

# **St. Mary's Infant School**

## **Sharing, caring, learning and loving with God**

### **Inclusion & SEND Policy**

**March 2018**

#### **Inclusion Statement**

At St Mary's Infant School we are committed to developing and offering an inclusive curriculum to ensure the best possible progress for all our children whatever their needs and abilities. Our school believes that every child should enjoy learning and develop confidence, independence and a feeling of self-worth which they will carry forward into their future lives.

Inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum that is appropriate to their individual abilities, needs, talents and personal qualities. We believe that the individual and unique needs of each child should be valued and that each child has a right to learn regardless of their age, ability, gender, ethnicity, language and social background. However, we are aware that some children require more support than others. We aim to meet the additional needs of all children so that they experience success and achieve their best.

If a child is experiencing difficulties with their education, we believe that parents and the school should work together as a partnership in the best interest of the child to make learning exciting and positive for all. We recognise that different children will require different types of support for different lengths of time and that in order for all children to succeed we need to be able to plan for these needs accordingly.

Diversity and difference are valued as a rich resource that supports the learning of all. We understand our responsibility to actively promote positive attitudes towards diversity and difference – not just so that every child is included but also so that they learn from an early age to value diversity in others and grow up making a positive contribution to society.

We aim to fulfill all children's entitlement to learn by supporting them in school, enabling them to participate in the life and work of the school to the best of their abilities, whatever their need or disability. We believe in equality of opportunity, with all children having full access not only to the taught curriculum, but also to the many enrichment activities that we offer.

## **Aims and Objectives**

- To identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- To ensure all children have full access to an appropriately differentiated and challenging curriculum and to extra-curricular activities.
- To create an environment that meets the needs of each child.
- To make clear the expectations of all people, including the child and parents/carers, in the learning process.
- For the school to be a facilitator of multi-professional working in order to meet the needs of our children and their families.
- To recognise, value and celebrate diversity and difference.

## **Definition of Inclusion**

Inclusion is an ongoing process that celebrates diversity and difference. It involves the identification and minimizing of barriers to learning that may be experienced by any child, irrespective of age, ability, gender, ethnicity, language and social background, and the maximizing of resources to reduce these barriers and ensure that each child makes progress. We recognise that every child has different educational, pastoral and behavioural needs. They acquire, assimilate and communicate information at different rates and in different ways, and therefore need a range of different teaching and learning approaches and experiences.

## **Admission**

We do not discriminate in any way against any child seeking admission to our school and aim to provide the best possible learning opportunity for all our children.

## **Assessment**

The school has a clear and thorough assessment policy. We believe that all children deserve to have their achievements and progress recognised and the school's curriculum reflects the different levels likely to be achieved. We use a consistent and thorough assessment and tracking system (see Assessment Policy for details). The attainment and progress of all children is monitored through termly Pupil Progress meetings attended by class teachers and the Senior Leadership Team (SLT).

## **Special Educational Needs and Disabilities**

At St Mary's Infant School, high quality teaching, that is differentiated and personalised, meets the individual needs of the majority of children. However, the SEN Code of Practice (January 2015), states that, 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

We recognise the benefits of early identification – we believe that identifying need at the earliest opportunity and then making effective provision will improve children’s long-term outcomes.

The method used to identify SEND, for children who have a significantly greater difficulty in learning than the majority of others of the same age, and to allocate appropriate provision, follows the graduated response, as set out in the SEN Code of Practice (January 2015). This recognises that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to, or different from, the provision that is made as part of the school’s usual differentiated curriculum and strategies.

SEN is divided into 4 types: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory and/or Physical Needs.

### **Assess, Plan, Do, Review**

SEN Support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child’s needs and of what supports the child in making good progress and securing good outcomes.

Concerns regarding a child’s progress or development may be raised by either school or parents/carers at any time. If a child is identified as needing SEN Support the views and wishes of parents/carers will be sought at every stage of the Assess, Plan, Do, Review cycle.

Following initial assessment, parents/carers, and the child, depending on their age and understanding, will meet with the class teacher and SENCo to plan what is going to be done to support the child in achieving their desired outcomes.

