

SEND & Inclusion Policy

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1. Introduction

The James Cambell Primary School is committed to providing an appropriate and high quality education to all the children who attend. We believe that all children, including those identified as having special educational needs and disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them; and that they should be fully included in all aspects of school life.

Our Mission Statement, “**Believe to achieve for a brighter tomorrow**” encompasses our shared vision – that all of our pupils, regardless of circumstances, should be enabled to be the absolute best that they can be.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Our school is committed to inclusion. Part of the school’s strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way – what is fair is not always equal - but that we will respond to learners in ways which take account of their varied life experiences and needs.

Our school publicly supports and values diversity, actively promotes inclusion and openly opposes all forms of discrimination, through work in the curriculum, displays around the school, correspondence with parents and discussions with pupils.

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

- girls and boys, men and women
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers
- those who are in families under stress
- any learners who are at risk of disaffection and exclusion

2. Aims

All children at our school are valued equally and welcomed. Children with special educational needs are valued members of our school community. We aim to ensure that all children have an equal opportunity to engage in a broad, balanced and appropriate curriculum and that all needs are met. All children should have access to the environment, resources, staff and activities available within the school.

We recognise the need to consider individual children when planning the curriculum and aim to provide a curriculum that is accessible to the needs of our children.

We recognise the importance of early identification and assessment of children with Special Educational Needs, in order that the curriculum can be planned to meet their needs.

Whilst recognising that all children should have their needs met through whole class teaching, we aim to provide effective intervention through different levels of action.

Some children will require additional support to ensure access to the curriculum. We will aim to provide suitable support to ensure access to the curriculum, while also helping to develop pupil's independence.

We aim to provide suitable support strategies. When required we will seek the advice and support of appropriate external agencies.

We support the establishment and maintenance of close links with all agencies working with a child.

3. Special Needs

Definition of Special Educational Needs/Disability

Children have Special Educational Needs if they have a learning difficulty that calls for special 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 the educational facilities generally provided for children of the same age.
- Children with social, emotional and behavioural difficulties that interfere with their learning have special educational needs.

Principles

Our school's policy details how it will try to ensure that necessary provision is made for any pupil who has special educational needs. Regard is given to the Special Educational Needs code of Practice when carrying out our duties towards pupils with special educational needs.

The Code of Practice gives practical guidance aimed at enabling children with special educational needs to reach their full potential.

The key principles are:

- Every child is entitled to experience success and feel valued.
- Every child is entitled to have his or her particular needs recognised and addressed.
- Pupils with special educational needs should be offered full access to a broad, balanced curriculum and relevant education, including the Foundation stage and National Curriculum along with their peers.
- Early identification and assessment of difficulties are essential when planning special educational provision.
- The teaching of pupils with special educational needs is a whole school responsibility.
- Parents/carers of pupils with special educational needs have a right to be fully informed and involved in their children's education.
- The views of pupils with special educational needs should be taken into account and we will encourage them to participate in decision-making processes.
- Pupils with special educational needs should be encouraged to participate in all activities offered by the school, together with pupils who do not have special educational needs, providing that this is reasonably practical and compatible with the effective education of the other pupils.

Co-Ordination of Special Educational Provision

The school's Inclusion Manager is **Valerie Kinsella**.

The school SENCo is **Cheryl Braniff**

The responsibilities include:

- Overseeing the day to day operations of the school's Inclusion policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising colleagues.
- Planning interventions and programmes of work for the teaching assistants and nursery nurses to deliver to individual pupils and small groups.
- Assessing pupils.
- Observing pupils in the classroom.
- Maintaining the records of all children in accordance with LA paperwork.
- Liaising with parents.
- Conducting Annual reviews for statemented children and preparing all paperwork.
- Holding review meetings for children being supported through school action plus and when appropriate those supported at school action.
- Recording minutes of meetings.
- Preparing and writing reports.
- Liaising with the Inclusion Managers of feeder Secondary Schools to ensure a smooth transition for children in year 6.
- Keeping the Head, Senior Leadership Team and Governors informed of issues.
- Managing teaching assistants and nursery nurses.
- Managing the school budget in order to obtain and allocate suitable resources.
- Liaising with external agencies including the LA's advisory team, the educational psychology service, health and children's services and voluntary bodies.
- Contributing to in-service training of staff.
- Reviewing, advising and/or writing of IEP's for children, in consultation with parents, teachers and outside agencies.
- Being aware of research into best practice and using it to inform policy and practice in school.
- Supporting individual children and/or small groups.
- Meeting with nurseries and pre- schools in order to ensure transition into school.
- Updating SEN and vulnerable register regularly.

