it is the class teacher's responsibility in conjunction with the Inclusion Leader to ensure that the needs of all the children are met.

All teachers have folders containing written details of every child in his/her class with special needs and disabilities, and the details of what those needs are. Teachers are expected to:

- consult and liaise with the Inclusion Leader about specific barriers to learning related to any children they have concerns about
- be familiar with the needs identified and to act upon them,
- ensure that all the interventions, strategies and support is implemented for children who are on the Special Educational Needs Register in their class.
- Prepare documentation for Action Review meetings for all children on the register, usually in the Autumn and Spring term to discuss progress with parents/carers.
- Update B squared and any other necessary assessments in line with the schools assessment cycle.

The Role of Support Staff

- To work under the direction and guidance of the class teacher
- To support groups and individual children across the curriculum
- To contribute to the Action Review meetings
- To liaise with Class teacher and the Inclusion Leader supporting planning and assessment. To include feedback on effectiveness of programmes of 1-1 support, group work and day to day assessment.
- To attend training to develop their role and personal expertise
- To identify personal training and development needs
- To have access to B Squared and any other relevant documentation and make relevant comments.

Identification of Pupils with Special Educational Needs

Parents/carers of children upon requesting a place at our school, are asked to inform us of any special educational needs relating to their child. Where a child has had a place in a nursery or pre-school setting, information is requested about pupil progress and any Special Educational Need and Disabilities provision being provided.

1. At our school the level of attainment of pupils is assessed during the first half term of admittance and any areas of concern are noted and drawn to the attention of the Inclusion Leader by the class teacher. Our school has a strong commitment to the principle of early identification of special needs.
2. Where a parent requests a place for a child at our school from another school, other than at the normal commencement of education, information is requested, from the parent/carer and the child's current school, about any additional need.

3. Any teacher or member of staff has a responsibility to bring to the attention of the Inclusion Leader the behaviour or level of attainment or progress of any child in or out of class which might lead the teacher to suspect that the child has a need which has not thus far been recognised.

Monitoring and Reviewing Children's Progress

1. Where the class teachers in consultation with the Inclusion Leader assesses that a child may have an additional need, the class teacher meets with the parents/carers to discuss the action the school is considering taking and to find out the parental view.
2. After the meeting, known as an Action Review, if it is considered appropriate the pupil may then be added to the Special Educational Needs register, usually between ranges 1-3 (see section below headed SEN Stages) and an initial summative assessment is completed using B squared assessment software. Targets are set and additional support is put in place. The school does not need parental permission to add a child to the Special Educational Needs Register.
3. The School recognises the value and importance of working closely with parents/carers in partnership. Parents/carers will be invited usually in the Autumn and Spring term to an Action Review meeting to discuss their child's progress against current targets and any other relevant additional information. Parents/carers/members of school staff may request a meeting at any time to discuss matters relating to their child's education and every effort will be made by the school to find a mutually agreeable time. Parents will be fully included in the setting of targets for and will be expected to work in partnership with the school to enable their child to succeed. After the Action Review a copy of minutes of the meeting will be sent to all parents /carers/agencies involved, including those who have been unable to attend.
4. All Statements of Special Educational Need and Education and Health and Care Plans are reviewed annually in line with the Special Educational Need code of Practice Chapter 9. (The Local Education Authority have been changing Statements of Special Educational Needs to Education, Health and Care plans from September 2014. All new statements from September 2014 result in an Education and Health Care Plan.) At the Annual Review the termly targets, and their subsequent achievements, along with other issues raised will be considered and a profile of the child's current level of achievement, in all aspects of school life, will be discussed. To this will be added information gathered by the Inclusion Leader on behalf of the Head teacher including information from the parents, specialist teachers and the LEA.

Transfer to Secondary

1. During the Annual Review of pupils in Year 5 with a Statement of Special Educational Need or Education Health and Care Plan, discussion will include recommendations related to secondary school, so that the child's parents can discuss these projected needs with any secondary school they visit. The Year 6 Annual Review will take place in the Autumn term so that a representative of the secondary school of choice can be invited to the review.
2. All documentation of pupils in Year 6 on the SEND Register will be shared with the receiving secondary school at the end of the summer term.
3. Information about children who have any other additional need will be sent to the appropriate person at the receiving school.

SEND Stages

A pupil identified as having a SEND is usually, in the first instance, placed between range 1-3. (See above Monitoring and Reviewing)

Step 1 Range 1-3

- Meeting set up between parents and Class teacher (can include SENDCo)
- Class teacher consults with parent/carer.
- Children are added to BSquared assessment system
- Bi annual meetings with parents and class teacher and Inclusion Leader to discuss progress
- If need is met and adequate progress is made pupil remains at current range
- If need has ceased to exist the child is removed from the register
- If progress is significantly limited the pupil may be moved to the next appropriate range.

Step 2 Range 4-6

- Other agencies – such as an educational psychologist or learning Support –may become involved.
- An Individual Education Plan will be developed containing new strategies for supporting the child and enhancing the child's progress.
- At least termly meeting with inclusion leader, parents and class teacher to discuss progress
- If need is met and adequate progress is made pupil remains at current range
- More than adequate progress is made consider moving to a lower range
- If need has ceased to exist the child is removed from the register
- If progress is significantly limited the head teacher or parent makes a request for statutory assessment

Step 3 Referral for Statutory Assessment

School provides written evidence of;

- Support and actions already under taken by school and other agencies where applicable
- Description of the pupil's learning difficulties
- Views of parents and child
- Involvement of other professionals
- LEA panel meets and decides whether to put pupil forward for Statutory Assessment.

Governing Body

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Special Needs Provision. They are required to report annually to parents on the fulfilment of the school's Inclusion Policy.

Complaints in Relation to SEND Provision.

Should a parent or carer have a concern regarding the provision made at the school it should in the first instance be discussed with the class teacher. The Inclusion Leader is available for consultation. If a satisfactory conclusion is not reached the parent or carer should discuss the matter with the Head teacher. Parents or carers can take their complaint to the Complaints Sub Committee of the Governing Body and if the outcome is unsatisfactory the complaint can be dealt with by the Appeals Committee consisting of two governors not involved in the Complaints Sub Committee.

Useful Contacts

The Bradford Parent Partnership Service (SEND)

Queen's Road, Bradford, BD8 7BS

TEL 01274 481183 FAX 01274 543763

Education Bradford Special Educational Needs Team

Margaret McMillan Towers, Princes Way, Bradford BD1 1NN

TEL 01274 439234

POLICY REVIEW

The Inclusion Policy will be reviewed as and when necessary to respond to any LEA or Government requirements.

In the absence of any such changes the policy will be reviewed on a **two** yearly cycle.

Reviewed: 06.09.18

Appendix (i) Pupils with Special Educational Needs

Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area
- b) for children under two, educational provision of any kind.

See section 312, Education Act 1996

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

A Child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity as may be prescribed.

Section 17 (11), Children Act 1989

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities.

Section 1(1), Disability Discrimination Act 1995

A child on the special needs register may fall within one or more of the above definitions.