



The Federation of
Chadsmoor Community Infant and Nursery School
And
Chadsmoor C.E (VC) Junior School

A Policy for:
Inclusion, Special Educational Need & Disability (ISEND)

Reviewed :September 2016

Ratified : October 2016

Reviewed :September 2017

Reviewed : July 2021

Reviewed : July 2023

Next Review: Annual

1.Mission Statement

Mission Statement

Our Mission is to develop the whole child academically, socially, emotionally and physically to prepare them for a successful future. We want every child to have the opportunity to thrive within a culture of shared values and mutual respect.

Each member of our Federation family is valued as a unique child of God and encouraged to reach their full potential and flourish within our caring Christian Community. This policy helps to ensure that this happens for all the children in our schools - regardless of their age, gender, ethnicity, attainment or background.

Our schools value the abilities and achievements of all its pupils. All children have an entitlement to a broad and balanced relevant and differentiated curriculum. The staff of Chadsmoor Community Infant & Nursery School and Chadsmoor C.E (VC) Junior School are committed to making this accessible to all our pupils by defining and providing the best learning conditions that will meet a child's individual needs. This will ensure that all pupils will have opportunity to progress and achieve success.

We recognise our responsibility to use human and material resources available to address problems effectively, whatever their need or disability. We will strive to include all children within our school curriculum. There will be a continuum of provision that will reflect the diverseness and understanding of a child's need.

2. Objectives

To ensure that:

- All pupils have an equal opportunity to participate in as many aspects of the curriculum and of school life as possible.
- The SEN and Disability Act 2001 and relevant codes of practice and guidance are implemented effectively across the school
- All pupils have full access to a broad, balanced & appropriate curriculum.
- All pupils make consistent progress at their own rate and have a positive view of their talents and potential.
- A partnership is developed between parents, pupils and school in which each have an active role.
- Multi agency partnerships are developed.

We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children with disabilities
- children who are at risk of disaffection or exclusion.
- children in care
- children who have a medical need, those who are in families under stress and those who are young carers.

3. Responsibility for co-ordination of ISEND provision

All teachers are teachers of children with special educational or additional needs and vulnerable pupils. Teaching such children is therefore a whole school responsibility. The Executive Headteacher - Mrs J. Westley, the SENCOs and the designated teacher's for looked after children - Mrs. S. Johnson Chadsmoor Infants and Miss J. Derry Chadsmoor Juniors, and all other members of staff have important day-to-day responsibilities.

The Governing Body ensures appropriate provision is made. Our SEN Governor is Michelle Whiteman

4. Arrangements for co-ordinating ISEND provision.

Inclusion and provision for children whose overall attainments, or attainment in specific subjects, fall significantly outside the expected range is a matter for the school as a whole.

At the heart of our schools a continuous cycle of planning, teaching and assessing takes account of the wide range of abilities, aptitudes, needs and interests of children within each class. The majority of children will learn and progress within these arrangements.

The governing body ensure that appropriate provision is made for pupils with special educational or additional needs and that the SEND Code of Practice 2014 is followed.

For definition of Inclusion see Appendix 1

For definition of Special Educational Need see Appendix 2

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the schools including inclusion and SEND provision.
- Keeping the Governing Body well informed about inclusion and SEND within the schools.
- Working closely with the SENCOs.
- Working closely with outside agencies.
- Informing parents of the fact that provision has been made for their child.
- Ensuring that the schools have clear and flexible strategies for working with parents, and these strategies encourage involvement in their child's education.

