

Policy: Inclusion and Special Educational Needs



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Building foundations for a love of life, a love of learning and a love of one another.

This policy complies with the statutory requirements laid out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). It has been written with reference to the Children and Families Act (2014), Special Educational Needs and Disability Regulations (2014), Equality Act (2010), Education Act (2011) and Gloucestershire County Council's Local Offer (2019).

The policy will be reviewed annually by the Inclusion Lead, Assistant SENCo, Headteacher and Governors.

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SECTION 1) INTRODUCTION, RATIONALE, PRINCIPLES AND OBJECTIVES

Introduction

All pupils at our school are important, and our ethos celebrates diversity of experience, interest and achievement.

As a Church of England School, we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance. The values that relate particularly to this Policy are *Love, Courage, Thankfulness, Justice, Compassion, Friendship, Trust, Perseverance and Respect.*

Our school has, at its heart, the belief that all children are 'made in the image of God'. Everyone is different, everyone is valued and everyone is loved. All learners, including those identified as having Special Educational Needs and Disabilities (SEND), are valued equally with others, and their progress is recognised and celebrated. All difficulties; social, emotional, physical, medical, and academic, are dealt with sympathetically and with love and understanding. We aim to provide an atmosphere in which all children can realise their full potential, and we have high expectations of all children regardless of which vulnerable group they fall in to. All children need to experience praise, recognition, affection and success, and all children are entitled to experience a broad and balanced curriculum and to have equal access to the experiences and activities provided by the school.

This policy should be read in conjunction with the School's 'Inclusion and SEN Information Report', the Safeguarding (Child Protection) Policy, the Accessibility Plan and the Equality Policy.

Rationale

Upton St Leonards CE Primary School is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to foster a sense of community and belonging, and to offer new opportunities to all our learners, including those who may have previously experienced difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background. We pay particular attention to the provision for, and the achievement of, different groups of learners, including:

- girls and boys
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs or a disability (SEND)
- those who are looked after by the local authority (Children in Care- CIC)
- those who are disadvantaged or are in receipt of Pupil Premium (PP)
- others such as those with specific medical requirements or who are sick
- those who are Young Carers
- those who are in families under stress or require Early Help
- any learners who are at risk of disaffection or exclusion
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- those who are able

This policy describes the way we meet the needs of pupils who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, emotional or social development, barriers in communicating and interacting with others.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Upton St Leonards Primary School, we aim to identify these needs as they arise and provide teaching and learning contexts that remove barriers to learning and enable every pupil to achieve his or her full potential.

Upton St Leonards Primary School sees the inclusion of pupils identified as having special educational needs as an equal opportunities issue, and we will aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We consider the whole pupil and identify and determine the additional provision needed for specific pupils.

Policy Principles

At Upton St Leonards Primary School, we aim to meet the needs of every pupil so that they have a broad, balanced and relevant education, as set out in the National Curriculum. We are to implement the Code of Practice following guidelines and strategies set out in the 2014 'Special Educational Needs and Disability Code of Practice: 0 to 25 Years' (DfE) and Gloucestershire's Local Authority Offer. The code starts from the assumption that every classroom in every school should be delivering a differentiated or personalised curriculum. This means that a wide range of needs will be catered for by the actions of the class teacher, the resources available to that teacher, and the curriculum planning which the teacher undertakes for all pupils.

Objectives

At Upton St Leonards Primary School, our main objectives in terms of Inclusion are:

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, pupils with Special Educational Needs, or pupils that fall under any other 'vulnerable group'.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated or personalised planning by class teachers, the Inclusion Lead, other members of the Inclusion Team, and support staff as appropriate.

(*Except where disapplication arising from an Education, Health and Care Plan (EHCP) occurs. Disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated or personalised classroom provision, for those pupils with additional needs.
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range of pupils as possible, who live in our catchment area.
8. To enable pupils to move on from us well equipped in the basic skills of English, Maths and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in planning to meet their child's additional needs.
10. To involve the pupils themselves in planning and in any decision making that affects them.
11. To work in a cooperative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners.
12. To use our best endeavours to secure special educational provision for pupils for whom this is required that is 'additional to and different from' that provided within the differentiated

curriculum, to better respond to the four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical

SECTION 2) DEFINITIONS AND INCLUSION REGISTERS

Definitions

SEN: A child has special educational needs if he or she has a learning difficulty or disability (which results in a significantly greater difficulty in learning than the majority of others of the same age), which calls for special educational provision to be made for him or her.