Admission Arrangements

All children are welcome at The James Cambell Primary School. Every effort is made to meet individual needs. Admission arrangements for children with special education needs are no different from the school's usual admission arrangements,

Provision for pupils who have medical conditions

We aim to ensure that children with medical conditions can participate in the life of our school safely. When the need arises key staff are made aware of medical conditions and in some cases all staff are notified about individual children and their needs. Pupils with a specific health condition may need a Health Care Plan which is written jointly between school, parents and the school nurse.

Identification

Many of our children attend our nursery. Most children are visited at home before starting the nursery. Information is collected through close contact between home and school and through early observations. This allows for early identification and planning to take place. On entry to school,

children will be monitored to ensure smooth transition and the class teachers will meet with the Inclusion Manager to discuss individual children. At the end of the year teachers will also meet with the next class teacher. Children are assessed at the beginning of the year and every half term. Children's progress is tracked each half term in order to monitor progress and identify areas of concern.

All teachers plan, teach and assess as part of a continuous cycle. Where a pupil continues to experience difficulties or gives cause for concern, the teacher can refer the child to the Inclusion Manager for further observation, advice and assessment at any time.

Assessments can take the form of observation, discussions, analysis of work as well as standardised and diagnostic tests. Assessment can highlight that a child is experiencing difficulties and planning can be adapted accordingly to incorporate differentiated activities, creating an effective learning environment, including teaching styles and groupings, the provision of specific resources and the setting of suitable targets.

All parents/carers of children will be kept fully informed during this process and their contributions and advice will be sought. This will take place during open evenings twice each year, termly or biannually review meetings, or at any other time that is deemed necessary by either the school or at the request of parents.

We also use class teacher questionnaires and analysis of pupil progress, NC levels and behaviour data to help us identify pupils requiring additional support.

Individual targets are set for those pupils with specific difficulties and these will be discussed with teachers, parents and pupils where appropriate. These targets will be reviewed regularly and will make up the pupil's Individual education Plan (IEP).

Children with English as an additional language need careful consideration, if there are concerns about their progress. Arrangements are made to seek support from the EAL Co-ordinator and the Language Support service before identifying these pupils and having Special Educational Needs.

Provision

If a child is identified as having Special Education Needs then the school will need to provide intervention that is over and above that which is normally available to the majority of children. For a number the action taken will meet their needs. Where this is not the case and adequate progress is not made, additional action needs to be taken and pupils will require increasing levels of support.

Much of the support provided for the pupils can be given within their classrooms. However sometimes children will need intervention that is best provided outside of the class within a small group, in pairs or individually. These interventions may be to follow particular programmes e.g. reading, or speech and language. Some children benefit from having workstations in the classroom.

This enables them to be taught additional tasks and to work independently on activities that have been mastered. The Inclusion Manager or SENCo will support the setting up of workstations and provide equipment and resources when required. Training is also given on using workstations following the TEACCH method. (Treatment and education of autistic and related communication handicapped children)

All intervention takes place in the afternoon and most groups are time limited for approximately 10 weeks. Assessment data is recorded before and after intervention in order to demonstrate progress. Many of the interventions taking place at JCPS have a sound evidence base to show that they impact upon pupil attainment. Staff training has taken place to enable a wide range of interventions to take place.

Our school also has an Additionally Resourced Provision (ARP) – Cambell Primary Centre - attached to the school – for pupils with Behaviour, Emotional and Social difficulties. Pupils from school across the Local Authority can attend the ARP for up to three terms.

The SEND framework for the school provides information on the types of provision available and details of how staff, resources and funding are allocated.

4. In-Service Training

The school is committed to providing and facilitating attendance at in-service training in the area of SEN/D. The Inclusion Manager keeps up to date with development in the field of SEN/D and attends relevant training. Information is shared at INSET. Whole school training is given in relevant areas. Where teachers express an interest in a particular area or there is a relevant course, this will be accommodated. Teaching assistants' and nursery nurses are encouraged to attend relevant training.

