



# **Inclusion Policy**

**Christ Church CofE (VA) Primary School and  
Nursery**

**January 2016**

This policy has been written in accordance with the SEN Code of Practice 2014 which accompanies The Children and Families Act 2014.

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

The definition of Special educational Needs, as outlined in the SEND Code of Practice 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school has a learning difficulty or disability if they:

- a) Have significantly greater difficulty in learning than the majority of others of the same age, or
- b) Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age.

A child under compulsory school age has special educational needs if they are likely to fall within the definition at (a) or (b) above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

## **AIMS**

Every school is required to identify and address the SEND of the pupils that they support. Christ Church School will aim to:

- Encourage learners to express their views and be fully involved in their learning
- Encourage all children to develop confidence and recognise value in their own contributions to their learning, giving them high self esteem
- Identify children with special educational needs as early as possible and ensure that all their needs are met
- Maximise the opportunities for children with special educational needs to join in with all the activities of the school

- Ensure that all learners have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- Ensure parents are fully informed of their child's special needs and strategies employed in school to help their child succeed
- Maintain liaison with outside support agencies
- Ensure staff have access to appropriate training and support groups
- Maintain effective liaison between staff in school.

## **OBJECTIVES**

**Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and services (and feeding schools or early years settings) prior to the child's entry in to the school. Where needs have not been previously identified, staff have an obligation to report observations to the SENCo.

**Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

**Make appropriate provision to overcome all barriers to learning and ensure pupil with SEN have full access to the National Curriculum.** This will be co-ordinated by the Head Teacher, SENCo and Class Teachers and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

**Work with parents** to gain a better understanding of the child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

**Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.

**Create a school environment where pupils can contribute to their own learning** by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals.

## **ROLES AND RESPONSIBILITIES**

All teachers are teachers of pupils with special educational needs. Teaching such pupils is therefore a whole school responsibility, requiring a whole school response.

- The person responsible for overseeing the provision for children with SEN is Mrs Ania Vaughan (Head Teacher).
- The person co-ordinating the day to day provision of education for pupils with SEN is Miss Liz Byrne (SENCo)

### **Class Teachers**

The role of class teachers is to ensure that their planning and delivery of lessons seeks to challenge all the children in their class, including those with identified special education needs. It is the responsibility of the class teacher to identify children with a possible special educational need and seek support from the head teacher and SENCo. It is the responsibility to maintain liaison with the parents and complete any paperwork required of them such as PSP's behaviour logs, etc ( with the support of the SENCo as needed).

### **SEN Co-ordinator (SENCo)**

The SENCO has day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

The SENCo is responsible for:

- Holding details of all SEN support records such as Provision Maps, Intervention records and Pupil Support Plans for individual pupils.
- Liaising with members of staff who have expressed a concern about a specific child as to whether a PSP needs to be started or whether the identified child could benefit from support from external agencies. The SENCo then collects/collates all the relevant information, fills in the

forms and applies for referral to the relevant service. She is also responsible for writing applications to apply for exceptional needs funding and Education, Health and Care Plans.

- Liaising with outside agencies such as educational psychologists, speech and language therapists, advisory teachers and outreach support staff.
- Ensuring, through active collaboration with colleagues, that the learning of all children is given equal priority and that available resources are used efficiently in support of this purpose.
- Liaising with secondary school SENCOs prior to the time of transfer to ensure effective continuity of provision.
- Facilitating relevant training for teachers and learning support assistants.

### **Learning Support Assistants (LSA's)**

Learning Support Assistants work under the direction of the class teacher to support individual children with SEN within the class. Their responsibilities may include working with individual children on their own or in a small group following a programme of work formulated by the class teacher which follows recommendations from external support agencies where appropriate.

### **ADMISSIONS**

The Governing body has adopted the LA admissions criteria which does not discriminate against children with special educational needs and its admission policy has due regard for the guidance in the Code of Practice.

### **SEN SUPPORT**

The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes and is carried out in the form of a Pupil Support Plan (PSP).

### **Assess**

In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the individual's development in comparison to their peers and national data, the views and experience of parents. The opinion and feelings of the pupil and, if relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing. This assessment will require regular review to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### **Plan**

When it is decided to provide a pupil with SEN support, the teacher should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### **Do**

Teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1

teaching away from the classroom. They will work closely with learning support assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

## **Review**

Reviewing pupil progress is ongoing but made every 6 weeks following a run of intervention or target based teaching and recorded on class intervention records. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of pupil progress and development, make any necessary amendments going forward, in consultation with parents and teachers as appropriate.

When the school has evidence that a child is making insufficient progress despite significant support and intervention as outlined in their PSP, we may seek further advice and support from outside professionals. Children and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support will be similar to that made within school but will typically be more intensive, individualised and sustained. In addition, advice from outside professionals will be incorporated in to the PSP and these professionals will be invited to contribute to the monitoring and review of the progress.

## **EDUCATION, HEALTH AND CARE PLANS (EHCP)**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, they have still not made expected progress, the school would consider requesting an Education, Health and Care needs assessment.

Following statutory assessment, and EHCP will be provided by Hertfordshire County Council if it is decided that the needs of the individual are not being met by the support that is available.

Once the EHCP has been completed and agreed by both the school and parents, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. This review enable provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

## **COMPLAINTS PROCEDURE**

The school's complaints procedures are set out in the school prospectus.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head or SENCo who will be able to offer advice on formal procedures for complaint if necessary.

## **IN SERVICE TRAINING (CPD)**

The school gives all staff opportunities for training, taking into account school priorities as well as personal professional development. Particular support will be given to newly qualified teachers and other new members of staff. Relevant literature is distributed to staff and inset days are used to train staff in the use of new equipment.

The SENCo attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focussed external training opportunities for all staff.

## **PARTNERSHIP WITH PARENTS**

The child's class teacher will work closely with parents at all stages in his/her education and should be the first point of reference in case of any difficulty. The SENCo may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

## **LINKS WITH OTHER SCHOOLS**

The school access advice and support from other SENCo's in other schools regularly, maintaining confidentiality at all times. 4

Advance planning for children in Year 5 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCO of the Secondary Schools serving the area to ensure that effective arrangements are in place to support children at the time of transfer. When children move to another school,

their records will be transferred to the next school within 15 days of the child ceasing to be registered.

## **LINKS WITH OTHER AGENCIES AND VOLUNTARY ORGANISATIONS**

Christ Church School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The Head Teacher and SENCo are the designated persons responsible for liaising with the following:

- Educational Psychology Service
- Communications Disorders Team
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Specialist Outreach Services
- Occupational Therapists
- The school nurse
- Thorley Hill Specific Learning Difficulties Base

Representative from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.