



Fly High. Soar

SEN Inclusion Policy

Date Reviewed September 2016

Signature _____
(Chair of Governors)

Carleton Green Community Primary School Inclusion Policy for SEN Pupils

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 -25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Sept 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012

Contact details

Our SENCo is Miss Nicola Chippendale and can be contacted on 01253 891228.

At Carleton Green Community Primary School, we are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement, children are encouraged to gain knowledge, confidence and independence and achieve the highest standards in all aspects of school life. Every teacher is a teacher of every child including those with Special Educational Needs (SEN).

Carleton Green Community Primary School is a larger than the average sized primary school with a positive, inclusive ethos. Relationships and behaviour management within the school are good. The number on roll has increased to 337 at the start of 2016/17. Due to admitting 45 pupils annually, our pupils are taught in mixed age classes. There are eleven classes in school.

Aim (the longer view)

In order to meet the SEN of our children at Carleton Green, we intend ...

- To have regard to the Code of Practice 2014 on the identification and assessment of special educational needs
- To follow the guidelines laid down by Lancashire Education Authority
- To create an environment that meets the special educational needs of each child
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN
- To ensure that the special educational needs of children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To enable all children to have full access to all elements of the school curriculum and school life.

- To enable children in the school to work towards promoting a positive self-image and self-worth
- To raise the aspirations of and expectations for all pupils with SEN
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process
- To use a variety of teaching styles and cater for different learning styles to allow children with SEN to access the National Curriculum
- To work with outside agencies who provide specialist support and teaching for children with SEN

Identifying special educational needs

Our school adopts a graduated approach with four stages of action: assess, plan, do and review.

1. **Assess** - In identifying a child as needing SEN support, we will carry out an analysis of the child's needs. This initial assessment will be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting.
2. **Plan** – The class teacher and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge.
3. **Do** - The class teacher is responsible for working with the child on a daily basis. With support from the SENCO, they will oversee the implementation of the interventions or programmes agreed as part of SEN support.
4. **Review** - The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support will be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They will agree any changes to the outcomes and support for the child in light of the child's progress and development.

We will consider the needs of the whole child not just the special educational needs of the child.

The following may impact on progress and attainment but are not Special Educational Needs:

- Disability
- Attendance & punctuality issues
- Health & welfare
- English as an Additional language
- Being in receipt of Pupil Premium Grant

- Being a looked after child
- Being a child of Serviceman/woman
- Behaviour issues

A graduated response to SEN Support

On Entry - When children are first admitted to the school, the class teacher meets with parents to identify any needs at an early stage. The school works closely with nurseries to ensure that the school has accurate information about incoming pupils.

In school, if a teacher has a concern, they meet with the SENCo who will then arrange a meeting with parents to share information and concerns. At this stage, a CAF may be completed which can involve support from outside agencies. A decision may also be made to involve the support of SEND for the Educational Psychologist. Alternatively, the child might be recorded as monitoring.

Our school applies the ASSESS – PLAN – DO – REVIEW cycle before making the decision to place a pupil on the special educational needs record.

Through every year group, half termly monitoring takes place to identify pupils with SEN and also to track the progress of those on the SEN record.

At any time, if a child's progress is causing concern, they may be placed on the school record under Wave 2 – this would take place where the teacher felt that classroom differentiation was insufficient to meet the needs of the child, and extra planning and school resources are required. A Passport would be written by the class teacher at this stage, and shared with the pupil and parents. Children who are considered to not be making the required progress are not on track to meet the expected standard by the end of the academic year i.e. not making at least 30% progress each term. If, following extra resources e.g. booster sessions or precision teaching, such additional teaching has failed to make an impact, the child might be moved to Wave 3, with support being sought from outside agencies. Some children might be placed on the record immediately at Wave 3, for example children with a physical disability requiring on-going support from external agencies.

Passports will be reviewed on a termly basis and copies of the new passport will be shared with families and a copy made for home. The views of the child and parents' are included.

Where a request for an Education Health Care Plan is made by the school 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 educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide evidence to support the cause for concern:

Passports for the pupil, records of regular reviews and their outcomes, the pupil's health including the child's medical history where relevant, detail of current attainment against the expected standards, educational and other assessments, advice from any external agencies, educational psychologist report, views of the parents of the child and the child, involvement of other professionals such as health, social services or education welfare service.

A request for an Education Health Care Plan involves consideration by the LA, working cooperatively with parents, the school and other agencies, as to whether a statutory assessment of the child's special educational needs is necessary.

High quality teaching which is differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. At all times, teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants. The Head Teacher and Senior Leadership Team regularly and carefully review the quality of teaching for all pupils.

Managing Pupils' needs on the SEN register

A whole-school register will be produced each term by the SENCo. Our school adopts the ASSESS – PLAN – DO – REVIEW cycle on a termly basis. Passports will be produced which tell us exactly what needs have been identified and how to remove key barriers to learning effectively. The class teacher is responsible for evidencing progress according to the outcomes described in the Passport.

