



BROADFIELD PRIMARY SCHOOL

Inclusion Policy

Latest Review Date:

Autumn 2016

Due for Review:

Autumn 2018

Committee:

School Improvement

Printed copies of this document are not copy controlled and are to be used for information only.

Signed:

Date:

Position:

Broadfield Primary School

INCLUSION POLICY

Contents

1. Introduction / Rationale

Aims & Objectives

2. Special Educational Needs and Disabilities (SEND)

Identification of children with SEND

SEND Register

Criteria for placement on the special educational needs register

School Offer

Learning Passports

Pastoral Passports

Behaviour Plans

Behavioural Risk Assessment

Education, Health and Care Plans

Exceptional Needs Funding

Differentiated curriculum provision

Admission arrangements

Disability equality and trips or out of school activities

Use of external Teachers, facilities & support services

Partnership with parents/carers

Links with Schools & Transfer arrangements

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

Gifted & Talented children

3. Roles & Responsibilities

Description

Special Educational Needs Coordinator (SENCO) Responsibilities

Assistant SENCO Responsibilities

Arrangements for coordinating SEND provision

Policy Evaluation

Complaints

Involvement of pupils

INCLUSION POLICY

1. Introduction / Rationale

- Broadfield Primary School is committed to providing an appropriate and high quality education for all its pupils. Every child has unique characteristics, interests, abilities and learning needs and through a holistic approach to learning we endeavour to meet these needs.
- We believe that all children, including those identified as having special needs, have a common entitlement to a broad, balanced academic and social curriculum. This should be accessible to them and should fully include them in all aspects of school life. We have the highest expectations of all children.
- This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to SEND, this includes children with sensory or physical impairment, learning difficulties, emotional or social development.

Aims & Objectives

1. To ensure the Equality Act (2010) and the current Code of Practice (2014) and guidance is implemented effectively across the school.
2. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
3. To provide full access to the curriculum through differentiated planning by class teachers, SENCO, Assistant SENCO and support staff, to try to ensure each child reaches his/her full potential.
4. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND on Broadfield's SEND register and for children with an Education, Health and Care Plan.
5. To provide effective liaison within the school and with relevant outside agencies.
6. 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 life and learning. Effective liaison with receiving secondary schools is vital.
7. To involve parents/carers at every stage in the plans to meet their child's additional needs.

8. To involve the children themselves, when appropriate, in planning and in any decision making that affects them.
9. To try to ensure adequate training and development for Governors, teaching and non-teaching staff to support and continue to raise awareness of inclusion & SEND.
10. To keep records of each child's special educational needs, the action taken and the outcome. Detailed records to be kept in the SEND office. Copies of Provision Maps, Passports and Behaviour Plans and relevant reports are also kept in each teacher's SEND file and on the Server.
11. To create an environment which encourages and reinforces good behaviour.
12. To encourage consistency of response to both positive and negative behaviour.
13. To promote self-esteem, self-discipline and positive relationships.
14. To identify and provide a range of teaching styles to accommodate the different learning styles of all children and to ensure that resources are matched to their need.

2. Special Educational Needs and Disabilities (SEND)

Definition of Special Education Needs

Children have special educational needs if they have a learning need that calls for *special educational provision* to be made for them (SEND Code of Practice: 2001).

Identification of children with SEND

At Broadfield we are committed to giving every child the opportunity to achieve the highest standards.

The work of the school is a continuous cycle of planning, teaching and assessing, which takes account of the wide range of abilities, styles of learning, aptitudes and interests of the children. The majority of the children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Provision for a child with special educational needs should match the nature of their needs this should be the responsibility of the class teacher with support from the SEND team.

SEND Register

A special education needs register is kept by the school and when identified as having SEND, a child is placed on the register. Most children's needs can be met through **Quality First Teaching (QFT)** which includes differentiation and a wide range of specialist resources. Children with greater needs will be placed on the SEND register. These children will have been through the Assess/Plan/Do/Review process. A member of the SEND team will become involved when classroom differentiation is insufficient.

Concern about a child

If a parent or teacher (or the child themselves) is concerned about progress despite QFT, a meeting is held with a member of the SEND team to gain further information. As appropriate observations/standardised assessments will be carried out. If the child is assessed as needing provision additional to/different from QFT, the first step is to put school-based

support in place. The child will be placed on the SEND register and any interventions will be noted on the class provision map. A Learning and/or Pastoral Passport will be produced to ensure that everyone involved with the child is aware of their needs/strengths and difficulties. The parents/carers and the child will be involved in producing the passport and regular meetings will be held with them.

If, despite interventions, a child is still causing concern outside agencies will be involved.

Education/Health and Care Plan (EHC)

If, despite external agency involvement and a range of in-school provisions, the child's needs/progress continues to be a concern, parents or the school may apply for an EHC. If agreed, the EHC will define the support the school needs to ensure is in place. EHC's are statutory documents and the child, if appropriate, and the parents are involved throughout the process. If the parents wish they are entitled to a Facilitator to support them through the process. There is an annual review meeting with the parents and agencies involved to discuss progress and review provision and targets, and to recommend to the LA whether any changes need to be made. In some cases, if the parents are in agreement, the EHC may provide access to attendance at a school with specialised provision.

Provision Maps

Each class has a provision map. This details the support put in place which is additional to, or different from, the main cohort. It is written by the class teacher with support from the SEND team and will be shared with parents and reviewed at least termly.

Passports

These are one page of crucial information about the child. The child's photo and interests will be noted as well as their learning or behavioural difficulties. The child and parents are involved in its production. Children with learning and behavioural difficulties may need pastoral and learning passports.

Passports are kept in children's personal files and with the teacher's planning and a copy is supplied to the parents. Further copies are supplied to those involved with the child's extra support. The SENCO also keeps a copy on file and on the server.

