

Warden Park Primary Academy

Inclusion Policy

This policy will be reviewed by the Governors as part of their cycle of policy review, or in response to additional guidance from the Department for Education.

Rationale

At Warden Park Primary Academy (WPPA) we are committed to providing a high quality education to all children. We believe all children are entitled to a broad and balanced curriculum and to be fully included in all aspects of school life. We also believe that all children are entitled to an education that enables them to be confident, resilient, independent and creative so that they can achieve their best and live fulfilling lives.

All children are valued at WPPA for their individual gifts and the contribution they make to our community. We strive to eliminate prejudice and discrimination to enable all children to flourish and feel safe.

Roles and Responsibilities:

The Children and Families Act (2014) states that the responsibility for the learning and progress of children with SEND lies primarily with the class teacher. The SENCO (Angela Baxter) oversees the provision which enables this learning and progress to take place and liaises with all stakeholders (children, parents, teachers, school leaders, school governors, external agencies and the local authority) to ensure that the highest quality provision is in place for children with additional needs.

How we define Special Educational Needs and Disabilities (SEND)

The Children and Families Act (2014) states that:

'A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is 'educational or training provision that is additional to or different from that made generally for other children of the same age by mainstream schools.'

The Children and Families Act (2014) describes SEND in four broad categories:

1. Communication & Interaction
2. Cognition & Learning
3. Social, Emotional and Mental Health
4. Sensory and / or physical

Special Educational Needs can impact on:

- learning across the curriculum, but particularly reading, writing, number concepts or processing information
- communication in the classroom and social situations
- organisation for learning
- developing and maintaining friendships
- behaviour for learning

Meeting the needs of children with Special Educational Needs and Disabilities

(SEND): Our objectives are:

- to identify children with additional needs as early as possible through regular tracking of progress, classroom observations, meetings with parents and liaison with external agencies
- to Assess, Plan, Do and Review in a co-ordinated way to ensure the barriers to learning are removed through reasonable adjustments and quality first teaching
- to provide appropriate and timely additional support through intervention where necessary, either 1:1 or in a small group, and to ensure that all additional provision promotes independence
- to set and maintain high expectations of learning, progress and behaviour for every child, building a 'growth mindset' and the metacognitive skills needed to develop as a learner
- to ensure the views, wishes and feelings of the child are heard and contribute to the planning and decision making process, and that children participate actively in assessing and reviewing their progress towards learning outcomes.
- to ensure the child's parents/ carers, participate as fully as possible in decisions and that they are provided with the information and support necessary to do this
- to ensure that class teachers and teaching assistants are equipped to meet the needs of all learners through regular CPD and the support of the SENCO
- to ensure that records of meeting the additional needs of individual children are well maintained and provide evidence of a graduated response
- to ensure that information about individual additional learning needs is shared between teaching staff during transitions to the next year group

Co-ordinating SEND provision at WPPA

The SENCO monitors SEND provision through:

1. Half termly pupil progress reviews with teachers
2. Regular observations in every classroom (twice per half term)
3. Supporting the planning and delivery of Quality First provision, meeting the needs of all learners in the classroom
4. Providing CPD for teachers, SEN Teaching Assistants and Teaching Assistants
5. Liaising with the Pastoral Team to ensure a holistic support system is in place for children and families where necessary through Pastoral Support in school and Early Help and Social Care outside school
6. Liaising with external agencies to meet the needs of children with SEND

Quality First Teaching and Learning and Access to the Curriculum

- WPPA is committed to providing inclusive classrooms and a learning experience which ensures that all children are taught from their own starting points and make excellent progress. This includes presenting information in ways which are accessible to all children, for example both visually and verbally, providing appropriate resources to support processing and understanding of new concepts, and using a range of methods to assess understanding.
- Learning opportunities at WPPA are irresistible, absorbing, challenging, rewarding and effectively differentiated and the teaching styles are varied.
- Teaching staff encourage and support collaborative learning, the development of a growth mindset and the metacognitive abilities of every child.
- Teaching staff use a range of methods of differentiation and provide appropriate resources to support this, including ICT. Alternative methods of responding or recording may be planned for where this is appropriate.
- The school ensures that the curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

- WPPA aims for all trips off site to be inclusive through careful selection of accessible locations and planning to support inclusion. We aim to take all year six children on a local residential visit and provide additional TA support for individual children as required.
- Resources to support children with additional needs are purchased as appropriate.

