

SEND AND INCLUSION POLICY

Inclusive education is where all children and young people are participating fully, are achieving all they can, are happy, and have positive attitudes.

PCC's Inclusive Education Strategy

Inclusion

Educational Inclusion is about equal opportunities for all pupils. It pays particular attention to the provision for, and achievement of different groups of children. We believe that all children have the right to learn together. We are committed to giving all of our children every opportunity to achieve the highest of standards. This policy aims to ensure that this happens for everyone who attends this school. The success of the school's policy relies on school staff, governors and parents working together to achieve the aims.

Aims and Objectives

Aims:

- To be an inclusive school, enabling all children to have full access to all elements of school life
- To work together with parents and outside agencies
- To ensure that we challenge and extend all pupils through the work that we set and the experiences we provide
- To encourage children to think and work independently, generating their own learning
- To treat children from all groups with equal concern

These groups include:

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| <ul style="list-style-type: none"> • Children with medical needs • Young carers • Children from families under stress • Refugee and Asylum seeker children • Girls and boys • Minority ethnic and faith groups • Children for whom English is an additional language | <ul style="list-style-type: none"> • Children with special educational needs and disabilities • Most Able (gifted and talented) children • Children who are at risk of disaffection or exclusion • Children in public care • Traveller children • Children with parents serving the armed forces |
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Objectives

- To successfully implement legislation related to The Code of Practice for Special Educational Needs 2015
- To identify the roles and responsibilities of all those involved in the provision for children with special educational needs in line with the schools provision map
- To provide guidance and support for all school staff, governors, parents, carers and the wider community
- To meet the needs of children identified as having diverse special needs

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- To arrange staff development activities to help staff to respond to pupil diversity

The Early Years Foundation Stage and the National Curriculum 2014 are the starting points for planning a curriculum that meets the specific needs of individuals and groups of children.

This is achieved through:

- Supporting and caring for the whole child, both socially and intellectually
- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Tracking the progress of children within the inclusion groups
- Providing opportunities for children to develop specific skills or talents, liaising with other agencies where appropriate
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing opportunities for pupils to work at higher cognitive levels within a broad and rich curriculum

The Inclusion Manager

The Inclusion Manager and named 'responsible person' who is responsible for co-ordinating the day to day provision of education for pupils with special educational needs and, or disabilities, for liaising with outside agencies. At Langstone Infant Academy Mrs Marshman fulfils this role. She is a member of the Senior Leadership Team (SLT) and as stated in the SEND Code of Practice 2015 -

The key responsibilities of the Inclusion Manager may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND and, or members of other inclusion groups
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEND up to date
- Identifying children who are within any of the recognised inclusion groups
- Identifying appropriate attainment and/or achievement targets for inclusion groups, including children on the Most Able (Gifted and Talented) register
- Monitoring pupil standards and achievements against annual targets
- Ensuring that relevant attainment targets are met for various inclusion groups, including children on the Most Able (Gifted and Talented) register
- Identifying school improvement issues relating to inclusion
- Contributing to the in-service training of staff
- Providing the Headteacher with relevant information relating to inclusion

The Governing Body

The Governing Body's responsibilities are;

- Ensure that the necessary provision is made for any pupil who has special educational needs or disabilities
- Ensure that, the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs

- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable or in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated
- Report to parents in the school prospectus on the implementation of the school's policy for pupils with special educational needs.

In line with Section 317, Education Act 1996, the Governing Body of Langstone Infant Academy:

- Has regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs
- Ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

Admission Arrangements

Admission arrangements are managed by Portsmouth City Council for all pupils. Parents apply to the LA (Local Authority) for a place at the school.

Arrangements for Inclusion

All children and their parents are entitled to be treated with respect and to have their views taken into account. Arrangements for supporting pupils with diverse needs aims to protect and enhance the dignity of those involved. Inclusion is a process not a state and its success relies on all members of the school community having a shared philosophy and valuing all of the children equally.

The National Curriculum Inclusion Statement (QCA/99/458) emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- Setting suitable learning challenges;
- Responding to pupils' diverse needs;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school will consider these principles carefully when an application is made and in deciding if the placement is appropriate.

Our school aims to be an inclusive school. This means that equality of opportunity is a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school. This is reflected by who we use the school rules and vision and how we support British values.

Identification and Assessment procedures

Inclusion

On entry to the school, parents and carers are asked to complete a simple questionnaire as well as ethnic monitoring paperwork. Contact is made with previous settings, including other schools when pupils transfer mid-year. Liaison also occurs with other agencies on some occasions, these include: the Speech and Language service, Educational Psychology service and Occupational Therapy. All of this information is collated and helps us to identify children within the various inclusion groups.

