

CALSHOT PRIMARY SCHOOL

Inclusion Policy



'At Calshot we aim to provide the highest quality of learning and care for ALL children in a safe and enjoyable environment, nurturing personal values, in partnership with parents, carers and the wider community. We expect everyone in our school to strive to achieve their full potential.'

Reviewed: 3rd December 2018

Introduction

Calshot Primary School operates its policy, provision and practice in accordance with the Special Educational Needs (SEND) Code of Practice and the Special Educational Needs and Disability Act (2014).

The SEND code of practice: 0 to 25 years is the statutory guidance that organisations, including Calshot Primary School, have a duty to follow. It relates to Part 3 of the Children and Families Act (2014) and its associated regulations.

More specific information can be found in the Calshot School Offer: www.calshot.bham.sch.uk 'SEND Offer'.

Aims and objectives for SEND provision

Calshot Primary School places great importance on striving to meet the needs of all pupils whilst giving them every opportunity to achieve the highest of standards. We recognise that some pupils may require additional help to access the curriculum and participate fully in learning; therefore every effort is made to ensure that pupils with special educational needs and disabilities (SEND) engage in the activities of the school alongside those who do not.

All Staff and Governors at Calshot Primary School will endeavour to meet the special educational needs of all pupils at the school by:

- Placing the aspirations of the pupil and their parents at the centre of all we do
- Ensuring early identification, so the pupil's needs are met to promote the best outcomes
- Creating an environment that meets the needs of every pupil so that they can achieve their learning potential
- Requesting, monitoring and responding to parent/carers and pupil views in order to evidence high levels of confidence and partnership
- Making clear the expectations of all partners in the process
- Ensuring a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- Ensuring support for pupils with medical conditions and full inclusion in all school activities, through consultation with health and social care professionals
- Identifying the roles and responsibilities of all staff in providing for pupils' special educational needs
- Ensuring reasonable adjustments are made that enable all pupils to have full access to the school curriculum
- Working in co-operation with the Local Authority and other outside agencies to ensure that there is a multi-agency approach to meeting the needs of all learners

Admission arrangements

All pupils will be admitted to Calshot Primary School in accordance with the Admissions Policy. Therefore the admissions arrangements for pupils with SEND are the same as those for every pupil. Prior to starting at the school parents/carers of pupils with an Education and Health Care Plan (EHC Plan), or one pending, will be invited to discuss the provision that can be made to meet their child's identified needs. Outside agencies may also be consulted to ensure smooth transition.

Identifying pupils who have special educational needs

Pupils make progress at different rates and times. This may be affected by their health, attendance, home circumstances or for another reason. These reasons alone would not mean that a pupil has SEN. Likewise those pupils who have a difficulty solely because their home language is different from the language in which they are taught may not be regarded as SEN.

A pupil has SEND where their learning difficulty or disability calls for special educational needs provision that is different from, and additional to, what is normally available to pupils of the same age. These learning difficulties or disabilities fall into 4 areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

We know that some children will have difficulty in more than one area and will do our best to meet their needs. At Calshot Primary School we will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all activities together with those pupils who do not.

The graduated approach to SEND support

Where a pupil is identified as having SEND we use the graduated approach of assess, plan, do and review. Provision for pupils with SEND is a consideration for the whole school. The Governing Body, Senior Leadership Team (SLT), Special Educational Needs and Disabilities Co-ordinator (SENDCo) and all other members of staff, in particular class teachers and teaching assistants have important day-to-day responsibilities. All teachers are educators of pupils with SEN.

How do we identify if a pupil needs to be placed on the SEND Register?

Our first stage in responding to a pupil's identified need is to ensure that 'quality first teaching', differentiated for individual pupils is in place. The SLT and SENDCo ensure that this happens through planning and book scrutinies, moderation, learning walks, lesson observations and training to address the needs of the pupils.

Where there are concerns that a pupil may have SEND class teachers begin a 'Record of Concern' to evidence where the pupil is having difficulties. This Record of Concern is shared with the SENDCo and next steps are decided upon.

We use Access to Education's Language and Literacy Continuum to assess pupils who are working significantly below the national benchmarks. Teachers and Teaching Assistants do this together and provide the SENDCo with evidence of a pupil's academic ability.

This information is used to decide upon the level of support required for the pupil: Universal, Targeted or Specialist. The information from the Language and Literacy Continuum is used to create an Individual Target Plan (ITP) for the pupil. These form the basis of an on-going assessment for the pupil and also inform the class teachers' planning.

For pupils whose level of need is assessed at Specialist Support, and outside agencies are involved, a Pupil Profile is devised to inform everyone that works with the pupil of their level of need, and ways that they can be supported.

Pupils may also be placed on the SEND Register if they present as having persistent social, emotional or mental health difficulties which are not improved by techniques usually used by the school. Other reasons may be if a child has sensory or physical difficulties or communication and/or interaction difficulties. Depending on the level of need specialists may be involved. We always consult and involve parents when making these decisions.

How do we assess progress?

The Language and Literacy Continuum and ITPs that we formulate from it allow us to track progress. Teachers use the ITPs on a daily basis to set targets for the pupil, inform their planning and to record evidence of achievement. Targets are reviewed as they are achieved.

It may be necessary, depending on the level of need, to involve an outside agency to carry out assessments and offer advice in setting targets for the pupil. Parents are always consulted and involved in making these decisions.

Targets are reviewed formally on a termly basis; this may be at a longer appointment at Parent's Evening, or at a separate review held with the SENDCo.