Special Educational Provision: Educational or training provision that is 'additional to, or different from', that made generally for others of the same age in a mainstream setting.

Disability: A physical or mental impairment which has a long-term and substantial adverse effect on an individual's ability to carry out normal day-to-day activities.

Inclusion Registers

If a pupil has a need in one of the four main areas of need (COP 2014), they will be listed on our school SEN Register;

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or Physical needs

The school SEND register is documented within our central 'Inclusion Register' which is regularly monitored and updated, with pupils being added or removed based on individual needs.

Within the 'Inclusion Register' the school also holds a 'Children in Care Register', 'Pupil Premium Register', 'Healthcare Register', 'EAL Register', 'Young Carers Register' and an 'Ethnic Minority Group Register'.

Pupils with Medical Needs

The Children and Families Act (2014) places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. The DfE has also produced statutory guidance for schools 'Supporting Pupils at School with Medical Conditions' (2017) which outlines procedures that schools should adhere to.

Pupils with medical needs at Upton St Leonards Primary School, will be listed within our central 'Inclusion Register'. They will each have a detailed Health Care Plan, compiled in partnership with parents, and, where appropriate, relevant health professionals. Health Care Plans will specify the type and level of support required to meet the medical needs of such pupils.

If the pupil has a serious medical need which staff need 'alerting' to, they will also have a 'Medical Alert' which will be displayed in the Staff Room, with parental permission, for staff to access personal and medical information in the event of a medical emergency.

Where children have a medical condition and SEN, their provision is still planned and delivered in a coordinated way with use of a Health Care Plan and/or Medical Alert, as well as a My Plan or My Plan+.

Staff who administer medication will complete formal training in First Aid and will have a second member of staff present as a witness upon administration.

Please see our 'Supporting Pupils with Medical Conditions' policy for further information.

SECTION 3) IDENTIFICATION, ASSESSMENT AND PROVISION

Using assessment to identify need

The school has a system for regularly observing, assessing and recording the progress of all pupils. This is used to identify pupils who are not progressing satisfactorily and who may have additional needs. This process includes use of the following data;

- Progress measured against the objectives in the National Curriculum
- National Curriculum descriptors for the end of year expectations
- Standardised screening and assessment tools
- Other screening tools such as Thrive screening, SDQ's, Graded Word Spelling Test, Sandwell and other 'intervention specific' tools
- Observations/ Teacher View/ Pupil View of social and emotional development
- Assessments by a specialist service, such as educational psychologists identifying additional needs and suggesting strategies and programmes of work
- An existing EHCP
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment data, Pupil Progress Meetings, and discussions between the class teacher, Inclusion Team and parent, the pupil may be highlighted as needing further support and provision. A detailed description of the process and procedures following this, are highlighted in the sections below.

Please also see our 'Inclusion Pathway' (Appendix 1) for further information on Special Educational Needs identification.

Curriculum entitlement and integration

All pupils are taught in mainstream classes alongside their peers with the majority of learning taking place in ordinary lessons incorporating differentiation and/or personalisation. Children who receive support are either taught within the class situation or are withdrawn for intensive support from a TA individually or in small groups. If children are receiving TA or Inclusion Team support, the TA's or Inclusion Team members, liaise very closely with the class teacher and Inclusion Lead. At all times children are taught and integrated into the main body of the school.

Upton St Leonards CE Primary School follows a 'Waves of support' approach as outlined in Gloucestershire's Local Offer;

Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated, or personalised, work and creating an inclusive learning environment.

Our 'Inclusion and SEN Information Report' outlines what 'Quality First, Wave 1, teaching looks like at Upton St Leonards CE Primary School.

Wave 2 describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

Identification

Please see Appendix 1- 'Inclusion Pathway' which clearly outlines our schools response to identification,

1. In order to make progress, a pupil may only require differentiation or personalisation of whole class teaching ('Wave 1, Quality First Teaching'). This differentiation or personalisation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a pupil's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation and/or personalisation will be recorded in the daily planning by the class teacher and will be evident through progress in books and from observation. Teachers will use guidance in Upton St Leonard's 'Inclusion and SEN Information Report' and advice and strategies sought from the Inclusion Team and Senior Managers in order to implement this provision. They may also use non-contact time to observe how other teachers support the pupil or pupils of similar need.