Behaviour Plan

In addition to a pastoral passport a child with challenging behavioural difficulties will have a detailed behaviour plan which will be written with the child. This will ensure that all adults are consistent in the way they manage a child's behaviour. Copies of the plan will be kept in the child's file and on the server.

Behavioural Risk Assessments

Behavioural Risk Assessments will be carried out on any child whose behaviour is considered to put themselves, others or property in danger. This will enable a detailed behaviour plan to be put in place to limit the occurrence of such behaviour.

The School Offer

The new Code of Practice states that the school must publish information on its website clearly explaining what SEND provision is available within the establishment. Our school offer details our approach to teaching SEND pupils and the support, expertise and resources we have available.

Exceptional Needs Funding

All predictable funding for SEND provision is to be made from the school's budget. If at any time a child with or without an EHC is requiring a very high level of support (above 15 hours) then exceptional funding can be applied for. This is a lengthy process involving detailed records. A report will be sent to school with the outcome of the application and if successful the number of hours that will be funded.

Admission arrangements

Children with special educational needs are considered for admission to the school on exactly the same basis as for children without special educational needs. Parents are able to look at the school offer on the website.

Disability equality and trips or out of school activities

Broadfield Primary School tries to make all trips inclusive by planning in advance and using accessible places. We aim to provide additional support for individual children as required. All children are welcome at our after school activities.

Use of external Teachers, facilities & support services

The Educational Psychologist visits the school by request, following discussion with the SENCO as to the purpose of each visit. A private Educational Psychologist is also employed by the school.

Local Authority advisory teachers can be requested to provide specific information, share resources and provide in-service training.

Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties.

Children with Specific Learning Difficulties will be assessed by an internal specialist with an OCR Dip.SpLD qualification.

The SEND team liaises with a number of other outside agencies, for example:

School Nurse, Educational Psychologist, Community Paediatrician, Speech Therapy, Social Services, Physiotherapist, Occupational Therapist.
Parents/carers are informed and given the opportunity to meet with any outside agency.

Partnership with parents/carers

Staff and parents/carers will work together to support pupils identified as having Special Educational needs.

Parents/carers will be fully involved in the education planning process. Regular appointments will be made by the class teacher to meet all parents/ carers whose children are being recorded as having special educational needs. A member of the SEND team will attend these meetings 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 we aim to ensure that parents/carers are clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed 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 contact the Head teacher 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.

More Able Children / Gifted & Talented Children (G&T)

The term 'more able' will be used to describe those children with gifts and talents. Children with high academic ability and/or the full range of artistic, sporting and social talents will be considered. There is no universally agreed concept about what constitutes 'gifts and talents'. The more able children will be performing at a significantly higher level compared to peers in the school population. Identification of children will be made as part of an ongoing process including through pupil progress meetings, staff using professional judgements, test results, information from other professionals and from parents and carers. A list of children who have been identified as more able will be kept by the Inclusion Manager.

3. Roles & Responsibilities

Description

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day to day responsibilities.

The Governing Body will:

Report to parents on the implementation of the school's policy for pupils with special educational needs and disabilities.

Have regard to the Code of Practice when carrying out its duties.

The Head teacher will:

Be kept fully aware of the management of all aspects of the school's work, including provision for children with SEND.

Keep the governing body fully informed.

Work closely with the SEND team.

SENCO Responsibilities :

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND
- Advising on the assess/plan/do/review approach to SEND support.
- Advising on the deployment of the SEND budget
- Liaising with parents of send PUPILS
- Liaising with other schools, professionals and voluntary bodies
- Being a key point of contact with all external agencies
- Liaising with potential next providers of education to ensure smooth transition
- Ensuring that records of SEND pupils are kept up to date.

Assistant SENCO Responsibilities :

- To support/act on behalf of, the SENCO in all areas
- To carry out quality interventions
- To support SEND team TA's in managing interventions

Arrangements for coordinating SEND provision

1. The SENCO will meet with class teachers regularly to discuss additional needs concerns and to review Provision Maps/Passports/Behaviour Plans.
2. The SENCO monitors the quality and effectiveness of provision for pupils with SEND through classroom observation and monitoring of assessment data.
3. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by teaching assistants throughout the school. This is funded from the school's annual budget. The support timetable is reviewed as the need arises by the SLT. Exceptional additional support is funded through individual allocations from the LA.
4. Support staff, class teachers, SEND team and outside agencies liaise and share developments in order to inform reviews and forward planning.
5. At other times the SEND team will be alerted to newly arising concerns through pupil progress meetings and discussions with relevant individuals. The SEND team will discuss issues arising with the relevant teacher.

Policy Evaluation

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage. We also analyse data on behaviour: major behaviour incidents and exclusions. We use this analysis to help us plan our provision maps. At the same time, we aim for:

- A reduction in the percentage of children with very low attainment and/or progress.
- An increase in the percentage of children recorded as having special educational needs making 12 levels of progress from Y2 to Y6
- A reduction in behaviour incidents and exclusions

The SENCO will meet with the Inclusion governor to discuss Inclusion and current SEND concerns.

This policy will be reviewed annually by the school staff and governors and made available for comment to all parents via the school website.

Complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Class teacher, who will try to resolve the situation.

If the issue cannot be resolved within a reasonable time frame, the parent can contact the Head teacher or the SENCO. The office will arrange an appointment.

Any issues that remain unresolved at this stage will be managed according to the school's

Complaints Policy.

Involvement of pupils

Children with special educational needs have the right to be involved in making decisions and exercising choices. The degree of participation should reflect a child's evolving maturity, but all children should be given the opportunity to make choices and understand that their views matter.

