



**Inclusion/ SEND Policy  
Autumn 2016  
Inclusion Manager: Linda Hanson  
SENCO: Danielle Shackleton**



## **Rights Respecting School**

*Glusburn Community Primary School* is proud to be a UNICEF Rights Respecting School. Our school was the first in North Yorkshire to receive the award in 2009.

This Policy covers the following Rights in respect of UNICEF's The Convention On The Rights Of The Child:

- **Article 29 (Goals of education):** Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.
- **Article 23 (children with a disability):**  
A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all they can to provide free care and assistance to children with disability.

### Glusburn Primary School Mission Statement.

We want our school to be a place where everybody feels welcome.

We want all our children to feel safe and happy so that they can enjoy their learning and achieve to their full potential.

We will provide a stimulating learning environment, offering a variety of exciting learning opportunities and experiences within a broad and balanced curriculum.

We aim to give children the best possible start to their education by developing their independence, curiosity, imagination and desire to learn.

We will promote our common values and value our differences within the school and the wider community.

#### **Our common values**

- Show Respect
- Practise Manners
- Being Safe
- Working together
- Being Honest, Trustworthy and Responsible citizens.

#### **Every Child Matters**

Overriding common values:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Economic well-being



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**Objectives of the policy.**

This policy outlines how the school community actively seeks to remove the barriers to learning and participation that can hinder or exclude individual children or groups of pupils who have been, or are in the process of being identified, with SEND. This means that equality of opportunity must be a reality for all our children. This includes those children with a statement or Educational Health Care Plan.

This policy follows the legislation which the school must legally adhere to:

Race Relations Act 1976 / 2000  
Sex Discrimination Act 1975, 1999 & Gender Equality Duty 2007  
Employment Equality Regulations 2003 / Equality Act 2007  
Disability Discrimination Act 1995 / 2005  
Every Child Matters 2005  
LEA Admissions policy  
Children and Families Bill 2013  
SEND Code of Practice 2014

**What is Inclusion?**

Inclusion is an aim - to ensure that pupils maximise the opportunities to participate in the school curriculum, and therefore to achieve their potential. We pursue this aim by: promoting an inclusive approach, anticipating and overcoming barriers to learning and participation, and monitoring feedback to tell us whether we are getting it right or wrong.

Barriers to learning and participation could include:

- Differing academic abilities
- A range of physical abilities
- Medical needs
- Behavioural needs
- Different ethnicities and faiths
- Family and home life challenges
- Language - English may be an additional language
- Discriminatory attitudes and practices

While the primary focus is on children, the need for Inclusive approach also extends to how staff and parents are treated, to ensure that barriers are not put in their way to acting in partnership with the school.

**Philosophy**

**The school community believes that:**

All pupils are equally valued and the school has high aspirations for all  
All pupils are the shared responsibility of all staff  
All pupils are entitled to a broad and balanced curriculum which is personalised and focused on outcomes.  
Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement  
Early and accurate identification is essential  
There will be a flexible continuum of provision for pupils with additional needs  
SEND and high needs funding will be used efficiently to ensure good progress of pupils with additional needs  
Staff will be given appropriate training to allow them to meet a wide range of needs  
Parents will be fully involved as partners in their child's education  
Pupils will be encouraged to give their views on what learning and provision is like for them  
Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND policy and provision.



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### **Procedures**

The Headteacher, Inclusion Manager and SENCo ensure that the school's SEND provision meets the needs of individual and groups of children in line with statutory legislation, and that the progress and outcomes for SEND children is reviewed on a regular basis.

The Inclusion Manager and SENCo ensure that the day to day provision in classrooms for SEND children is high quality and effective in moving SEND children forward. They liaise with parents alongside class teachers in ensuring the best possible outcomes and liaise with outside agencies to provide additional support and guidance. They are involved in monitoring teaching and learning and are members of the SLT. The Inclusion Manager and SENCo maintain and update the school SEN register and ensure that children are placed on or removed from the register following discussion with parents.

The Inclusion Manager and SENCO meet with the Inclusion Governor on a regular basis to discuss, monitor and evaluate provision, progress and attainment. The Inclusion Governor then reports to the full governing body.

Class teachers are responsible for the day to day provision for the SEND children in their class. They ensure teaching and learning is differentiated to meet the need of the children as well as monitoring and evaluating the children's progress including setting future targets for them. They report to the SENCO any child that may be causing concern and are responsible for reviewing and updating children's IPM's and Inclusion Passports every 6 weeks. They meet with the parents of SEND children as part of this process to ensure they have a voice in the provision their child receives as well as gathering the views of individual SEND children on the provision they receive (age appropriate).

The Learning Mentor may work with SEND children as and when a need is identified. This provision is arranged through discussions between the class teacher, Learning Mentor, Inclusion Manager and/ or SENCo.