The class teacher may also deem it appropriate, sometimes after discussion with the Inclusion Team or a Senior Leader, that the pupil would benefit from a structured, Wave 2, published intervention. If this is the case the pupil is assessed both prior to, and on exit of the intervention taking place, in order to assess the impact of the intervention. *A detailed overview of Interventions on offer at Upton St Leonard's Primary School can be found in our 'Inclusion and SEN Information Report' (SIR).*

2. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The pupil's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the pupil is making satisfactory progress at this level of intervention. The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which;

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in pupil behaviour

3. If the pupil is still not making progress after a period of differentiated and personalised provision, the Class Teacher should complete a 'Cause for Concern Record' (see Appendix 2 & 3) and discuss the concern with a member of the Inclusion Team. At this point, the Inclusion Lead or Assistant SENCo will meet with the Class Teacher to plan further action which may include the following;

- Additional strategies to try
- Additional resources to use in lessons
- Supportive lesson observations
- An SEN assessment
- Additional support outside the main classroom
- A request for support from outside agencies e.g. a Speech and Language Therapist, an Educational Psychologist or an Occupational Therapist

If the need is related to behaviour, dependent on the severity of the behaviour, a Behaviour Support Plan (BSP) or Pastoral Support Plan (PSP) may be put in place. The child may also receive support from our Pastoral Support Workers. *For further information see our 'Relationships' (Behaviour) Policy.*

4. Dependent on the provision required, it may be appropriate to add the child to the schools Special Educational Needs Register. The decision for this to happen would be made in

consultation with parents. *Further information on how this decision may be made, can be found within the Inclusion Pathway in Appendix 1.*

A Graduated Response

Upton St Leonards C of E Primary School has adopted the recommended graduated approach – a cycle of assessment, planning and reviewing our actions in increasing detail and with increasing frequency to identify the best way of securing adequate progress for pupils.

- Assess Needs
- Plan
- Do
- Review

1. Assess Needs: We monitor and review the progress and development of all children. High quality teaching, differentiated and/ or personalised provision for individual pupils, is the first step in responding to pupils who have or may have SEN or additional needs. The majority of pupils can make progress through such teaching.

2. Plan : Where progress gives cause for concern class-teachers work in partnership with parents/carers to develop a plan to ensure that children/young people with SEN receive the right levels of support for their future learning and development. Class-teachers, supported by the Senior Leadership Team make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point, they are given extra support.

3. Do: This graduated response should be led and coordinated by Class Teacher, with support from the Inclusion Team, working with and supporting colleagues. Parents should be engaged at each stage of this cycle, contributing their insights into assessment and planning. Intended outcomes are shared with parents and reviewed with them.

4. Review: The effectiveness of the support and the impact on the pupil's progress is reviewed regularly.

Adequate progress can include progress which:

- a. Is similar to that of peers starting from the same baseline
- b. Matches or betters of pupil's previous rate of progress
- c. Closes the attainment gap between the pupil and their peers
- d. Prevents the attainment gap growing wider.

Where a period of differentiated curriculum support has not resulted in the pupil making adequate progress OR where the nature or level of a pupil's needs are unlikely to be met by such an approach, provision at the **SEN Support** level may need to be made.

SEN Support provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop English or Maths skills and support is needed with cognition and learning
- Additional support is required to promote and develop the pupil's social, mental and emotional health
- Additional support is required for sensory or physical impairment
- Additional support is required for communication or interaction needs

There are likely to be two groups of pupils recorded

1. Pupils who have needs similar to other pupils with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.

2. Pupils whom we consider to have more severe or longer term needs that have previously resulted in, or are likely to result in, an application for further professional advice.

Where needs are similar, it is appropriate to support these pupils within a group, focusing on the common needs. However, there should be scope for each pupil to have an **individual target/s**.

Both groups of pupils will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these pupils remains with the class teacher, in consultation with the Inclusion Team.

A pupil receiving support at **SEN Support** may or may not have a My Plan, but their provision will always be documented on Insight, our electronic provision and tracking system. They may also have a Pupil Passport that is put together with the child. Both the pupil, and parents/carers will play a key role in voicing their opinions and having input into, their education.

The Graduated Response Approach is adopted and monitoring will be carried out frequently. The Inclusion Lead will look at the monitoring information on a regular basis and will suggest adjustments to the provision for the pupil, if appropriate.