The SENCO responsibilities include:

- Overseeing the day-to-day operation of the school SEND policy.
- Coordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Liaising with Headteacher regarding resources to meet needs of children and access arrangements.
- Liaison across the Federation and with transitional settings

Teacher's responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils and those with additional needs.
- Collaborating with the SENCO/ Headteacher to decide the action required to assist the pupil to progress
- Working with the SENCO/Headteacher to collect all available information on the pupil
- Develop plans of action for those with additional needs
- Develop IEPs for SEND pupils (the SENCO is available for advice and support)
- Working with or directing support staff to work with SEND pupils and those with additional needs on a daily basis to deliver the individual programme set out in the IEP/EHC plan.
- Developing constructive relationships with parents
- Being involved in the development of the school's ISEND policy

The SEND Governor is the link between the Governing Body and the school in relation to pupils with SEND. It is their role to;

- make sure that the needs of pupils with SEND are kept in mind when governors are considering whole school issues such as the budget, policies, curriculum, staffing etc;
- monitor the school's SEND policy, in consultation with the head teacher and special needs coordinator, and report back to the full Governing Body so that they have up-to-date information on the quality of SEND provision in the school;
- ensure that all parents are kept fully informed of their child's provision

5. Admission arrangements.

The school follows the local authority admissions arrangements and the DFES SEND code of practice 2014

6. Specialist SEND provision.

The school does not have a specialist unit. We recognise that more children are successful when taught using dyslexia friendly teaching methods and while dyslexia friendly techniques can be applied to children who are not dyslexic, this does not work the other way round.

The school follows the Special Educational Needs Code of Practice and Disability 025 years 2014 when carrying out its duties towards all pupils with special educational needs and ensures that parents are involved in discussions before a decision by the school is made that SEND provision is required for their child.

7. Facilities for vulnerable pupils, those with SEND.

The schools are committed to providing an environment that allows all children full access to all areas of learning.

Most pupil entrances/exits are ramped. Arrangements are made regarding the location of classes due to restricted access to the mobile classroom at Chadsmoor Community Infant and Nursery School as necessary.

All our classroom entrances are wide enough for wheelchair access and designated points of entry for our schools also allow wheelchair access.

We have an accessible toilet located in the wet area between the Y1 classrooms and changing facilities in the shower room at Chadsmoor Community Infant & Nursery School. At Chadsmoor Junior School this is located next to the hall. There is a multi-sensory room on both sites for children to access.

8. Allocation of resources for vulnerable pupils, those with SEND or who are disabled.

The schools provide for pupils based on needs through;

- Additional support for learning and other specific needs
- Material resources
- A Dyslexia Friendly Toolkit is available in each classroom
- Assessments by the specialist teaching service

The schools also provide;

- non-contact time for SENCOs
- professional development of the SENCOs, teaching and support staff

9. Identification and review of pupil needs.

The school's system for observing and assessing the progress of individual children provides information about areas where a child is not progressing satisfactorily.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers □
Widens the attainment gap

The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. Under these circumstances, teachers may need to consult the SENCO or Headteacher to consider what else might be done. This review may lead to the conclusion that the pupil requires support over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate or that the curriculum is inaccessible in some way.

Teachers ensure that the work for these children;

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology;
- uses assessment techniques that reflect their individual needs and abilities;
- is delivered using varying teaching methods

The class teacher will decide on the graduated response needed to help the child to progress in the light of their assessment. This may include

- Different learning materials or special equipment;
- Some group or individual support;
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- Staff development and training to introduce more effective strategies;

- Access to LA support services for one-off or occasional advice on strategies or equipment.

Monitoring practices include:

- PEPs
- Care Plans
- Behaviour Plans
- Staffordshire TAF
- IEPs (See appendix 3)

We follow the guidelines set out in the SEND Code of Practice and Disability 025 years 2014 in making appropriate provision for pupils identified with SEND. (See Appendix 4)

10. Access to the curriculum, information and associated services

The EYFS Curriculum and National Curriculum KS1 and KS2 are our starting points for planning the curriculum to meet the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- working with outside agencies;
- providing other curricular opportunities outside the EYFS and National Curriculum to meet the needs of individuals or groups of children. (This includes speech and language therapy and mobility training.)
- providing different learning environments

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. When planning their work, teachers take into account the abilities of all of their children. For some children, we use the programmes of study from earlier year groups or key stages.

In order to help children who have special educational needs, the schools will adopt a graduated response that recognises there is a continuum of special educational needs and bring increasing specialist expertise to bear on the difficulties that a child may be experiencing. We also strive to provide whatever strategies and help we can to our children within our schools. We use our learning support assistants to

work with individuals and small groups so that more children are able to benefit and have the support they require.