Special Educational Needs

All teachers are teachers of SEND. Some children arrive at Langstone Infant Academy with their Special Educational Needs (SEN) already identified. Staff have developed important links with local pre-schools in order to discuss specific needs individual children may have. This enables us to provide appropriate support for pupils from the moment they arrive and where appropriate, we contact external agencies in advance to receive specialist advice. In addition to this, we welcome information from parents and provide opportunities for parents to discuss any concerns they may have before their child starts school and at any time during their time at Langstone Infant Academy.

We identify children with SEN in a number of ways. If an adult in school is concerned about a child's development, (e.g. physical, behaviour, speech & language) then the child's teacher would discuss these concerns with parents and the Inclusion Manager. It is possible we would then refer to outside agencies in order to receive specialist support and a full diagnostic assessment of needs.

If a child appears to be making less than expected progress despite access to 'Quality First Teaching', they will receive additional support in the form of evidence based interventions designed to help them 'close the gap'. If a child fails to make the progress expected following additional support, then further consideration will be given to establish whether there is a requirement to provide SEN support. Parents, Inclusion Manager and the Class Teacher will discuss and where relevant, involve other professionals (e.g. Educational Psychologist, Paediatrician).

Special educational provision is '*additional to or different from*' that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Strategies employed are shared with parents and recorded within an Intervention Record Form which will include information on short-term targets set for the child, teaching strategies to be used, the provision to be put in place, review arrangements, success criteria and outcomes. Intervention Record Forms are reviewed at least termly. We will develop a personalised approach in consultation with parents that focuses on expected outcomes and the support we will provide in order to achieve this. In order to promote a personalised response, it is possible that the system for recording these structured conversations will look different for each child.

Despite receiving an individualised programme and additional support under SEN Support, there may still be concern that the child:

- Continues to make little or no progress in specific areas over a long period,
- Continues working at levels of attainment substantially below that expected of children of a similar age,
- Continues to have difficulty in developing literacy and mathematics skills,
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an Individual Behaviour Plan (IBP) in place
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service,
- Has an on-going communication or interaction difficulty that impedes development of social relationships and cause substantial barriers to learning.

Where the above is relevant, a child will be supported through a SEN Support Plan and external support services provided by the LA and outside agencies will be called upon to offer advice and more specialist assessments which will assist with the target setting.

Most Able (Gifted and Talented)

- There is no single measurement with which to identify most able (gifted and talented) pupils due to their individuality. In this school we use a combination of the following sources of information:
- Teacher observation and assessment
- Checklists or characteristics
- Testing, including Baseline assessments on entry to Year R
- Pupils' profiles using examples of outstanding work and insights from pupils
- Background knowledge from parents and past settings/teachers

Children will generally be working beyond age expectation in one, or more areas. We identify these pupils so that we can provide effectively for them, and so that teachers can plan appropriate work and stimuli for them. Once identified, the pupils are entered on our register of more and very able children which notes their particular abilities. This is kept centrally so that all teachers are aware of children's needs. Progress is reviewed regularly with the support of the Inclusion Manager.

Access to the Curriculum

Inclusion Groups - When planning their work, teachers take into account the abilities of all children. For children within certain inclusion groups, liaison would take place with relevant support agencies e.g. Traveller Support, the Ethnic Minority Achievement Service and Social Care. Strategies will then be planned within individual classes and the achievement of these children monitored.

Special Educational Needs - Additional measures may be needed to allow children with Special Educational Needs or Disabilities to access the curriculum. For some children, the P levels are used to assist with this process. This enables some children with more severe needs to be planned for more appropriately and their progress to be monitored more effectively. When the attainment of a child falls significantly below the expected level for their age or stage, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Flexible groupings allow children's learning needs to be met in individual, small group or whole class contexts. Teaching Assistants liaise with class teachers regularly to evaluate, review and plan for the needs of individuals.

Most Able (Gifted and Talented) - Where the attainment of a child significantly exceeds age expectation, teachers may extend the depth of work within the area or areas for which the child shows particular aptitude. The following strategies will be applied as appropriate:

- Varied groupings of children, so that most able (gifted and talented) pupils can, from time to time, work together with others of a similar ability; this may include working with older pupils where suitable
- Working with pupils of the same chronological age when not set, so that they are part of a normal peer group
- Withdrawal for individual support when necessary
- Special provision for exceptionally able pupils for specific teaching and mentoring

Teachers provide enrichment and challenging opportunities for these pupils as part of their planned differentiation. This applies also to homework tasks. Most able (Gifted and Talented) pupils are challenged within subject areas. Teachers' planning supports the provision of:

- Common activities that enable children to respond at their own level
- Enrichment activities that deepen a child's learning in a specific skill or knowledge area
- An individual activity or task within a common theme that reflects a greater depth of understanding
- Opportunities for children to progress through their work at their own rate of learning

Teachers ensure that all children:

- Feel secure and know that their contributions are valued;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Participate safely in all activities in clothing that is appropriate to their religious beliefs;
- Are taught in groupings that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Are encouraged to participate fully in all aspects of school life

Children with disabilities – Where necessary, teachers modify teaching, learning and the classroom environment to support and include children with disabilities.