Any My Plans, provision on Insight, or Pupil Passports, will be reviewed termly, although some pupils may need more frequent reviews. The Inclusion Lead, supported by the Assistant SENCo, will take the lead in the review process. Parents/carers and the pupil, will be invited to contribute and will be consulted about any further action.

As part of the review process, the Inclusion Lead or Assistant SENCo, and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the pupil continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to seek external specialist support and advice. This could be where a pupil:

- Continues to make little or no progress in the areas of concern
- Continues working at a level which is substantially below that expected of pupils of the same age and where their age standardised score is significantly below their chronological age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or social needs which regularly and significantly interfere with the pupil's or others learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the pupil. The specialist services will always contribute to the planning, monitoring and reviewing of the pupil's progress.

A pupil receiving external support will have a **My Plan**. Children with more complex needs, that require a considerable amount of specialist support, may have a **My Plan+** to inform an effective planning process. A **My Assessment** will be attached to the **My Plan+** which focuses on listening to the family to understand what is happening for them and what they need to help them make positive changes. It will also contain relevant information from a range of practitioners. Information from a child's My Assessment and My Plan+, including TAC/TAF meetings, will be used to inform decision making regarding an **Education Health and Care Plan (EHCP)**.

Education, Health, Care Plan (EHC)

For a pupil who is not making adequate progress, despite a period of support and specialist provision, and in agreement with the parents/carers/, the school or parents may request the LA to make a statutory assessment in order to determine whether it is necessary to implement an **Education Health Care Plan (EHCP)**.

Where a request for an assessment is made by the school to the LA, the pupil will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements in place. The school will provide this evidence through the graduated response. This information may include:

- a My Plan+ for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum attainment in English and Mathematics
- age standardised scores
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service.

EHC needs Assessment

An EHC needs assessment involves consideration by the LA, working cooperatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an EHC needs assessment. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational needs provision through an Education, Health and Care (EHC) plan. An EHCP will include:

- (A) The views, interests and aspirations of the child and their parents, or of the young person
- (B) The child or young person's special educational needs (SEN)
- (C) The child or young person's health needs which relate to their SEN
- (D) The child or young person's social care needs which relate to their SEN
- (E) The outcomes sought for the child or the young person
- (F) The special educational provision required by the child or the young person
- (G) Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN
- (H) Any social care provision which must be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970
- (I) Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN
- (J) Placement
- (K) Personal Budget (including arrangements for direct payments)
- (L) Advice and information

Refer to Chapter 9 of the Code of Practice for more information.

All children with EHCP's will have short term targets set for them that have been established after consultation with parents and child and will include targets identified in the statement of educational need or EHC plan. These targets will be set out in a My Plan and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the My Plan will continue to be the responsibility of the class teacher.

Annual review of a statement of an EHC

All EHCP's must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

SEN in the Early Years

We have good links with outside agencies and there is provision in the Early Years to respond to the needs of children with SEN.

The Foundation Stage Profile is completed by the end of Reception. This is then discussed with parents and can be an indicator of future areas of concern. Class teachers use observation and informed evaluation to assess concerns, and children's needs are highlighted through class plans showing a differentiated curriculum.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special need, this information will be transferred from the Early Years setting and the Inclusion Lead, the Assistant SENCo and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

Arrangements for coordinating SEN provision

1. The Inclusion Lead or Assistant SENCo will meet with each class teacher at least termly to discuss additional needs concerns and to review My Plans, Pupil Passports and provision mapping on Insight which documents provision which is additional to, or different from, other pupils in the same mainstream class.

2. At other times, the Inclusion Lead or Assistant SENCo will be alerted to newly arising concerns through the 'Cause for Concern' form (see Appendix 2 & 3).

3. The Inclusion Lead or Assistant SENCo will discuss issues arising from these forms with the class teacher as soon as possible.

4. Where necessary, reviews will be held more frequently than termly for some pupils.

5. Targets or 'next steps' arising from My Plan and Pupil Progress Meetings will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.

6. The Inclusion Lead, together with the Senior Leaders, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation, book trawls and pupil voice activities. The Assistant SENCo may also carry out SEND monitoring activities under the direction of the Inclusion Lead.

7. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the Inclusion Lead, Assistant SENCo, Pastoral Support Workers and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually by the Senior Management and Senior Leadership Teams, and is drawn together to take account of pupil needs, educational initiatives, and the budget. Additional support is funded through individual allocations from the LA.

8. Support staff, class teachers, the Inclusion Lead, Assistant SENCo, Pastoral Support Workers and outside agencies liaise and share developments in order to inform reviews and forward planning.