The Head Teacher, Senior Leaders and class teacher meet once each term for Pupil Progress Meetings and the progress of pupils on the SEN register are discussed at this time. At these meetings, the level of provision is decided for each individual pupil. A provision map is created and updated by the SENCo and the impact of this provision is monitored on a termly basis.

The Local Offer can be accessed via our school website.

If a pupil requires additional support/engaging specialist services, the SENCo will initiate appropriate support keeping parents informed at all times.

Criteria for exiting the SEN register

After discussions with the SENCo and class teacher, if a child is doing sufficiently well to come off the SEN register then parents will be informed accordingly.

Supporting pupils and families

- Our Local Offer can be accessed on our school website
- Our SEN Information Report can also be found on our website.
- We make links with a wide range of other schools and agencies including primary schools and secondary schools, our local children's centre and a wide range of agencies.
- We meet year 7 link tutors for all our transfer secondary schools to ensure continuity of progression. We also encourage our pupils to undertake carefully planned taster days, which we view as very beneficial to our SEN pupils.

Supporting pupils at school with medical needs

- Our school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special education needs and may have an Education Health and Care Plan which brings together health and social care needs, as

well their special educational provision and the SEND Code of Practice (2014) is followed.

Monitoring and evaluation of SEND

Our evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

Evidence of the effectiveness of our SEN pupils will be shown by:

- ongoing teacher and LSA observations of the child in the daily classroom setting
- differentiated short-term planning by the class teacher to meet the child's needs
- records and evidence of the child's work showing progress towards curriculum objectives
- evidence of progress towards targets at the Passport reviews
- more age-appropriate scores on standardised testing
- records and evidence of the child's progress towards improving behaviour
- discussion at an appropriate level with the child about their progress
- discussion with parents about the child's progress
- discussion with outside agencies about the child's progress

Training and resources

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENCo. The SENCo will keep fully up to date about SEN issues through attendance at training and cluster meetings. In addition, the SENCo will develop her skills through attendance at specialist training discussions with outside specialists and through reading.

Other staff will be kept up to date by the SENCo informally and at staff meetings. Teaching assistants will need to have a wide range of knowledge of SEN and the curriculum. This will be regularly up dated through training and working in partnership with teachers and the SENCo.

Roles and Responsibilities

The Governing Body has identified a governor to have oversight of SEN provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Carleton Green this role is undertaken by Mr Andy Walker who will meet regularly with the SENCO.

The SENCo will keep the governing body informed about the special educational needs provision made by the school. The SENCO will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO will identify areas for development in special educational needs and contribute to the school's development plan and will co-ordinate provision at school action, action plus and for statemented pupils.

All teaching and non-teaching staff are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress. The Senior

Leadership Team will work with class teachers and support staff to monitor progress made by pupils across the school.

Our Designated Person for safeguarding is Mrs Susan McGrath with the back up DSL being Mr Stephen Boyd. The SENCo alongside the Strategic and Financial Lead is also responsible for managing Pupil Premium Grant and Looked After Children funding.

Storing and managing information

All information relating to special needs is securely stored.

Reviewing the policy

The policy will be reviewed on an annual basis.

Accessibility

Pupils with special educational needs will be admitted to Carleton Green Community Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs at early years action or action plus. If the school is alerted to the fact that a child may have a difficulty in learning, they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

See our Local Offer and SEN Information Report on our school website for further details.

Dealing with complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher will meet together with the parent or carer to resolve the issue. If the SENCo is unable to resolve the difficulty, the parents concerns should be put it in writing to **Mr. M. Ball**, who is the Chair of Governors. If required, the school will inform parents about Parent Partnership and how to make representations to the LA. For further details, see our Complaints Policy.

Bullying

Reference should be made to our Anti-bullying policy which aims to ensure that the pupils of Carleton Green Community Primary School learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Our Policy sets out the procedures for dealing with bullying incidents.

Aiming to prevent Bullying

- Within the curriculum the school will raise the awareness of the nature of bullying through the teaching of PSHE, via the Social and Emotional Aspects of Learning (SEAL) resources and materials.
- Peer Mediators and a Buddy bench will be used to support friendship issues on the playground.
- The school will also raise awareness through cross curricular teaching.
- The school will raise awareness by taking part in Anti-bullying campaigns such as 'Anti-bullying week.'
- The school will raise awareness by incorporating the issue into the annual assembly programme.
- Anti-Bullying information and courses for pupils and parents on the school website.

The school endeavours to raise as much awareness as possible and to promote an understanding of anti-bullying, in an attempt to eradicate such behaviour.

Access to the full life of the School

All pupils whether they have special educational needs or not will be involved in the full life of the school. This happens in a number of ways:

- ensuring that SEN pupils receive differentiated homework where appropriate
- ensuring that school trips are planned to accommodate the needs of all pupils. School will ensure that payment is made for all such trips should parents be unable to afford funding.
- a range of clubs will be offered and SEN pupils' attendance will be monitored.
- school teams will sometimes be chosen to include SEN pupils. All pupils including SEN will represent the school in sport during their time at Carleton Green.
- all pupils including those on the SEN register will have a performing part in whole school plays and they will receive support to ensure that they participate fully
- Assemblies will celebrate the achievements of all pupils including those on the SEN record

2016/17