5. Outside Agencies

The school has an educational psychologist allocated who works in partnership with the school to support pupils. This role includes carrying out further assessment, consulting with staff and parents and providing training and advice. The Inclusion Manager meets with the educational psychologist each term. The LA advisory service supports the school through whole school training, year group work and some individual support and advice. The Inclusion Manger will seek advice from the service when necessary. In addition the school will bid for support for whole school training and for particular curriculum support. The Inclusion Manger will also seek advice from the speech and language service and from health e.g. paediatricians, child and family and the mental health team.

6. Monitoring & Evaluation of SEN Provision

The success of strategies which are put in place to support each pupil will be evaluated at their review meeting, which is held at least twice each year. A new Individual Education Plan will be prepared three times each year. Parents, and where appropriate outside agencies, will form part of these reviews.

The Inclusion Manager meets with teachers, teaching assistants and nursery nurses on a regular basis and formally at meetings (including pupil progress meetings) to discuss needs and arrangements. Each teacher is responsible for updating their register and maintaining their Inclusion file.

The Head teacher meets with teachers, teaching assistants and nursery nurses to inform on the impact of the policy and practice within the school.

Information is reported to the Governing Body on an annual basis. The governor for SEN meets at least twice a year with the Inclusion Manger to discuss the effectiveness of the provision and to update on any issues.

7. Roles & Responsibilities

The Governing body should:

- Ensure that the school complies with Race Relations, Disability and SEN related legislation, including the general and specific duties.
- Ensure that the policy and its related procedures and strategies are implemented.
- Give details of a nominated governor who has the lead responsibility for educational inclusion and equalities issues.

The Head teacher should:

- Ensure, along with the governing body, that the policy and its related procedures and strategies are implemented.
- Ensure that all members of staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfill their responsibilities.
- Take disciplinary action against staff or pupils who discriminate or contravene the policy.
- Ensure that issues of equality and inclusion are addressed within the PSHE and Citizenship curriculum.

All staff should:

- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping.
- Not discriminate on grounds of race, disability, or other equality issues.
- Keep up to date with equalities legislation by attending training and information events organised by the school or LA.
- Refer incidents to relevant co-ordinators.

Teaching staff should:

- Ensure that the pupils from all equality groups have full access to the curriculum.
- Promote race equality, disability equality and diversity through teaching and through relations with pupils, staff, parents/carers and the wider community.

Pupils should:

- Report incidents of discrimination, prejudice and bullying.
- Take part in curriculum opportunities.
- Treat fellow pupils as they would wish to be treated.

Visitors and contractors should:

- Comply with the school's educational inclusion policy.

Pastoral support and life skills

All teachers and teaching assistants at our school support pupils, both those in their own classes and those from other classes (and in line with our Child Protection Policy). Pupils can refer to any member of staff or to the School Council to register concerns. Work in the PSHE and Citizenship programmes and the displays around the school helps to reduce prejudice and isolation.

Action to obtain pupils views

Pupils' views are sought regularly through circle time, pupil councils and assemblies.

Partnership with parents/carers

Staff and parents/carers work together to support all pupils. We communicate with parents through school newsletters, the school prospectus, the school website and annual reports (on which there is space for parental comment). Parent/teacher consultation evenings are organised each term.

Staff recruitment and professional development

We welcome and actively encourage (with reference to our equal opportunities policy) applications from staff from minority groups. Inset is arranged periodically for staff to increase their ability to address a diversity of pupils needs, including Inset for all, to increase awareness of their pastoral role.

Access to the environment

All parts of our school are accessible to all children and adults. There is dedicated parking for wheel chair users in the staff car park.

Access to the curriculum

All children are entitled to a broad and balanced curriculum and to the National Curriculum. The class teacher, advised by the Special Educational Needs Co-ordinator, provides differentiated learning opportunities for children as necessary. Within each class, teaching and learning styles and organisation are flexible to ensure effective learning; this is recorded in teachers' planning. Class teachers also carry out assessments of children's progress. We make every possible attempt to include all children in out of school activities, including extra curricular activities, day visits and residential visits.

Access to information

We adapt printed materials so that children with literacy or visual impairments can access them more easily. There are alternatives to paper and pencil recording where appropriate and there is access to peer/adult scribing. The school recognises the importance of providing translated materials to community members to whom English is not their first language; wherever possible translated correspondence is arranged.

8. Monitoring arrangements

This policy will be reviewed every 3 years by the headteacher.