SECTION 4) ROLES AND RESPONSIBILITIES

Role of the Class Teacher

- To have overall responsibility and accountability for the progress and development of the pupils in their class, whatever their background or ability, including where pupils access support from teaching assistants or specialist staff.
- To follow the Graduated Pathway
- To provide high quality teaching, differentiated or personalised for individual pupils within the classroom, ensuring pupils have access to appropriate opportunities and resources (additional intervention and support cannot compensate for a lack of good quality teaching)
- To monitor and record the progress of the child as an ongoing process. Data collected should include high quality and accurate formative assessment and use of effective tools and early assessment materials. For higher levels of need this should also include specialised assessments from external agencies and professionals.
- To identify children who are experiencing difficulty, implement Wave 2 intervention and monitor the impact of such intervention, and complete a 'Cause for Concern' form (Appendix 2 & 3) if there is still no progress after a measured period of time.
- To inform parents/carers of areas of concern and to seek support from parents/carers. This should also include telling children, parents and young people about the local authority's Information, Advice and Support Services (see the Schools 'SEN and Inclusion Information Report and Co-ordinated Offer of Early Help for further information)
- To give the pupil regular feedback about their progress, targets and provision, ensuring they have opportunities to share their viewpoint on their education.
- To keep records of this process for assessment by external agencies should this be required.
- For children experiencing emotional/behavioural difficulties, to keep evidence of strategies used and involve parents in a supportive role.
- To write, implement and review support set out in My Plans, 'Wow Books', on Insight or in Pupil Passports ensuring outcomes are shared with pupils and parents/carers on an ongoing basis.
- As new members of staff join the school they are advised about the special needs arrangements and their responsibility towards the implementation of the policy.
- Each class teacher will be provided with a Inclusion Folder at the beginning of each school year, identifying the needs of pupils with SEN in their class. Information about individual pupil need is also recorded on our electronic record keeping system, 'CPOMS
- The class teacher, in liaison with the Inclusion Lead, Senior Leaders and Inclusion Team will update the Inclusion folder and pupil records on CPOMS.

Role of the Head Teacher

- To have overall responsibility for the management of the provision for Special Educational Needs
- Managing and supporting the school's Inclusion Lead
- To have an accurate overview of the SEN profile in the school and the pupils currently on SEN registers from the information provided by the Inclusion Lead
- To regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.
- To ensure the governing body is fully informed about Inclusion Provision
- Informing, through the School Business Manager, the governing body about SEN funding.

Role of the Inclusion Lead & Assistant SENCo

- To oversee the day-to-day operation of the school's Inclusion/ SEN policy
- To co-ordinate provision for children on the Inclusion Register
- To regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.
- To review, and where necessary, improve, teacher's understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.
- To analyse pupil progress data, alongside national data and expectations of progress.
- To monitor records and documentation relating to the provision of vulnerable pupils e.g. My Plans, 'Wow Books', Provision on Insight, CPOMS and Intervention data.
- To over-see the provision for children in care (CIC)
- To advise on the graduated approach to providing SEN support
- To advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To liaise with parents of pupils with SEN
- To liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- To be a key point of contact with external agencies, especially the local authority and its support services
- To liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- To work with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- To ensure that the school keeps the records of all pupils with SEN up to date
- To have clarity of arrangements in place in order to respond to need.
- To monitor SEN reviews in liaison with the Inclusion Team
- To monitor teaching arrangements made for SEN children including the deployment of teaching assistants
- To advise the LA when a formal assessment may be necessary

Role of Inclusion Team

As well as an Assistant SENCo, the school has two Pastoral Support Workers and an Attendance Officer working under the direction of the Inclusion Lead.

- To support class teachers in delivering the best provision for the defined groups

- To be accountable to the Inclusion Lead for their case load

Role of the Governing Body

- To do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- To ensure that, where the Head Teacher 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
- To ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- To consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- To 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 and the efficient use of resources
- To report to parents on the implementation of the school's policy for pupils with special educational needs

Governors play a major part in school self-review and should establish mechanisms to ensure that they are fully informed about the school, including the systems for and the outcomes of in-school monitoring and evaluation. In relation to SEN, the governing body should make sure that:

- they are fully involved in developing and monitoring the school's SEN policy
- all governors, especially any SEN governors, are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the school development plan
- the quality of SEN provision is continually monitored

SECTION 5) FUNDING, ALLOCATION OF RESOURCES AND TRAINING

SEND Funding

Each school receives funding to respond to the needs of pupils with SEND from a number of sources that include:

Element 1: Core Funding- A proportion of the funds allocated per pupil to the school to provide for the education called the Average Weighted Pupil Unit.