At Chadsmoor Community Infant and Nursery School we have a variety of specific intervention programmes that address needs including

- Precision teaching
- Speech and Language
- RAG reading
- Time to Talk
- Sounds write
- One minute read
- Handwriting

At Chadsmoor Junior School we have a variety of specific intervention programmes that address needs including

- One to One maths
- Mentoring
- Sounds write
- One minute read
- Precision teaching
- Speech and Language
- RAG Reading
- Handwriting
- Maths and writing groups

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs.

Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials to extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the relevant equal opportunities legislation covering race, gender and disability.

11. Inclusion of vulnerable pupils, those with SEND. 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 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, regardless of disabilities or medical needs.

12. Evaluating the success of provision.

The governing body are involved in self-review, they monitor the school's work on ISEND and report annually to parents through the school profile

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all 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?
- Who can give advice regarding a specific need?

The monitoring process includes:

The maintenance of accurate, up to date records by the SENCO/Designated Teacher for CIC and other staff;

Analysis of data (for individuals and groups of pupils); Evidence from OFSTED inspection reports;

School development plan reviews.

Headteachers report to governors' details the number and % of pupils in the following groups: English as an Additional Language, Free School Meals, Looked After Children, Early Help Assessment (EHA), Special Educational Needs and Pupil Premium.

13. Complaints procedure.

If there is a problem parents should talk first to the class teacher and then the Head teacher. If the problem is not resolved it should then be discussed with the Governing body. The next step would be to telephone the Staffordshire SEND Family Partnership help line: 01785 356921.

If there is a problem with the LEA, the Midlands the SEND Family Partnership can explain the appeal process and provide impartial advice and support.

14. In service training.

The professional development of all staff involved in meeting the needs of all pupils is ongoing and continuous. A wide range of training opportunities are provided which include;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the schools
- Professional development sessions on relevant subjects. These courses are tailored specifically to the needs of the schools and reflect the changing needs and priorities of the schools.
- Attendance at courses organised by LA and reporting back to colleagues
- Other courses which are relevant to the work being undertaken
- The SENCOs attend termly update network meetings and any other relevant courses.
- SENCOs of the Federation liaise regularly

15. Links to support services.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The resulting plan for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the plan continues to be the responsibility of the class teacher.

The main source of outside agency support is through the LA's special educational needs and Vulnerable Children's Support Services. This could be from SENSS, the Educational Psychologist, Key Learning Centres, Physical Disability Support Service, Autism Outreach Team, Behaviour Support, Additional Needs Teachers or Health Professionals. The Headteacher/SENCOs meets outside agency staff regularly to discuss individual cases and other issues. SENSS may provide support for schools. Informed parental permission is required before such consultations can take place.

16. Working in partnership with parents.

All parents of children with additional needs will be treated as partners and supported to play an active and valued role in their children's education. Partnership with parents is crucial to enable children and young people with additional needs to achieve their potential. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. They will be made aware of the Parent

Partnership Scheme if this is appropriate and an opportunity to meet with Parent Partnership is arranged. Consideration is given to the wishes of the child, if applicable. They are encouraged to participate in reviews of plans and target setting.

Opportunities are offered throughout the year for parents to find out about intervention strategies.

Parent consultation meetings are held three times a year for all pupils. Additional appointments are available at any time with prior arrangement.

Parent workshops in the Foundation Stage provide direct opportunities for parents to be involved in their child's learning and assessment.

17. Links with other schools.

As a Federation we liaise closely with each other and with playgroups/nursery school and High Schools.

If the child already has an identified special educational need, this information may be transferred from the Early Years setting to the 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 and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

SENCOs meet together to discuss children with special needs as they transfer to make their transition as smooth, problem free and happy as possible. We also make sure we send on any records and reports to the new schools as our children move on. Class teachers meet annually with receiving teachers to discuss individual needs.

