

**INCLUSION & SPECIAL EDUCATIONAL NEEDS POLICY**

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Author/Owner	Swaythling Primary School / Full Governing Body	

**Rationale:**

Swaythling Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having a special educational need (SEN) have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Swaythling Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who have a disability
- those who are gifted and talented
- those who are looked after by the local authority
- Armed Forces children
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the ways we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning

environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Swaythling Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Swaythling Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are constantly reviewing what additional provision we need to make for specific children.

The development and monitoring of the school's work on Inclusion will be undertaken by the Senior Leadership Team, led by the Inclusion Leader and involve the Phase Leaders.

The Inclusion Leader is Jo Shawyer.

The SEN Governor is Sarah Dockree.

## **Objectives**

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children whatever their age, gender, ethnicity, impairment, attainment or background .
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum\* through differentiated planning by class teachers, Inclusion Leader, and support staff as appropriate.

(\*Except where disapplication, arising from an Education, Health and Care Plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN Support or those with a statement of Special Educational Needs/ Education, Health and Care Plan.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our intake area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

## **Arrangements for coordinating SEN provision**

1. The Inclusion Leader will meet with each class teacher half termly, during pupil progress meetings, to discuss additional needs concerns and to review Provision Maps.
2. At other times, the Inclusion Leader will be alerted to newly arising concerns through contact by class teachers.
3. The Inclusion Leader will discuss issues arising with the class teacher.
4. Where necessary, reviews will be held more frequently than six times a year for some children.
5. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The Inclusion Leader monitors planning for SEN and is available to support teachers with curriculum planning.
7. The Inclusion Leader, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
8. SEN support is primarily delivered by class teachers through differentiated teaching methods, to enable pupils to participate in whole class learning. Additional support is provided by the Inclusion Leader and by trained Learning Support Assistants (LSAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed regularly, by the Inclusion Leader, and the Senior Leadership Team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget.
9. Support staff, class teachers, Inclusion Leader and outside agencies liaise and share developments in order to inform reviews and forward planning.

## **Allocation of Resources to and amongst Pupils**

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEN provision.

### **Identification and Assessment Arrangements, Monitoring and Review Procedures**

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results
- Progress measured against the objectives in the Frameworks for Literacy and Numeracy
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development

- An existing Education, Health and Care Plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, Inclusion Leader and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through SEN Support (previously School Action and School Action Plus)
3. Additional support through Education, Health and Care Plan Provision.

### **Differentiated Curriculum Provision**

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

**Adequate progress** is defined in the revised Code of Practice (2014) as:

- being similar to that of children of the same age who had the same starting point
- matching or improving on the pupil's previous rate of progress
- allowing the attainment gap to close between the pupil and children of the same age

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the SEN Support level may need to be made.

SEN Support provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions.
- Additional support is required to develop literacy or numeracy skills.
- Additional support is required for emotional, behavioural or social development.
- Additional support is required for sensory or physical impairments.
- Additional support is required for communication or interaction needs.

There are likely to be two groups of children recorded at SEN Support.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.

2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, there should be scope within the Group Provision Map for each child to have an individual target.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by an LSA.

The responsibility for planning for these children remains with the class teacher, in consultation with the Inclusion Leader.

A child receiving SEN Support will have a Provision Map.

This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Provision Maps will be reviewed at least half-termly, although some pupils may need more frequent reviews. The Inclusion Leader will take the lead in the review process, supported by the Class Teacher. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the Inclusion Leader and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to involve specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

### **School request for an Education, Health and Care Plan**

For a child who is not making adequate progress, despite a period of SEN Support, and in agreement with the parents/carers/, the school may request the LA to make an Education, Health and Care Plan assessment.

The school is required to submit evidence to the LA whose SEN Team makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making an EHCP Assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Statement of Special Educational Needs / Education, Health and Care Plan**

A child who had an Education, Health and Care Plan will continue to have arrangements as for SEN

Support, and additional support that is provided using the funds made available through the EHCP. There will be an Annual Review, chaired by the Head or Inclusion Leader, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

### **The School's Arrangements for SEN and Inclusion Continual Professional Development**

- The Inclusion Leader attends regular forum meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the School Improvement Plan. Continuing Professional Development is arranged
- In-house additional needs and Inclusion training is provided through staff meetings by the Inclusion Leader.
- All staff have access to professional development opportunities.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

### **The use made of teachers and facilities from outside the school, including support services.**

**The Inclusion Leader liaises frequently with a number of other outside agencies, for example:**

- Public Health Nurses
- Specialist Teaching Support via the Local Authority.
- Educational Psychology Team
- Attendance Team
- Community Paediatrician
- Speech and Language Therapists
- Physiotherapy
- Occupational Therapy
- CAMHS (Child and Adolescent Mental Health)
- Social Care
- Outreach support is available through the Primary Heads Inclusion Group (PHIG)

Parents/carers are informed if any outside agency is involved.

### **Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The Inclusion Leader will attend this meeting if the school or the parent thinks this is appropriate.

- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Provision Map targets may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All Provision Maps and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

### **Links with other schools/Transfer arrangements**

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the Inclusion Leader will telephone to further discuss the child's needs as necessary.

Children transferring from Swaythling Primary School to new schools will have details of any issues and interventions transferred to their new school. The Inclusion Leader will discuss these children with other schools on request.

### **Inclusion Principles**

- Staff at Swaythling Primary School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

## **Arrangements for providing access to learning and the curriculum**

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that extra-curricular activities are barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets are contained in our Accessibility Plan.

## **Access to Information (see also School Accessibility Plan)**

- All children requiring information in formats other than print have this provided
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

## **Admission arrangements**

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/carers of children with a Statement of SEN, EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

## **Incorporating disability issues into the curriculum**

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

### **Terminology, imagery and disability equality**

- The school is aware of the impact of language on children within the school. We work with the 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 Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of Circle Time/ class assemblies for raising issues of language and other disability equality issues.

### **Listening to disabled pupils and those identified with additional needs**

- At Swaythling Primary School all KS2 children belong to a Community group which enables them to contribute to school development and provides them with an opportunity to make their voice heard.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unintimidating.
- The staff has on-going training opportunities on issues relating to communication and listening skills.

### **Working with disabled parents/carers**

- Swaythling Primary School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities.
- When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc.

### **Disability equality and trips or out of school activities**

- Swaythling Primary School tries to make all trips inclusive by planning in advance and using accessible places. We offer our KS2 children a residential trip to local outdoor residential centres, and provide additional TA support for individual children as required.
- All children are welcome at our afterschool activities.

### **Evaluating the success of the School's SEN and Inclusion Policy**

- In Summer and Autumn terms, the Inclusion Leader will provide information to the governing body as to the numbers of pupils receiving special educational provision through SEN Support, Statements/ EHCP as well as any pupils for whom an EHCP Assessment has been requested. The Headteacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- The Annual Report to parents/carers will include the details of SEN provision along with the information required by the Disability Discrimination Act.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

### **Dealing with complaints**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Inclusion Leader, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher 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.

<b>Ratified by Governors:</b>	
Signed by Chair of Governors	
	Dr N Gibbins
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Signed by Headteacher	
	Mr J Draper