At the ‘Do’ stage school, parents/carers and child will implement the actions agreed in the SEN Support Plan.

After an agreed period of time, usually one term, parents/carers and the child, depending on their age and understanding, will meet with the class teacher and SENCo to review progress, including the work done by parents/carers to support their child, and to agree next steps. Consideration will be given to what has already been done to support the child, the impact of this provision, and any barriers to learning.

If it is agreed that a child has made progress which is sustainable they may be removed from the Inclusion List. Their progress will continue to be closely monitored, in the first instance by the class teacher, and subsequently, by the SLT, including the SENCo, in Pupil Progress meetings.

## **Support from Specialist Services**

The school's ability to meet a diverse range of abilities and needs is supported by a range of specialist services. The SENCo is usually the key contact with regard to initial referral and liaison. However, at all stages, class teachers are fully informed and involved. Parents/carers will always be involved in any decision to involve specialist services.

The school accesses support from a wide range of services, including: Educational Psychologist; Speech & Language Therapist; School Health Team; Child Development Centre; Child and Adolescent Mental Health Services; Occupational Therapist; Physiotherapist; Specialist Teachers; Advisory Teachers; North Herts Primary Support Service; Family Support Worker and Counselling in Schools Service, depending on the needs of the child and the professional development requirements of the teachers and support staff.

Specialist advice may be sought at any stage of the graduated approach, either for advice on the early identification of SEN and effective support and interventions, or where a child continues to make less than expected progress after appropriate interventions have been put in place.

## **Education, Health and Care Needs Assessments**

Children with complex needs may meet the criteria for an Education, Health and Care Needs Assessment. Requests can be made by either parents/carers or school if a child has not made expected progress despite action having been taken as part of SEN support. All requests require parental consent to be given.

Children who have an EHC Plan require an Annual Review meeting to be held every 12 months (or 6 months if the child is under 5 years of age). This is attended by school staff, parents, specialist services and a representative from the local authority, Hertfordshire County Council.

## **Resources and Provision**

The Headteacher and the governing body take an overall strategic view of the deployment of financial resources to provide high quality learning for all children.

The school budget, received from the local authority, includes a notional SEN budget as well as a Pupil Premium (Disadvantaged Children) allocation. This is used to provide additional support or resources in order to meet the individual needs of the children.

Additional provision may be allocated after discussion between the Headteacher, SENCo and class teacher at Pupil Progress meetings or following SEN Support review/planning meetings with parents/carers and children.

In some instances, if it is felt that a child has exceptional educational needs i.e. a complex and long term need, consideration will be given to making a request for Exceptional Needs Funding (ENF). If funding is agreed, by the ENF Panel, it is time limited and ear marked to meet the needs of that particular child.

### **Roles and Responsibilities**

Inclusive provision and practice is a matter for the school as a whole. Teachers are responsible for meeting the needs of all pupils in their class and for ensuring that they have access to a broad and balanced curriculum. They achieve this by working in partnership with other staff, parents and, if appropriate, specialist services.

All teachers are teachers of SEND and as such are responsible for the provision made for each child in their class. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. According to the SEN Code of Practice (January 2015), 'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN...Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.'

Mrs Clare Jablonski is the school's Inclusion Co-ordinator (INCo)/Special Educational Needs Co-ordinator (SENCo) and Designated Teacher for looked after children (children in social care). This role includes:

- co-ordinating the provision for all children with SEND, supporting class teachers in devising strategies, setting targets appropriate to the needs of the children, and advising on appropriate resources and materials to use with children with SEND and on the effective use of materials and personnel in the classroom.
- liaising closely with parents of children with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process (this includes inviting parents to termly meetings to review SEN Support Plans and consider next steps).
- liaising with specialist services, arranging meetings and providing a link between these services, class teachers and parents.
- Working in close partnership with children, parents, teaching and support staff and specialist services to achieve the best possible outcomes for children with SEND.
- maintaining the school's Inclusion List – a record of all children having a SEN Support Plan, being formally assessed or, having an EHC Plan, will be kept by the SENCo. This is updated termly.

