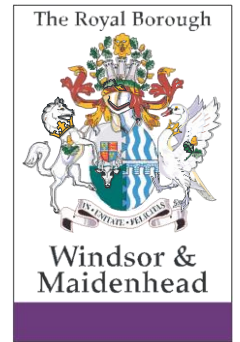




Trinity St Stephen CE Aided First School



Inclusion and SEND Policy

A handwritten signature in blue ink, appearing to read 'Ch. Megaw'.

Signed:

Headteacher

Dated: September 2020

Date of Next Review: September 2021

Rationale

The purpose of this policy is to support the continual school improvement and the raising of standards in attainment and achievement for all our pupils. In line with the school mission statement we strive to ensure that all are able to 'Thrive and achieve in a caring Christian community'.

Introduction

We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, religion, ethnicity, attainment or background. We recognise that some pupils will either permanently or from time to time have significantly greater difficulty in learning than the majority of children of the same age. Children will be given individual consideration and plans made working in partnership with parents and outside agencies where required. We believe all have the right to achieve and thrive in our caring Christian community. All children share an entitlement to a broad and balanced curriculum.

Aims and objectives

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. 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;
- economically disadvantaged children;
- any children who are at risk of disaffection or exclusion.

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- providing a caring environment where pupils can learn and develop to their full potential
- being committed to providing a broad and balanced curriculum
- enabling all to feel successful through a positive approach to learning and behaviour
- having high expectations for all
- recognising that all children are unique individuals with differing knowledge and skills

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- accessing other professional agencies for advice, such as Education Psychology, Speech and Language and Occupational Health.

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?

Implementation

Everyone in the school community, governors, staff, pupils and parents have a positive part to play in achieving provision for pupils with Special Educational Needs or a Disability (SEND). The SEND leader has overall responsibility for:

Management of the policy and monitoring its implementation

Assessment and provision for pupils with SEND

Keeping the governors informed

Maintaining the school's SEND register and overseeing class records, including Individual Education Plans (IEPs) for children

Providing advice or training to staff

Liaising with parents and outside agencies

Monitoring and evaluating provision

Admissions Arrangements

Our Admissions Policy states that children with Education Health Care Plans (EHCPs) will always be offered a place at Trinity St Stephen Church of England First School. This is subject to:

The needs of the child can be met

The education of other children would not be adversely affected

The efficient use of resources is taken into account

The school would want to offer appropriate transition support and meetings would be offered to ensure the school is ready and prepared for the child's arrival.

Identification

Definitions of Special Educational Needs and Disabilities (SEND) taken from section 20 of the Children and Families Act 2014:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Areas of Special Educational Need and Disabilities

Under the SEND Code of Practice 2014 pupils identified as having a special educational need or disability (SEND) will be considered within one or more of the following categories of need:

Cognition and Learning, including:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties, including:

- ADD
- ADHD
- Attachment Disorder

Communication and Interaction needs, including:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs, including:

- Visual impairment (VI)
- Hearing impairment (HI – including deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as deaf and blind)
- Physical disability (PD).

All those who teach children with SEND will be informed of their needs by the SENCo and by the previous class teacher/Learning support assistant. Parents will be informed termly of their child's progress.

Stages of Assessment

Stage 1 (monitoring) informal stage where the class teacher expresses concern and monitors the child.

During this phase the SENCo is informed and the parents are made aware of the concerns. Initial meetings are organised with parents as a way of gathering further information and understanding the parents views.

Stage 2 where a child is identified as having a need (see above) the school follow the Assess, Plan, Review, Do model (SEND Code of Practice 2014) The child is added to the school SEND register and an Individual Education Plan (IEP) is prepared and shared with the child and the parents. Regular reviews (at least termly) occur between the class teacher and the parents (and if appropriate the child)

Stage 3 Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs 104 assessment (see Chapter 9). To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support (SEND Code of Practice 2014) An agreed EHC is overseen by the Local Authority through the Annual Review

Impact

Impact is monitored through the gathering of information. Our aim is that SEND provision has a positive impact on all our pupils. Pupils progress is monitored through assessments where appropriate, observation, monitoring of the IEPs, information from other associated agencies, professionals and parents. Governors will be involved in monitoring the impact of the policy by receiving information from the headteacher/SENCo and, where possible, their own observations in school. Mrs Nicola Rispoli is the SEND governor.

Complaints Procedure

From time to time parents may have concerns about their child's education. It is always hoped that concerns can be resolved through direct communication with the class teacher or headteacher. The governor responsible for SEND can also be contacted through the school office. We encourage our parents to seek advice from the Independent Advisory Service

<https://cyp.iassnetwork.org.uk/service/information-advice-and-support-ias-service-for-windsor-and-maidenhead/>

Our Complaints Policy is on our website where other avenues have been exhausted.

Children with disabilities

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and the designated points of entry for our school also allow wheelchair access.

Teachers modify teaching and learning as appropriate for these children. For example, they may give additional time to children with disabilities to complete certain activities. Advice may be sought from experts such as Occupational Health and additional resources in the form of specialised equipment may be used following professional guidance.

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.

Resources

Resources are allocated to the budget for SEND through Section 42 (resources allocated by the Local Authority for the maintenance of the EHC Plans) and any resources allocated by the school. The Headteacher will manage funds allocated by the governors to SEND to meet the needs of pupils in the school with SEND.

All classes have access to a range of commonly used basic equipment:

Privacy dividers to help minimise distraction

Ear defenders

Fidget cushions

Fidget toys

Raised surfaces to help with writing positions

Calming space

The Headteacher organises training where training needs have been identified.

Disapplication and modification

The school can, where necessary, modify or disapply 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 Education 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, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Summary

In our school the teaching and learning, achievements, attitudes and well-being of every child are important. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning.

This policy links to the following policies:

- Assessment Policy
- Marking and Feedback Policy
- Equality Policy