

# St Andrew's Church of England Primary School



*With Faith, Hope and Love we can achieve greater things.*

***Inclusion Policy  
September 2021 - September 2023***

### **School Context**

St Andrew's CE Primary School endeavours to be an inclusive establishment, which means that we will treat each member of the school as an individual, with individual rights, needs and responsibilities and will respond to these in a way which ensures equality of access to learning. We are committed to promoting equal opportunities.

For the purpose of this Inclusion policy, Additional Educational Needs (AEN) will include children who have Special Education Needs (SEN), medical needs, disabilities, English as an Additional Language (EAL) and those who are identified as Looked After Children (LAC) or Gifted and Talented.

### **Legislative Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice (January 2015). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- ✓ SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015
- ✓ Supporting pupils with medical conditions at school (August 2017 update)
- ✓ Safeguarding Policy
- ✓ Accessibility Plan
- ✓ Equality Act 2010
- ✓ Children and Families Act 2014
- ✓ Teacher Standards 2012

### **Inclusion Statement**

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- We recognise that poor mental health and wellbeing can be a special educational need that requires additional support.
- 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 full access to the school curriculum.
- Special Educational Needs (SEN) 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 but an Additional Educational Need (AEN). 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 and group 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 make accelerated progress to 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 budget.

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

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

- To provide access to the national curriculum for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners.
- To “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).

The head teacher 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 headteacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

The **EAL Leader** has strategic responsibility for the inclusion of children who have EAL and their achievement.

The **Designated Teacher for Children and Young People in Care (CYPiC)** has strategic responsibility for the inclusion of children who are adopted or in local authority care.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** - specifically, all teachers are teachers of pupils with SEN 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.

The name of our SENCo is: Mrs J Humphries

The name of our EAL Leader is: Mrs J Humphries

The name of our Designated Teacher is: Mrs L Thompson

### **Overview**

As an inclusive school we do not seek to closely define the SEN for which we will make provision. Historically we have had success in providing for a wide range of different needs. This has included pupils with:

- Dyslexia
- Specific Learning Difficulties
- Dyspraxia
- Communication Difficulties
- Visual/ Hearing Impairment
- Social, emotional and mental health difficulties

In admitting pupils with SEN 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 SEN through the school's delegated 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 specialist provision. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

### **Intervention stages:**

#### STAGE 1 Well-differentiated, quality first teaching.

- ✓ All learners will have access to quality first teaching.

#### Identification and Assessment at Stage 1

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

- ✓ the analysis of data including entry profiles, Foundation Stage Profile scores, School EAL assessment (NASSEA), reading ages, other whole-school pupil progress data
- ✓ classroom- based assessment and monitoring arrangements. (Cycle of assess, plan, do, review)
- ✓ following up parental concerns
- ✓ tracking individual children's progress over time,
- ✓ liaison with Early Years settings
- ✓ information from previous schools
- ✓ information from other services

#### Curriculum Access

A combination of the following approaches are used:

- ✓ teachers differentiate work as part of quality first teaching
- ✓ small group withdrawal time during the lesson for focussed teaching
- ✓ individual class support / individual withdrawal during the lesson for focussed teaching
- ✓ further differentiation of resources
- ✓ talk partners
- ✓ homework club

#### Monitoring and Evaluation

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

- ✓ classroom observations by coordinators and senior leaders

- ✓ on-going assessment of progress made by individuals and groups
- ✓ scrutiny of books on a termly basis
- ✓ scrutiny of planning
- ✓ professional dialogue with teachers
- ✓ pupil interviews
- ✓ pupil progress tracking using assessment data (whole-school processes)
- ✓ attendance records and liaison with the Pastoral Manager
- ✓ open evenings for parents
- ✓ headteacher's report to governors

### STAGE 2 Additional support identified by class teachers and senior leaders

Individuals or groups of children who are under-achieving will be identified by the class teacher and senior leaders so that they can make accelerated progress. These children are not considered to have an additional need but will require additional intervention to enable them to narrow the gap.

They will:

- ✓ have access to carefully 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. This is considered to be a differentiation of the usual school curriculum.
- ✓ be included in group interventions.

### Identification and assessment at Stage 2

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

- ✓ the analysis of data including entry profiles, Foundation Stage Profile scores, NASSEA assessment, reading ages, other whole-school pupil progress data
- ✓ classroom- based assessment and monitoring arrangements. (Cycle of assess, plan, do, review)
- ✓ following up parental concerns
- ✓ tracking individual children's progress over time,
- ✓ liaison with feeder nurseries on transfer
- ✓ information from previous schools
- ✓ information from other services

### Monitoring and Evaluation

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

- ✓ observations by coordinators and senior leaders

- ✓ on-going assessment of progress made by individuals and groups
- ✓ scrutiny of books on a termly basis
- ✓ professional dialogue with teachers and teaching assistants
- ✓ pupil progress tracking using assessment data (whole-school processes)
- ✓ attendance records and liaison with the Pastoral Manager
- ✓ open evenings for parents

STAGE 3 (In school) and STAGE 4 (External Agency Support) Additional Needs Provision for children with EAL, SEND or pupils identified as PP.

Children at stage 3 will receive in school SEN support to enable them to reach their full potential and access the full national curriculum. Children at stage 4 will receive in school SEN support as well as support from external agencies to enable them to reach their full potential and access the full national curriculum.

Provision will include:

- ✓ Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- ✓ Involving an external agency where it is suspected that a special educational need is significant.
- ✓ Pupils will receive 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 e.g. they have a special educational need as defined by the SEN Code of Practice (January 2015).
- ✓ 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 receive support at Stage 2).
- ✓ In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using individual provision plans (IPPs) and the whole-school data tables
- ✓ 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 been, 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.