Teaching assistants provide specified work and carry out planned programmes of work according to children's IPM's and are directed by the class teacher. Advanced Teaching Assistants deliver additional interventions outside of quality first teaching. These are organised by the Inclusion Manager and SENCo in discussion with class teachers. The quality and effectiveness of these interventions are closely monitored by the Inclusion Manager and SENCo.

Midday supervisors and other ancillary staff are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.

### **Assessment**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns about their child and to enlist their active help and participation. The class teacher and the SENCo assess and monitor the child's progress in line with existing school practises, acquiring external assistance and resources as and when necessary. The Inclusion Manager/ SENCo works closely with parents, teachers and advanced teaching assistants to plan an appropriate programme of intervention and support.

The assessments of children, reflects as far as possible their participation in the whole curriculum of the school. The class teacher and SENCo break down the assessment into smaller steps in order to aid progress and provide accurate indicators. For the assessment of some children who do not make progress at the same rate as their peers staff use the additional resources of PIVATS (Performance Indicator of Value Added Target Setting) and/or P Scales to plot pupil progress and aid in target setting for these pupils. This record can then be passed through Primary school and be transferred to Secondary school so that personalised learning can take place.

Assessment is also used to determine when sufficient progress has been made to remove a child from the SEN register completely or finish an Educational Health Care Plan. Parents will be kept informed at all times of any changes made to their child's status on the SEN Register.



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### **Response and action**

Following the introduction of the Children and Families Act 2014, Special Educational Needs and Disability Code of Practice 2014 the categories of School Action, School Action Plus and Statements as a means of offering a graded response to children's special educational needs no longer exist. In their place children on the SEN register will be provided a graduated approach which may include differentiation of learning within lessons, additional small group work or interventions, pastoral support or 1:1 sessions. This graduated response will include termly reviews of the progress made and adaptations to the support provided as required.

All children on the SEN register will have an Individual Provision Map (IPM) detailing the support given as part of the graduated approach. A copy is sent home to parents and a copy will be kept in the class Inclusion folder so that the Class Teacher, ATA have continued reference to a variety of strategies that may be used.

As part of the graduated approach to SEN the class teacher, Inclusion Manager and Learning Mentor are supported by outside agencies, such as Educational Psychologist, Behaviour Support, Learning Support, Speech and Language Therapists, English as an additional language support, Autism Support, Social Services, Education Social Workers, School Nurses and Community Paediatrician. Parental permission will be sought for any referral to an outside agency as well as being involved in all meetings that are conducted either by attending actual meetings with the outside agency or receiving feedback from the Inclusion Manager.

For children who have more complex needs, and Educational Health Care Plan (EHCP) may be written and monitored by all professionals who are involved with the child alongside parents and, if appropriate, the child. This will replace the current statutory assessment process that leads to a statement of need. Each EHCP will be reviewed annually by all involved and may result in additional funding to enable the school to employ support for the child of 22 hours plus. The support is dedicated support for a specific child however it is recognised that every child needs to be independent and the PSA may work with the allotted child and a small group should this be appropriate.

### **Moving On**

A transition review for children with Statements of Need/ Educational Health Care Plans takes place with the LEA at the end of Year 5/beginning Y6 to prepare for difficulties the children may encounter and put in place any strategies to help the child should it be needed.

Children with a statement/ Educational Health Care Plan in Year 6 and going to South Craven School will be taken by Teaching Assistants on separate visits to ensure that the children are fully prepared before they go on their induction day with the rest of their peer group. Children with special needs in Y6 who go to any school outside the cluster area are also taken to see their new school to enable them to adjust before they have to move. The IM/ SENCo from that school is also invited to the transition review for that child.

We have an open policy of sharing information of children who move to another school at any age. Any documents, pieces of work or IPM that would help the child to continue their development are sent on to the new school.

Children on the SEN register have small group work to help them with the transfer to Secondary School. This covers all aspects of school life and moving on to 'Big School' and what it entails.

### **More Able, Gifted and Talented**

Children who have exceptional aptitude for learning or physical skills may also have needs which aren't fully covered by differentiation of the curriculum. If these aren't addressed at school, then the child is likely not to fulfil his or her potential. In some cases this may cause behavioural challenges.

While this policy is primarily intended to serve those who need support to get full access to the curriculum, the same practices will be applied to a gifted, talented and able child e.g.

- They will be catered for by the inclusion policy as well as all other pupils
- They will be noted on the More Able, Gifted and Talented Register.
- Parents, and if possible the child, will be consulted about their needs.