Induction and transition programmes are tailored to individual needs.

Key Learning Centres offer opportunities for staff to gain further information and support to address needs.

18 Links with other agencies and voluntary organisations.

Health Professionals are available to offer support to staff and parents and regularly review children's needs, e.g. speech and language therapists, physiotherapists, school nurse, Health Visitors, Ophthalmist, Dentist. Our Schools implement plans and act on advice provided by health professionals, e.g. care plans, speech and language programmes

Social Services liaise with school to review PEPs, and gain information for Child Protection Plans and reviews.

EWO monitors attendance and discusses issues with the Headteacher, other relevant professionals and parents.

Local Support Team are available via referral.

19 Linked Policies

Gender Equality Policy, Liaison with Chadsmoor Junior School, Safeguarding, Children in Care, Dyslexia Friendly Status, Behaviour, Bullying, Race Equality, Equal opportunities, Teaching and learning, Assessment. Disability Equality scheme and Accessibility Plan 2014-17.

Appendix 1 Definition of Inclusion

Inclusion in education involves:

- Valuing all students and staff equally.
- Increasing the participation of students in, and reducing their exclusion from, the cultures, curricula and communities of local schools.
- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students in the locality.
- Reducing barriers to learning and participation for all students, not only those with impairments or those who are categorised as 'having special educational needs'.
- Learning from attempts to overcome barriers to the access and participation of particular students to make changes for the benefit of students more widely.
- Viewing the difference between students as resources to support learning, rather than as problems to be overcome.
- Acknowledging the right of students to an education in their locality.
- Improving schools for staff as well as for students.
- Emphasising the role of schools in building community and developing values, as well as in increasing achievement.
- Fostering mutually sustaining relationships between schools and communities.
- Recognising that inclusion in education is one aspect of inclusion in society.

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Appendix 2

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a ***learning difficulty*** that calls for ***special educational provision*** to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age. □
Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children of two or over, educational provision is that, which is additional to, or otherwise different from, the education provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Appendix 3

INDIVIDUAL EDUCATION PLANS

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed).
- Parent and Pupil Views
- Support received at home

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon a generally a maximum of three individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Appendix 4

Procedures

SEN SUPPORT

When a class teacher or the SENCO identifies a child with special education needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called SEN SUPPORT. The triggers for intervention through *SEN support* will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

If after 2 cycles of Assessment of need, plan of new targets, doing (carrying out) the strategies to address the targets and review of progress and little progress is made, the following may happen.

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP. At *this stage* external support services will usually see the child so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for external support will be that, despite receiving individualised support under *SEN support*, the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills

- Has emotional or mental difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

SCHOOL REQUEST FOR A EHC (Education, Health and Care) ASSESSMENT

Where the school makes a request for an EHC assessment to the LA, the child 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 education needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through *SEN support*. This information may include:

- IEPs for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- Current attainments in literacy and mathematics.
- Education 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.
- Attendance data for the pupil

EHC ASSESSMENT OF SPECIAL EDUCATION NEEDS

EHC assessment involves consideration by the LA, working cooperatively with parents, the child's school and, as appropriate, other agencies, as to whether an EHC assessment of the child's special education 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 specialist and may call for special education provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for an EHC assessment of the child's special education needs. 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 provision through an EHC plan. An EHC plan of special educational needs will include:

- The pupil's name, address and date of birth
- Details of all of the pupil's special needs

- Identification of special education provision necessary to meet the pupil's special educational, health and care needs.
- Identification of the type and name of the school where the provision is to be made.
- Relevant non-educational needs of the child.
- Information on non-educational provision.

All children with EHC plans of special educational needs will have short term targets set for them that have been established after consultation with parents and child. These targets will be set out in an IEP 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 IEP will continue to be the responsibility of the class teacher.

ANNUAL REVIEW OF A STATEMENT/EHC PLAN OF SPECIAL EDUCATIONAL NEEDS

- All statements/EHC plans must be reviewed at least annually with parents, the pupil, the LA, the school and professionals involved invited 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 statement/EHC plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.