Element 2: Additional SEN Funding- A notional SEND budget, which is a fund devolved to schools to support them to meet the needs of pupils with SEND.

Element 3: Top Up Funding- For those with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation. This additional funding may be provided through an EHCP.

Allocation of Resources to and amongst Pupils

Each year we map our provision to show the different interventions and provision being made for learners with additional needs.

Resources are always under review and continually refreshed where necessary. Child specific resources may be purchased after consultation with appropriate external agencies.

The School's Arrangements for SEN and Inclusion In-Service Training

- The Inclusion Lead, Assistant SENCo and members of the Inclusion Team attend regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the Inclusion Lead and other specialists.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will endeavor to ensure there is relevant training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services:

- The Educational Psychologist visits the school, following discussion with the Inclusion Lead, Assistant SENCo or Pastoral Support Workers as to the purpose of each visit.
- The LA School Services Support Team visits termly to provide specific information, share resources and provide in -service training.
- Specialist, direct teaching from these external agencies such as ATS (Advisory Teaching service) are used where we do not have the necessary in-house expertise - for example, in relation to pupils with autistic spectrum disorders, or severe emotional and behavioral difficulties.
- Teachers from the Sensory Impairment Team work in school to support pupils, both with and without EHCP'S, who have vision or hearing impairment. The specialist teachers work directly with pupils where this is indicated on a EHCP. Class teachers plan alongside these specialist teachers who also attend and contribute to My Plan / My Plan+ reviews.
- The Inclusion Lead, Assistant SENCo and Pastoral Support Workers liaise frequently with a number of other outside agencies, for example:
 1. Social Services
 2. The Early Help Team
 3. School Nurse
 3. Community Pediatrician
 4. Speech Therapy
 5. Educational Psychology
 6. Physiotherapy
 7. Occupational Therapy
 8. ATS (Advisory Teaching Service)
 9. CYPS

Parents/carers are informed if any outside agency is involved.

SECTION 6) WORKING WITH PARENTS AND THE COMMUNITY

Arrangements for partnership with parents/carers

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

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are recorded on the SEN Register at least termly. These meetings will include the pupils themselves. The Inclusion Lead, Assistant SENCo, or if appropriate a member of the Inclusion Team, will attend this meeting if the school or the parent thinks this is appropriate.

We make sure that all parents/carers are given information about local parent partnership organisations, as soon as a pupil has been identified as experiencing special educational needs.

At review meetings with parents/carers we try to always make sure that the pupil'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 all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

My Plan targets will sometimes include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All My Plans and reviews will be copied and sent to parents/carers.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Regular curriculum workshops are offered for parents/carers to attend.

Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments 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 make a complaint by contacting the Head Teacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office or school website, sets out the steps in making a complaint in more detail.

Links with other schools/Transfer arrangements

The Inclusion Lead or Assistant SENCo will liaise with establishments in the term prior to transition. Concerns about particular needs will be brought to the attention of the class teachers after this meeting. Where necessary the Inclusion Lead will arrange a further meeting. Information is passed on to Secondary Schools through transition meetings.

Class teachers of pupils joining from other schools will receive information from the previous school; if there is an SEN issue the Inclusion Lead will telephone to further discuss the pupil's needs. The Inclusion Lead or Assistant SENCo will discuss pupils transferring from Upton St Leonard's CE Primary School to new schools on request.

Links with Health and Social Services, External Agencies and any Voluntary Organisations

The school regularly consults health service professionals and external agencies. Concerns are initially brought to the attention of these professionals by the Inclusion Lead, Assistant SENCo and/or Pastoral Support Workers, and referrals will be made as appropriate. An example of some of the external agencies the school has access to are;

- Speech and Language Therapists
- Occupational Therapists
- Educational Psychologists
- GFAPS- Gloucestershire and the Forest Alternative Provision Schools
- Teachers from the Advisory Teaching Service (including Physical support, Visual and Hearing Impairment, Communication and Interaction and Learning specialists)
- School Nurses
- Other specialist Health Professionals e.g. Diabetic Nurses

Social Services and the Education Welfare Services will be accessed through the Local Authority, the Early Help Team or the 'Front Door' (formally the Children's Helpdesk). Class teachers will alert the Inclusion Lead if there is a concern they would like discussed.