- ✓ Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-agency 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 Provision Plan (IPP) is required.
- ✓ Our approach to IPPs, is as follows:
  - Our IPPs are seen as working document which can be constantly refined and amended with relevant targets and interventions.
  - Our IPPs will only record that which is additional to or different from provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning - they will not simply be "more literacy" or "more maths".
  - Our IPPs will be accessible to all those involved in their implementation - pupils should have an understanding and "ownership of the targets".
  - Our IPPs will be based on informed assessment and will include the input of outside agencies where appropriate,
  - Our IPPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated at least termly.
  - Our IPPs will be time-limited - at (at least) termly review, there will be an agreed "where to next?"
  - Our IPPs will have a maximum of three short / medium term SMART targets set for or by the pupil.

Targets for an IPP will be identified by:

- ✓ Discussion between teacher and SENCo
- ✓ Discussion, wherever possible, with parents/carers and the pupil
- ✓ Discussion with other professionals as appropriate

Our IPPs will be reviewed at least termly by class teachers in consultation with the SENCo.

STAGE 5 Education Health and Care Plan (EHCP)

Some children will require a higher level of support and will therefore have an EHCP.



- ✓ Pupils with an Education Health and Care Plan 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 Planand will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our delegated 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.

### **Provision Mapping**

The whole school provision map enables the school 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, LA, 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.

The SENCo will maintain a provision map (using SIMS Interventions) for all vulnerable learners which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCo.

## **Roles and Responsibilities**

### **Headteacher**

- ✓ the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- ✓ the head teacher and the governing body will delegate the day to day implementation of this policy to senior leaders, including the SENCo
- ✓ the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision
  - pupil progress meetings with individual teachers
  - regular meetings with the SENCo
  - discussions and consultations with pupils and parents

### **Special Educational Needs Coordinator (SENCo)**

In line with the recommendations in the SEN Code of Practice (January 2015), the SENCo will oversee the day- to-day operation of this policy in the following ways:

- ✓ maintenance and analysis of whole-school provision
- ✓ developing a whole-school provision map and identifying on this provision map a staged list of pupils with special educational needs - those in receipt of additional SEN support from the schools delegated budget, those in receipt of High Needs funding and those Education Health and Care plans
- ✓ co-ordinating provision for children with special educational needs
- ✓ liaising with and advising teachers
- ✓ managing other classroom staff involved in supporting vulnerable learners
- ✓ overseeing the records on all children with Special Educational Needs
- ✓ contributing to the in-service training of staff
- ✓ implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- ✓ carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional

SEN support from devolved budget), that a pupil may have a special educational need which will require significant support

- ✓ overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map
- ✓ monitoring the school's system for ensuring that Individual Provision Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- ✓ evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- ✓ meeting regularly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- ✓ liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- ✓ attending area SENCo network meetings and training as appropriate.
- ✓ liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- ✓ liaising closely with a range of outside agencies to support vulnerable learners.

### **English as an Additional Language Coordinator**

The EAL coordinator will oversee the day-to-day operation of this policy in the following ways:

- ✓ maintenance of a list of pupils who are new arrivals and/ have EAL
- ✓ maintenance and analysis of whole-school provision map for vulnerable learners
- ✓ advising on and coordinating provision for children with additional language needs
- ✓ working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- ✓ managing other classroom staff involved in supporting new arrivals and children with EAL
- ✓ overseeing the initial and on-going assessment records on all children with EAL
- ✓ liaising with parents, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.

- ✓ meeting regularly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- ✓ evaluating regularly the impact and effectiveness of additional interventions
- ✓ overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- ✓ contributing to the in-service training of staff
- ✓ supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- ✓ advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- ✓ advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- ✓ attending EAL coordination network meetings and training as appropriate.
- ✓ liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- ✓ liaising closely with a range of outside agencies

### **Class teacher**

The class teacher will:

- ✓ Liaise with the SENCo to agree:
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map - but do not have special educational needs.
  - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional, therefore, an Individual Provision Plan to address these areas would be formulated (this would include pupils with statements/EHC Plans)
- ✓ secure good provision and good outcomes for all groups of vulnerable learners by:
  - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
  - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice)

- ✓ ensure effective deployment of resources - including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- ✓ ensure liaison with other teachers, teaching assistants and outside agencies takes place after each input to discuss work done, progress towards targets and next steps.

### **Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs**

- ✓ Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:
  - The school's generic processes for tracking the progress of all pupils
  - The graduated approach of assess, plan, do and review
  - At least termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
  - At least termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
  - Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (January 2015)

### **How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in

classrooms, particular attention is given to whether the on-going learning offer is inclusive.

- Pupils are encouraged to analyse how they themselves learn and there is an on-going dialogue about this in classrooms where possible. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

#### **Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)**

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified where appropriate.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise
- In the case of pupils transferring during the school year it will be necessary to collect information about the pupil's educational history from the previous school attended, any educational support services who may have been involved and other information from parents / carers. This will be managed by the Pastoral Manager using parent interviews and the school transition information collection sheet.

### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority). The Local Authority manages admission to St Andrew's CofE Primary School.

### **Complaints**

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCo, then, if unresolved, by head teacher. The governor with specific responsibility for SEND may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

Signed: \_\_\_\_\_ Headteacher

Signed: \_\_\_\_\_ Chair of Governors

**Date of next review:** September 2023