For example teachers may need to consider:

- The pace of their learning and the equipment they may use
- The effort and concentration needed in oral and written work
- Alternative activities in those areas where children are unable to manipulate tools or equipment, or use certain types of materials
- Opportunities for them to take part in educational visits and other activities linked to the curriculum
- Using assessment techniques that reflect the child's individual needs and abilities.

Allocation of Resources

The Inclusion Manager is responsible for the management of the specified and agreed resourcing for inclusion and special educational needs provision. The school uses provision mapping to monitor and assess the impact of provision within the school. Each class has at least one Teaching Assistant to provide additional support each day. Children are usually supported within the classroom but may be withdrawn if appropriate e.g. ECAR (Every Child a Reader), speech and language therapy and groups made up of children from different classes.

Partnership with Parents and Carers

All parents are welcome in our school and are encouraged to take an active part in their child's education. The involvement of parents is crucial in all stages of deciding on and meeting a child's needs. Information provided by parents is invaluable and an effective parent-school partnership will support the child in achieving targets set. The school makes every effort to take into account parents' circumstances and commitments when arranging a meeting and making suggestions as to how children may be helped at home. Where the school is made aware of children with special needs before they start school a meeting is set up for parents, school staff, pre-school practitioners and all agencies involved in supporting the child. This provides an opportunity for parents to express their views and any concerns and everyone can discuss the needs of the child to assist with the development of a plan to make the transition to school as smooth as possible. Parents are involved as soon as a teacher has a concern about a child's progress as with early intervention and effective partnership many issues can be satisfactorily resolved without the need to move to SEN Support.

Links with Other Settings

Visits to feeder pre-school settings enable the school to observe children prior to them starting school. Some will already have been identified as having special educational needs and, or disabilities, but many have not had any formal identification and parents may not be aware of any concerns. The school is aware that this is a sensitive situation and needs to be addressed carefully.

Before the transition to junior school Year 2 and 3 teachers and Inclusion Managers from the Langstone schools meet to discuss children's progress. All children have an opportunity to visit their junior school but some children benefit from additional visits with a Teaching Assistant.

Links with Other Agencies

For some issues the school nurse can support children and families on request through referral. Children no longer have full medicals from a school doctor with parents present so the school may advise parents to access services via their own GP. There are an increasing number of children requiring speech and language assessments and therapy but due to limited time available there may be waiting lists. Colleagues from other agencies are always invited to submit progress reports and to attend annual reviews. It is sometimes necessary to seek the support of Social Services and a Duty Officer provides telephone advice. Referrals may be made to the local team who are able to enlist the support of a number of other agencies. The advice and specialist support of other agencies is vital for the school to be able to encourage inclusion.

Specialist Support

Where children have an Education, Health and Care Plan (EHCP) or are on SEN Support plan, other agencies may become involved. The LA special needs support service has a referral system which requires the school and the Educational Psychologist to make a referral to an independent panel. They may or may not decide that the school/pupil should receive additional advice, training or support - this includes training for teachers and Teaching Assistants, classroom observations, diagnosis and advice relating to reviews of targets. The school has admitted children with and without statements/EHCPs who have experienced a range of special needs. Specialist help has been provided by a number of agencies including Educational Psychologists, physiotherapists, occupational therapists, speech therapists, speech and language advisory staff, behaviour management support teams and advisory staff for physical and neurological impairment. Training has also been provided to enable school staff to support pupils with specific needs.

Disapplication and Modification

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum 2014, or elements of it, through an EHCP.

Training

All staff and governors are encouraged to take part in training activities organised in-house or by outside agencies. They attend a range of courses, conferences and workshops.

Dealing with Complaints

There is a statutory procedure established by the LA and adopted by the Governing Body to deal with complaints about the curriculum and general complaints. Details of the formal process are available from the school office.

Evaluating the success of the policy

We aim to achieve educational inclusion by continually monitoring and reviewing what we do and through asking ourselves these key questions:

- Do all of our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are staff using SEN Support as set out in the policy?

Policy Review and Monitoring

The governing body is responsible for the annual review of this policy. The effectiveness of the policy will be ensured through regular and thorough monitoring. The Inclusion Manager will meet with the designated governor for SEND on a regular basis.

Reviewed and updated June 2017

Amended February 2018

Next Review September 2018