There are many voluntary organisations supporting parents of children with additional needs. The Inclusion Lead aims to maintain an up to date list and has an 'external services' board within the Inclusion Office containing information for parents. Parents/carers will be given details of these groups on request or as appropriate.

SECTION 7) EQUAL OPPORTUNITIES, ACCESS ARRANGMENTS AND ADMISSION ARRANGEMENTS

Inclusion Principles

- Staff at Upton St Leonards C of E Primary School value pupils of different abilities and support Inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each pupil.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping pupils to support them with their additional needs will be part of this process.
- When and where appropriate, links with partner special schools are made and pupils included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the pupil.

Equal opportunities

At Upton St Leonards C of E Primary School we aim to provide equal opportunities for all pupils as well as develop and maintain a sense of value. All pupils have equal access to the full range of educational resources necessary to ensure that they reach their full potential. All members of the school community should be aware that every individual has a right to be considered of equal value and be given equal opportunities regardless of:

- Ethnicity
- Gender
- Social background
- Ability
- Disability
- Belief

Access to the Environment

- Upton St Leonards CE Primary School is a single site school. The school is built on one level.
- Entrance to the building is through the main reception, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors, and all are accessible by wheelchairs.
- There is an on-site disabled toilet large enough to accommodate changing.
- Pupils requiring equipment due to an impairment will be assessed in order to gain the support that they require.
- The school has access to the Visual Impairment Team to support our pupils who are visually impaired.

Please see our Accessibility Plan for further information.

Arrangements for providing access to learning and the curriculum

- The school will ensure that all pupils have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every pupil's needs. (No pupil will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the pupils they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Pupils with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the "hidden curriculum" and extra-curricular activities are barrier free and do not exclude any pupils.

Access to Information

- We adapt printed materials so that pupils with literacy difficulties can access them, or ensure access by pairing pupils/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Upton St Leonards CE Primary School uses a range of assessment procedures within lessons (such as recording, role-play and drama, video, drawing) to ensure pupils with additional needs are able to demonstrate their achievement appropriately.

Incorporating disability issues into the curriculum

- The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- We could invite disabled adults invited to work with the pupils, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.

- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective.

Terminology, imagery and disability equality

- We work with the pupils to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled pupils and adults in displays, resources etc.
- We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional need

Pupils are encouraged, in a very simplified way, to be part of the decision making and the setting of their learning or behavioral targets. The emphasis is on success and this is supported within the school's overall ethos and attitude. Pupil's views are gathered as part of the review process. We aim to include pupils in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

Working with disabled parents/carers

Upton St Leonards CE Primary School recognises that there will be a number of disabled parents/carers of pupils within the school, and we work to try to ensure they are fully included in parents/carers' activities.

Disability equality and trips or out of school activities

Upton St Leonards CE Primary School tries to make all trips inclusive by planning in advance and using accessible places. There are opportunities to attend residential trips, and we provide additional TA support, or additional resourcing, for individual pupils as required. Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities. We ensure we have sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

Admission arrangements

- Pupils with additional educational needs are considered for admission to the school on exactly the same basis as for pupils without additional educational needs.
- Shortly after starting school, parents/carers of pupils with Special Education Needs will be invited to discuss the provision that can be made to meet their identified needs.

SECTION 8) EVALUATION OF THE INCLUSION AND SEN POLICY AND COMPLAINTS PROCEDURES

Evaluating the success of the School's SEN and Inclusion Policy

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, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map.

The Inclusion Lead and Head Teacher will provide information to the governing body as to the numbers of pupils receiving special educational provision through SEN Support and EHCP's well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head Teacher will report on any whole school developments in relation to Inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

The Inclusion Lead will meet with the SEN governor to discuss Inclusion and current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Target setting and reviewing for all pupils takes place daily, half -termly, termly and within each Key Stage. Our success in all these areas is evaluated annually .

The policy itself will be reviewed annually by the Head Teacher, Inclusion Lead, Assistant SENCo and governing body.