After our plan, do, review process we may use specialist expertise if we feel that the interventions we have implemented are still not having an impact on the individual pupil. The school will record the steps taken to meet the needs of the pupil, and the SENDCo will have responsibility for ensuring records are kept and available when needed. If we refer a pupil for an EHC Plan we will provide the Local Authority with a record of our work to date.

The school will assess each pupil's current attainment on entry. If the pupil already has an identified special educational need this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCo will use this information to:

- Provide a starting point for the development of an appropriate curriculum;
- Identify and focus attention on action to support the pupil within the class
- Use the assessment processes to identify any learning difficulties
- Ensure on-going observation and assessments to form the basis for planning the next steps to the pupil's learning

The identification and assessment of special educational needs where the pupil's first language is not English, requires particular care. Where there is uncertainty about the progress of such a pupil, a teacher will look carefully at all aspects of the pupil's performance across the curriculum to establish whether problems are due to limitations in their command of English, or arising from special educational needs.

Partnership with parents

At Calshot Primary School partnership with parents plays a key role in enabling pupils with SEND to achieve their potential. Parents hold key information and have the knowledge and expertise to contribute valuably to a shared view of their child's needs. All parents of pupils with SEND will be treated as partners and given the support to play an active and highly valued role in their child's education. We have regular meetings with parents of pupils with SEND in order that we can share progress that has been made, inform them of any outside interventions and share the process of decision making.

Calshot Primary School operates an open-door policy and the SENDCo encourages parents to speak to her regularly.

Parents are encouraged to use the school website: www.calshot.bham.sch.uk which contains more detailed information about special educational needs at the school under the heading 'SEND Offer'.

Children with SEND often have a unique knowledge of their own needs and views about what can help them. They are also encouraged to contribute to the assessment of their needs, the review and transition process.

The nature of intervention and support

The SENDCo and class teacher will decide on the action needed to help an individual pupil progress in light of earlier assessments and/or observations. This may include:

- Differentiated learning materials or specialist equipment
- Some group or individual support which may involve pupils being withdrawn to work with teachers or teaching assistants who have training in evidence based interventions
- Staff development and training to introduce more effective strategies

After initial discussions with the SENDCo, the pupil's class teacher will be responsible for working with them on a daily basis, and ensuring the delivery of any individualised programme in the classroom. Parents will continue to be informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and/or SENDCo on a termly basis.

Specialist agencies may be involved if a pupil continues to make little or no progress despite considerable input and adaptations. These agencies may act in an advisory capacity, provide additional specialist assessments or be involved in teaching the pupil directly. This action will be implemented, at least in part, in the normal classroom setting. The delivery of the ITPs continues to be the responsibility of the class teacher.

Monitoring and evaluation

The SENDCo monitors the movement of the pupils within the SEND system and provides staff and Governors with regular summaries of the impact of the policy on the practice of the school.

The impact that evidence based interventions has for an individual pupil is monitored termly through provision mapping, and next steps are decided upon.

At the start of each academic year an Action Plan is devised to outline actions needed for the coming year. The SENDCo and Head Teacher then hold regular meetings to review the Action Plan for that year.

In addition the SENDCo, and the named Governor with responsibility for SEND, meet regularly and findings are fed back to the Governing Body.

School request for an Education and Health Care Plan (EHC)

An Education, Health and Care plan (EHC plan) is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. A request can also be made by:

- the school
- a doctor
- a health visitor
- a nursery worker

The school will make a request to the Local Authority if the pupil has demonstrated significant cause for concern. The Local Authority will be given information about the pupil's progress over time, and will receive documentation in relation to the pupil's special educational needs and any other actions taken, including resources or special arrangements put in place.

This evidence may include:

- Previous individual plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of health and medical history where appropriate
- Attainment in English and Maths
- School based assessments and any other assessments for example from an advisory specialist support teacher and Educational Psychologist
- Views of the parents

Roles and responsibilities

Role of the SENDCo at Calshot Primary School

The SENDCo at Calshot Primary School is Mrs Sarah Patterson. Her responsibilities include:

- Overseeing the day-to-day operation of the school's Inclusion Policy
- Co-ordinating provision for pupils with SEND
- Liaising with and advising fellow teachers and teaching assistants
- Overseeing the records of all pupils with SEND
- Liaising with parents of SEND pupils
- Contributing to the in-service training of staff
- Liaising with secondary schools to ensure support is provided for SEND pupils in Year 6 as they prepare to transfer

- Liaising with external agencies, including the Local Authority's Support, Educational Psychology Services, Visual and Hearing Impairment Services, Communication and Autism Team, health and social services and any voluntary bodies that may be involved
- Co-ordinating and developing school based strategies for identification and review of pupils with SEND
- Monitoring the progress of pupils on the SEND register

The role of the SEND Governor and Governing Body

The named SEND Governor at Calshot Primary School is Mrs Mary Greening.

The Governing Body has a responsibility to ensure that appropriate safeguarding procedures are in place including those who are SEND.

The SENDCo and the SEND Governor meet termly. These meetings serve to:

- Help raise awareness of SEND issues at Governing Body meetings
- Ensure that the school's notional SEN budget is appropriately allocated to support pupils with SEN
- Give up-to-date information to the Governing Body on the quality and effectiveness of SEND provision within the school
- Help to review the school's policy on provision for pupils with SEND

Complaints procedures

Most complaints are easily resolved with the class teacher or SENDCo. However, if after consultation the parents feel they have not received the outcome they would like, they will be directed to the Head Teacher, Mr. Wayne Simner, who will endeavour to resolve the issue. He may direct the parents to the Governing Body should the need arise. The Chair of Governors is Mr Dharmesh Rajput.