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- Their needs will be assessed, if necessary involving outside agencies

**Whole school approaches:**

- All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all
- Regular communication takes place between class teachers, TAs, SENCo, parents and pupils to ensure good progress
- All staff have appropriate access to up to date information about pupils with additional needs
- The Inclusion Manager/ SENCo offer advice on differentiation to all staff
- Pupils are supported alongside their peers whenever possible
- All pupils, including SEND pupils, are encouraged to join in extra-curricular activities and pupil led teams
- All SEND pupils have individualised targets within an Individual Provision Map
- Provision maps are shared so that staff, pupils and parents know what reasonable adjustments and individual strategies are available
- Training for staff is identified and arranged for staff
- Provision for pupils with SEND is reflected throughout school self-evaluation
- The complaints procedure is transparent and easily available to parents via the parent policy page of the school website, or available on request
- Good access arrangements are made so that all pupils can demonstrate their full potential in tests and exams
- School uses the local authority's local offer to inform the school offer. This is published on the school website.

**Individualised approaches:**

- Additional interventions will be implemented as necessary and these interventions will be monitored and evaluated by the Inclusion Manager/ SENCo
- Additional help will be sought appropriately from outside agencies e.g. Educational Psychologists, Enhanced Mainstream Schools, ASCOSS etc.
- All SEND pupils will have individualised provision maps and Inclusion Passports but some children may have behaviour plans, risk assessments or health care plans
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and pupil will be respectfully listened to and their views will inform Individual provision Maps.
- TAs will be trained so that they can encourage and support pupils, regardless of communication needs, to make their views known.
- Transition arrangements will be personalised to support additional needs.
- The Inclusion Manager and SENCo will be appropriately qualified and have the skills required to meet statutory duties.



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- Designated finances will be used appropriately to meet needs without reducing independence.
- Staff training will reflect the needs of the current school community.
- Parents will be given clear routes to access support, and be encouraged to bring a supporter to meetings if desired.
- The school will follow the latest statutory guidance, currently the Code of Practice 2014.

**Achievement of SEND pupils:**

Monitoring and evaluating the progress of pupils with SEN is an integral part of our whole school system to monitor and evaluate achievement, teaching, behaviour and leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating of interventions, including their value for money.
- Forensic analysis of data, examining the progress of different vulnerable groups.
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps.
- Completion of statutory functions by the Inclusion Manager and SENCo related to referral for statement/ education health care plans, termly meetings and annual reviews.
- Use of the NYCC Inclusion Quality Mark (IQM) to audit.
- Work scrutiny with selected pupil groups
- Focused monitoring by the Inclusion Manager, SENCo, Headteacher and SEN governor. This may also include LA advisors.
- Detailed discussions with families and pupils.
- Progress through a variety of transitions.
- Attendance and exclusions analysis.
- Feedback from support agencies and Ofsted.
- Local authority analysis of information and data about the school.

**The governing body evaluate the work of the school by:**

- Appointing an SEN governor who is a champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenging the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils
- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its use of SEN funding

**The SEND information report:**



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- The most up to date SEND information report should be accessible on the school website
- It should include information about: *the kinds of SEN that are provided for, policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools), arrangements for consulting parents of children with SEN and involving them in their child's education, arrangements for consulting young people with SEN and involving them in their education, arrangements for assessing and reviewing children and young people's progress towards outcomes.*
- Information about how the school will support transition for children to different phases of education.
- The information report should include information about extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying, how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families, arrangements for handling complaints from parents of children with SEN about the provision made at the school.

#### **Equal Opportunities and the avoidance of discrimination**

Inclusion is monitored by looking for any evidence of exclusivity and discrimination and the wellbeing of the individual child.

The means at our disposal include:

- The progress towards targets on Individual Provision Maps (IPMs),
- IPMs will be written for children with identified Special Educational Needs (SEN). Individual targets will be identified and planned for by class teachers in conjunction with the Inclusion Manager. There will then be discussion with parents and child before the IPM is signed by each participating person. The IPM will be reviewed following a discussion with the class teacher and parents and a new IPM will then be written. All targets will be specific, measurable, achievable, relevant and time- specific (every 6 weeks)
- Termly Performance Management meetings between all class teachers and the head teacher and deputy head teacher, which track the performance of all children, are used to track the progress of children with an IPM. The Inclusion Manager also monitors the quality of IPMs, ensures that IPMs are kept up to date and high quality provision and intervention are delivered as well as tracking the progress of all SEN children. The Inclusion Manager reports back to the Inclusion Governor termly on the outcome of all tracking and monitoring.
- Circle time - a chance for children to speak out in a supportive environment
- An open door policy run by teaching staff and the head teacher and deputy head teacher, which means that concerns can be brought directly to their attention
- Regular surveys of the opinions of pupils and parents
- Monthly drop in sessions for parents to meet with the SENCO to discuss concerns and receive additional support.