Assess, Plan, Do, Review (ADPR) cycle and the Graduated Response

At WPPA, SEND needs are met through a Graduated Response through the cycle of Assess, Plan, Do Review (ADPR) as outlined in the Children and Families Act (2014).

A broad range of assessments are used by teachers to identify the starting points for all children so that they are taught appropriately through Quality First Teaching using inclusive strategies.

Assess: If a teacher and/or parent are concerned about the progress of a child, despite Quality First Provision and appropriate support and intervention, this should be raised with the SENCO and recorded on the Record of Concern form. Concerns may be raised at any time during the school year. This initiates a period of assessment, over and above the school's normal procedures, and may include additional classroom observation, conferencing with a child, meeting with parents/carers and a range of diagnostic assessments carried out by the SENCO.

Plan: Based on these assessments, recommendations regarding planning and provision are made by the SENCO and further targeted interventions may be planned. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. If a high level of support and/or intervention is needed, an Individual Learning Plan is written for the child to document this and set appropriate learning outcomes. ILPs should be co-produced with children and shared with all members of staff who are working

with the child. ILPs should document the child's strengths as well as difficulties, as individual strengths always represent the starting point for progress in learning. ILPs are shared with parents/carers through SEN drop ins, and families are encouraged to support the children's progress towards targets at home.

Do The class teacher is responsible for facilitating the child's progress on a daily basis, through whole class Quality First Teaching and planned interventions. Quality First Teaching is the main tool for meeting the learning needs of all children.

When it is considered by the class teacher and/or SENCO that a short, targeted intervention may help support the progress of a child, this is planned by the class teacher and usually delivered by the class teaching assistant in the afternoon. The main model for delivering interventions is a time limited (eg 2 weeks) daily intervention, working towards a specific target in a group of between 1 and 3 children. If progress towards the target is limited within this 2 week period, then the target should be adjusted and different teaching and learning methods planned. This process should be based on continuing discussion with the child.

Children with identified additional needs may also participate in ongoing interventions to support their learning in specific areas, such as Speech and Language or Memory Skills. These interventions are usually delivered by an SEN Teaching Assistant, under the direction of the SENCO, based on clear learning outcomes and continue for a longer period of time than other targeted interventions.

Interventions should be recorded on the recording sheet provided to indicate the learning objective worked towards and ongoing assessments by the child and the teacher or teaching assistant delivering the intervention.

Review The progress of all children is monitored closely in school in the following ways:

- tracking against the year group expectations and /or other agreed assessment criteria, discussed half termly in progress meetings
- Standardised screening and assessment tools (termly)

Children with identified SEND and currently on the SEN register are also monitored through:

- Individual Learning Plan targets reviewed termly. The targets on each child's ILP should be reviewed by the class teacher in conjunction with the child.
- Intervention records, reviewed through progress meetings
- an existing Education and Health Care Plan (EHCP) through the Annual Review process
- assessments and reviews by a specialist service such as educational psychology or the Speech and Language Service

The review process may indicate that a child's support and intervention may need to be revised. Further advice on supporting a child may be sought from external agencies (see below). External support can only be requested after the process of Assess Plan Do Review has been undertaken and with the consent of parents.

If it is likely that continuing intervention and additional support in the classroom will be needed and/or a specific SEND is identified, the child will be added to the SEN register. This decision is always made in conjunction with parents/carers.

