



Our children can achieve

**Inclusion Policy
Incorporating SEND Policy & Information
January 2025**

Our School Values

**Ambition
Curiosity
Empathy
Integrity
Resilience
Respect**

**Inclusion Manager Mrs R Cavies
(Senco and Teacher of the Deaf)**

Legislative Compliance

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015) and has been written in reference to the following guidance and documentation:

It has been written as guidance for governors, staff, parents or carers and children, with reference to the following guidance and documents:

- SEN Code of Practice 2014 (which takes account of the SEN provisions of the SEN and Disability Act 2001) (amended Jan 2015),
- Equality Act 2010
- Children and Families Act 2014
- Keeping Children Safe in Education (KCSIE) 2024
- Mental Health and Wellbeing in school 2018 - DfE

And also the following schools' policies:

- Accessibility Plan
- Behaviour Policy
- Safeguarding Policy

Aims of our SEND & Inclusion Policy

The school will work with the LA, within the following principles, which underpin this policy:

We aim to ensure that pupils' individual special educational needs are recognised as early as possible and that the provision made within a caring and supportive environment enables all pupils with SEND to make good progress and to have access and achieve their potential in all aspects of school life.

We aim to create an environment in which all pupils are valued, have respect for one another and grow in self-esteem, to feel safe and build their resilience.

We aim to build a sense of belonging by building relationships with the children, their parents/carers and their families.

We aim to provide a predictable, secure high-quality environment which is particularly beneficial for pupils with SEND

We aim to provide successful preparation for adulthood, including independent living and employment

Objectives:

School will:

- Actively seek to identify and remove barriers to learning and assessment for individuals and groups of pupils.
- Have high expectations and set suitable learning challenges.
- Respond to pupils' diverse learning needs through planning & resources and adaptive teaching methods.
- Recognise that with the right training, strategies and support nearly all children with special educational needs can be successfully included in mainstream education.
- Offer excellence and choice and incorporate the views of parents and children whenever possible.
- Ensure the interests of all pupils are safeguarded.
- Ensure all children have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Ensure that children and young people feel that they contribute to decisions involving their education, that their voice is heard in the school community and that they are valued within it.
- Children take an active part in decisions about their own learning and ways of developing it.
- Provide effective pastoral care and support for all children, through our close collaboration among various members of staff (class teachers; classroom assistants; those directly concerned with pastoral care / Pastoral family Mentor & senior managers) to support emotional & social well-being and positive behaviour.
- Provide adapted learning opportunities for all the children within the school and provide materials (personalised where necessary) appropriate to children's interests and abilities to ensure that all children have full access to the school curriculum.
- Make every effort to close the gap in attainment between vulnerable groups of learners and others

At Holme Slack Community Primary School our policy for all staff working with children with SEND is known as 'action at all levels'.

Subject Leaders are responsible for:

- The National Curriculum Coverage, Planning, Teaching and Learning for their subject area(s) which are tailored to the pupils of Holme Slack Community Primary School.
- Understanding standards of attainment made by all pupils, including those with SEND.
- Understanding skills and knowledge progression made by all pupils, including those with SEND.
- Reviewing and monitoring the progress made by all pupils, including those with SEND.

- The effectiveness of teaching, assessment, resources and other curriculum material.

Teachers are responsible for:

- Attending appropriate training (CPD) as guided by the SENCo, Head and the members of the Senior Leadership[Team.
- Identifying and monitoring children who may be added to the SEND Record.
- Providing up to date information for and attending EHCP Annual Review meetings.
- Writing and reviewing termly Individual Education Plans (PLPs) or Individual Behaviour Plans (IBPs), with appropriate targets for SEND children.
- Ensuring lessons have adequate intervention, resources, manipulatives as part of adaptive teaching for all pupils to be able to make progress.
- Discussing feedback with class TAs and sharing targets with them.
- Assessing children with the EYFS, School Assessment System: 'Target Tracker' and PIVATS (Performance Indicators for Valued Assessment and Targeted Learning) assessment tool, when and where appropriate.
- Completing forms/questionnaires/ reports etc. for outside agencies and checking these with the SENCo and Head
- Adding SEND information to CPOMS
- Adding SEND information (including assessment data) to our tracking system 'Insight'.
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Teaching Assistants (TAs) are responsible for:

- Being familiar with the children's targets and intended outcomes.
- Giving feedback to the class teacher.
- Attending appropriate training (CPD) as guided by the SENCo, Head or SLT.
- Effective delivery and recording of interventions or additional support.
- Adding SEND, safeguarding and health information to CPOMS, when appropriate.
- Adding SEND information (including assessments data) to our current software 'Insight'.