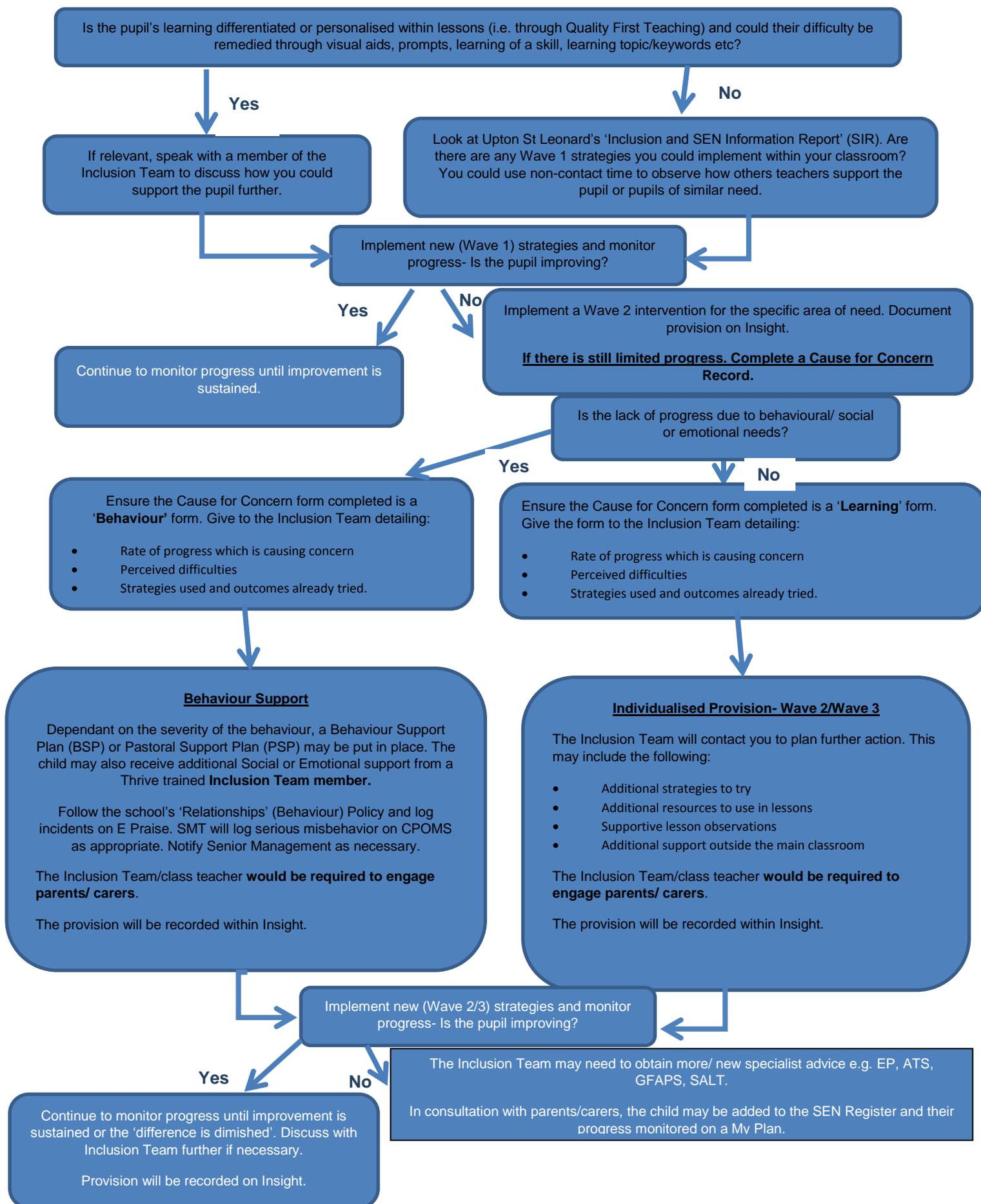
Dealing with complaints

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

If the issue can not be resolved, the parent can contact the Head Teacher.

Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office or from the school website.

Inclusion Pathway What to do if a pupil is not making progress



Cause for Concern-Learning

Name of pupil	
Class	
Teacher	
Nature of concern (Are parents aware of the concern?) Please circle 1) Communication and interaction 2) Cognition and learning 3) Social, emotional and mental health difficulties 4) Sensory and/or physical needs	
Successful strategies tried in class	
Date of initial discussion	
Actions	
Review date	
Review notes	
Next steps	

Cause for Concern-Behaviour

Name of pupil	
Class	
Teacher	
Nature of concern (Are parents aware of the concerns?)	
Successful strategies tried in class	
Date of initial discussion	
Actions	
Review date (no later than 4-6 weeks)	
Review notes	
Next steps	