SEN Register

The school maintains a record of all the children who have additional or special educational needs. Children are added or removed from the register at the discretion of the SENCO in consultation with parents/carers and class teachers, and based on the following criteria:

- a recognised or diagnosed additional need which has a significant impact on learning or communication and interaction at school
- support which is additional to and different from the provision for most other children over a sustained period of time

External support

Where a pupil continues to make less than expected progress, despite evidence-based support and intervention that are matched to the pupil's area of need, the school will consider involving specialists. The SENCO liaises frequently with a number of specialists and outside agencies, including:

- Learning and Behaviour Advisory Team
- Autism and Social Communication Team
- Educational Psychology Service
- School Nurse Service
- Speech and Language Therapy Service
- Occupational Therapy
- Child Development Team
- Play Therapist
- Time 4 Children
- Child and Adolescent Mental Health Service (CAMHS)
- Alternative Provision College Outreach Service
- Woodlands Meed SEND Alliance
- Family Support or Outreach Workers through Early Help
- Social Services

The pupil's parents/carers are always involved in any decision to involve external support. The involvement of specialists and strategies discussed and agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parents can consider requesting an Education, Health and Care assessment.

Education, Health and Care Plan (EHCP)

In a very small number of cases, the school will need additional resources to meet the needs of a child. If a child continues to experience significant difficulties with learning and has not made expected progress, despite quality first teaching and a period of effective support and interventions using the graduated approach, in agreement with the parents/carers, the school may request the local authority to conduct an assessment of education, health and care needs to determine whether it is necessary to prepare an Education, Health and Care Plan (EHCP) for the child.

A child who has an Education, Health and Care plan will continue to have arrangements as for SEN Support and receive additional support provided using funds available through the EHCP.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the support and provision and to recommend to the local authority whether any changes need to be made, either to the EHCP or the funding arrangements for the child.

Working in Partnership with parents and pupils

At WPPA, we value the contribution of all stakeholders and strive to involve parents/carers and pupils at all stages of educational planning.

- Parents/carers of children on the SEN register are invited termly to SEN drop in meetings. The ILPs will be shared at this time and a copy made available to take home. Advice will also be given on how to support the child at home. Meetings with the SENCO can also be requested at any other time

- The participation of pupils in the process of setting learning targets, working towards and reviewing them is crucial. Once ILP targets are established with the child, the teacher should ensure that the child has an accessible visual record of these so that they are able to constantly evaluate their progress towards them. The child should also participate in reviewing the targets termly.

Linking with other schools

- Early Years staff will meet with staff from feeder nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further transition meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCO will telephone to further discuss the child's needs.
- Transition arrangements for our Year 6 pupils will be co-ordinated by the SENCO involving the Transition Mentors at the receiving Secondary school. Extra visits to the Secondary school will be organised if it is felt to benefit the child's smooth transition and to familiarise them with key staff members e.g. the Learning Mentor/pastoral support staff.

Access to the Environment

- Warden Park Primary Academy is a single site school on one floor.
- There is an accessible toilet for use by disabled members of the school community and visitors.
- There are two lifts to enable wheelchair access to both KS2 and KS1.
- We ensure that there are good lighting and safety arrangements (for example markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part carpeting, blinds, quiet areas).

- Details of our plans and targets on improving environmental access are contained in the Access Plan.

Admission Arrangements

- Please see our current Admission Arrangements Document.
- Admission into Reception is full-time in September. Parents with children starting Reception have the option to send them in part-time until the term in which they turn five.
- Prior to starting school, parents/carers of children an EHCP are invited to discuss the provision that can be made to meet their identified needs.

Diversity and Representation

- The PSHCE Curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from disability organisations on appropriate resources.
- Adults with disabilities are invited to work with the children to provide positive role models.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs and come from a disability equality perspective. Priority is given to the ordering of books with positive images and a positive portrayal of disability.
- The school is aware of the impact of language on children within the school. We work with children to understand the impact of the words they use and deal seriously with derogatory name calling related to special educational needs or disability under our Positive Behaviour Policy.

Raising concerns

- If a parent has a concern about the provision or the policy they should, in the first instance, raise it with the SENCO who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can raise their concern formally with Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available on request from the school office.