Definition of Special Educational Needs (SEN):

The following definition of Special Educational Needs (SEN) is taken from section 20 of the Children and Families Act 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 them. A child of compulsory school age has a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age; or

- b) a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so 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.

Children and Families Act 2014 states that:

“A child or young person has special educational needs if he or she has a **learning difficulty or a disability** which calls for **special educational provision** to be made for him or her” (Section 20(1))

What is Special Educational Provision?

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

The Equality Act 2010 states that:

- a **disability** is a physical or mental impairment which has a long-term and substantial adverse effect on a person’s ability to carry out normal day-to-day activities.

Many children and young people who have SEN *may* have a disability under the Equality Act 2010.

*However, not **all** children with a disability will necessarily have special educational needs.*

At Holme Slack Community Primary School, we provide additional and/or different provision for the four broad areas of ‘need’.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Universal offer: Quality first teaching for all pupils

- All learners will have access to quality first teaching (Wave 1). Some vulnerable learners will have access to Wave 2 interventions planned by the class teacher. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be an adaption of the usual school curriculum – not a special intervention for pupils with SEN. At our school these children will be on a 'Pupil Passport'. All classrooms are made equitable through adaptive teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL (English as an Additional Language) is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and adaptation of the usual school curriculum.

Provision Mapping

- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. By maintaining a provision map for all vulnerable learners, we clearly identify 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. This includes our deaf children who are supported and taught through the Deaf SERF provision in school, as well as in the classroom.
- 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, LEA, 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.

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

- teachers differentiate work as part of quality first teaching
- talking to parents
- talking to the child
- the analysis of data including; entry profiles, Foundation Stage Profile scores, 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
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments (e.g. Wellcomm 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
- 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 be on the school's provision map if appropriate).

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff 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

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and 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 teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the

main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching(see Appendix B)
- wave 1,2,3 interventions
- other small group withdrawal & bespoke boosting
- individual class support / individual withdrawal
- Every Day Quality Reading Sessions1-1
- bilingual support/access to materials in translation
- further adaptation of resources
- learning buddies & across key stage reading partners
- homework/learning support club
- pupil voice/contribution to personalised learning plans
- parental involvement
- SENCO / Inclusion lead involvement
- Pastoral learning mentor
- Speech & language Therapy
- Specialist Teachers
- Children's therapy counselling services

Monitoring and Evaluation

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

- classroom observation by the Inclusion Leader/SENCO and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the Inclusion Leader/SENCO
- informal feedback from all staff.

- pupil interviews when setting new Learning Support Plans targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring Learning Support Plans & targets, evaluating the impact of Learning Support Plans on pupils' progress.
- attendance records and liaison with EWO.
- regular meetings about pupils' progress between the Inclusion Leader/SENCO and the Head teacher
- Head teacher's report to parents and Governors

SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is
“Additional to” or “different from” the well-adapted curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- 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, 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.
- On occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary 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 Education Plan is required.
- Our approach to Personalised Learning Plans is as follows:
 - Our Personalised Learning Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended.
 - Our Personalised Learning Plans will only record that which is *additional to* or *different from* the adapted curriculum plan which is in place as part of 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 Personalised Learning Plans will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our Personalised Learning Plans will be based on informed assessment and may include the input of outside agencies,
- Our Personalised Learning Plans have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our Personalised Learning Plans will be time-limited – at least on a termly review, there will be an agreed “where to next?”
- Our Personalised Learning Plans will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our Personalised Learning Plans will specify how often the target(s) will be covered
- Our Personalised Learning Plans will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for a Personalised Learning Plans will be arrived at through : Discussion between teacher and SENCO
- Discussion, wherever possible, with parents/carers and pupil
- Discussion with another professional
- Our Personalised Learning Plans will then be shared with our parents/carers for their child

Order of events - the precise order for this will vary from pupil to pupil following professional dialogue including the parents and child as appropriate. Our Personalised Learning Plans will be reviewed at least termly by class teachers in consultation with the SENCO.