- liaising with the SENCos in receiving schools to help provide a smooth transition from one school to another.
- reviewing SEN Support Plans with class teachers and parents termly to assess progress and evaluate current provision.
- meeting with class teachers and other members of the SLT to review children's progress and attainment once a term in Pupil Progress meetings.

Mrs Claire Gunn, Headteacher, has overall responsibility for developing, co-ordinating and monitoring the provision for all pupils and taking an overview of the day to day operation of this policy, ensuring that an agreed, consistent approach is adopted.

Mrs Maxine Fish is a full-time SEND teaching assistant supporting children's learning both in, and outside of, the classroom.

Mrs Tammy Evans, an Eiklan trained TA, implements the Speech and Language Therapy Plans devised by the Speech and Language Therapist.

Support staff should be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for children with SEND. It maintains a general overview and has appointed a representative governor, Mrs Janet Hammond, who takes particular interest in this aspect of the school.

### **Medical Conditions**

We have a duty under the Children and Families Act 2014 to support children with medical conditions. Individual Healthcare Plans are prepared which state the type and level of support required to meet their medical needs. Please see our policy for Supporting Pupils with Medical Conditions for further information. If children also have SEND, their provision is planned and delivered in a co-ordinated way with the Individual Healthcare Plan.

### **Accessibility**

Our Accessibility Plan and Equality Scheme are regularly updated and reviewed. We aim to ensure that the school is fully accessible in terms of access to the curriculum, to the physical environment and to information for members of our school community.

## **Access to the Curriculum**

All pupils are entitled to equality of educational opportunity. They have a right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.

The school offers a continuum of provision to meet the diversity of children's needs and abilities. Class teachers adopt a variety of teaching and learning styles to enable all children to access the curriculum. Work is planned and differentiated in a variety of ways, according to individual needs.

The amount and type of support children receive is decided in consultation with the parents/carers, teaching and support staff and any relevant specialist services. Children are also involved as far as possible in the decision making process, depending on their age and understanding.

At St. Mary's Infant School children work in a positive classroom environment where praise and encouragement are important strategies in developing their self-esteem.

The individual needs of our children are taken into consideration when planning outside activities and trips. In consultation with parents/carers, appropriate provision and reasonable adjustments will be made, where necessary, to enable all children to participate in all aspects of school life and activities. Medical support will be put in place when needed.

In some instances, a health and safety risk assessment may suggest that a high level of support is required and parents/carers may be asked to accompany their child during the activity, in addition to the usual school staff.

## **Access to the Environment**

St Mary's Infant School is a single site school. There is a chair lift fitted from ground level to the Year 2 classrooms to allow wheelchair access throughout the whole school. There is a disabled toilet and a height adjustable fitted bed in the medical room. There is also a disabled toilet in the Children's Centre adjoining the school. There is a Soundfield system in 3 classrooms. There are hand rails fitted in the boys' toilets. There is a disabled parking space in the school car park.

Should circumstances arise in the future requiring additional adaptations or special facilities, the school would consider what reasonable adjustments could be made, given the constraints of finance and efficiency of use of resources. An Action Plan is in place for future development regarding building adaptation.

Classrooms are accessible and displays easily visible. ICT is used creatively and there are interactive whiteboards/smartboards fitted in all classrooms and also in two additional rooms used for small group teaching.

### **Additional Information**

We have a statutory responsibility to publish details of our SEND provision in a SEN Information Report (this is reviewed every year and is available on the school website). There is also information relating to Provision for Most Able Children available on the school website.

### **Complaints**

The school aims to work closely with parents/carers and we hope that parents/carers who have any concerns or anxieties will, in the first instance, raise these with the class teacher, SENCo or Headteacher. We find that most concerns or potential complaints can be resolved happily through discussion.

The governors of the school do have arrangements in place for considering complaints formally. For matters to do with special educational needs and disabilities they have adopted a procedure which follows guidelines recommended by the local authority. Parents/carers may obtain a copy of this from the school or via the school website.

### **Evaluation**

We recognise the importance of reviewing this policy to ensure it is both manageable and efficient. Policy evaluation focuses on establishing how far the aims of the policy have been met and how effective the provision has been in relation to the resources allocated and children's progress and attainment. A range of data will be used to inform, review and evaluate school developments and interventions.