Education Health and Care Plan

- Pupils with an **Education Health and Care Plan (September 2014)** will have access to all arrangements for pupils on the SEN list/Record and in addition to this, will have an Annual Review of their EHC Plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan
- We will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved 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.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO/ Inclusion Leader will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
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- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Inclusion of pupils with English as an Additional Language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- Initial assessment of an EAL child's English language proficiency using the NASSEA EAL Assessment Framework.
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language.
- Pupils will be placed in groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be adapted for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Adapted homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, adaptation will be made in order to access learning at an appropriate level.

- Progress of EAL pupils will be monitored against both NASSEA EAL Assessment Framework and against National Curriculum indicators using the Lancashire KLiPs material. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Inclusion Manager/SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN record for reasons of EAL only.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. When the child first starts in our school, the inclusion manager meets with the parents to find out as much information as possible to help the child's quick successful transition. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are looked after in Local Authority Care (CLA)

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
 - Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school.
 - Ensuring that children who are 'looked after' have access to the appropriate network of support.

- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months.
- Writing & monitoring the implementation an Educational Provision Map with the child's carers and review targets at least 6 monthly.
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- Liaising with the child's social worker to ensure that there is effective communication at all times.
- Celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of Pupils who are Able, Gifted and/or talented

In this section the term 'more able' refers to pupils who have a broad range of achievement at a high level. Those children who are more able have very well-developed learning skills across the curriculum compared to their peer group in this school.

The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents sports, games, skilled, dexterity
- Visual/performing abilities, dance, movement, drama
- Mechanical ingenuity, construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness, sensitivity, empathy,
- Creativity, artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all

our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our more able and/or talented children.

Identification

Before identifying any child 'more able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A more able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self-nomination

Each year the school will draw up a register of more able and/or talented children, this list will be kept under review. Provision for more able and/or talented children will be tracked on the school's provision map.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English (writing and reading) and Mathematics at the appropriate level. We teach the children in our classes with appropriate adaptations.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, specialist teaching and partnership with primary and secondary schools.

Management of Inclusion within our School

The Head teacher and the Governing Body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Inclusion Leader/Special Educational Needs & Disability Coordinator (SENCO). The SENCO is responsible for reporting regularly to the Head Teacher and the Governor with responsibility for SEND, on the ongoing effectiveness of this Inclusion Policy. The Inclusion Leader has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups, Looked After Children and 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.

Head teacher

- 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 the Inclusion Leader/Special Educational Needs Coordinator (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 map for vulnerable learners
 - pupil progress meetings with individual teachers
 - regular meetings with the Inclusion Leader/SENCO
 - discussions with pupils and parents

Inclusion Manager/Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners: CLA, EAL, AGT, SEND.

- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or 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
- Liaising with parents of children with SEN, in conjunction with class teachers
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with an Education Health and Care Plan and co-ordinate with parents and other professionals in order to contribute to this 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 Personalised Learning 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 (see section below on Personalised Learning Plans).
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting at least termly 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 (school managers will guarantee planning and preparation time for teachers and SENCO to ensure that these meetings occur).
- Liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's Inclusion 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
- Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- Maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- 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 ethnic/linguistic minorities
- Overseeing the initial and on-going assessment records on all children with EAL
- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Meeting at least termly 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 all additional interventions for children from cultural and linguistic minority backgrounds.
- 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
- Recognising and identifying children with EAL and Special Educational Needs as soon as possible.
- 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 EMA Co-ordinator 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 to ethnic & linguistic minority learners

Class teacher

- liaising with the SENCO/Inclusion Leader co-ordinator to agree :
 - which pupils & groups 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 and, therefore, a Personalised Learning Plan to address a special educational need (this would include pupils with EHC Plans).
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing adapted teaching and learning opportunities, including adapted 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 adapted curriculum offer and strategies”. (SEN Code of Practice 2014)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

The role played by the parents of pupils with special educational needs (and other learning needs).

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers.

We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets

- (for some pupils with special educational needs) monitor their success at achieving the targets on their Personalised Learning Plan.

Effective Transition

- 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 Education, Health and Care Plans. 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.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits with our pastoral mentor.
- A transition programme is run each year for the year 6 children who are identified as needing additional support for transition to high school.
- 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

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

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*)

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 Inclusion

Leader/SENCo, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN/inclusion 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)

The name and contact details of the Inclusion Manager and Teacher of the Deaf, including EAL is:

Mrs Cavies – 01772 795257

The name and contact details of the Designated Teacher for Looked After pupils

Mrs Peck - 01772 795257

- CLA – Child Looked After in Care of the Local Authority
- EAL – English as an Additional Language
- SEND- Special Educational Needs & Disability.