



Glusburn Community Primary School

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This policy was adopted by the Governing Body on	SEPTEMBER 2021
This policy is scheduled for review on	SEPTEMBER 2022

Glusburn School Inclusion Policy, Autumn 2021

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.

Definitions of special educational needs and disability (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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Objectives

To overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

This will be co-ordinated by the Head teacher and SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for. All children on the SEND register will have a 'My Support Plan' and Individual Provision Map (IPM) detailing all support and provision in place for each child. Class teachers meet with parents to share IPMs and targets. Children with more complex needs will have an Educational, Health Care Plan which will detail specific provision from all agencies involved with a child. These are reviewed annually. The Headteacher and SENCo will identify and coordinate training for staff.



To identify the needs of pupils with SEND as early as possible.

Prior to a child's entry to school, identification is most effectively done by gathering information from parents, education, health and care services and early years' settings. Class teachers inform parents at the earliest opportunity of any concerns they have about their child's progress and development, in order to enlist their active help and participation. The class teacher and SENCo work collaboratively to put strategies and provision in place to support individual needs.

To monitor the progress of all pupils.

To aid the identification of pupils with SEND, all children are closely monitored in terms of progress. Data is gathered each term. Continuous monitoring of those pupils with SEND will help to ensure that they are able to reach their full potential. For some children whose progress can only be measured in small steps, school will utilise additional assessment tools such as PIVATs. Assessment is also used to determine if a child needs to be removed from the SEND register or finish an Educational Health Care Plan. Parents will be kept informed at all times of any change to their child's status on the SEND register. Attendance of vulnerable children is monitored by the Deputy Headteacher.

To create a school environment where pupils can actively contribute to their own learning and development.

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions about their own needs. Pupil participation is encouraged through school through wider opportunities such as: school council, Glusburn Ambassadors, pupil led groups, residential visits, school plays, sports teams and well-being champions in the playground. Participation of SEND pupils in their own learning and in all aspects of the school community is monitored by the SENCo termly.

To work with parents

Working with parents allows us to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting parents in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

To work with and in support of outside agencies

If a pupil's needs cannot be met by the school alone, additional support would be sought from the most appropriate agencies. Some of these services include NYCC SEND Hub, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS). The school also signposts parents towards support in the wider community e.g. Craven Early Help Team, Sparkle autism support group.

To ensure SEND pupils have a smooth transition to secondary school

The SENCo and Year 6 teachers will liaise with secondary school staff, and other settings, to ensure a smooth transition for SEND children. A transition review will be held with parents and secondary school staff at the end of Y5/ beginning of Y6 for children with an EHCP, to ensure provision and support meets the needs of the child in their new school. Additional transition visits for SEND children will be arranged and all information shared between the settings. Small group transition work will take place in school prior to the child leaving.

Roles and responsibilities

Headteacher

- Ensuring that staff, resources and actions are in place to meet the need of every child within our school.
- Ensuring that the governing body is involved with Special Educational Needs within the school, supported by the SENCo.
- Supporting and line managing the SENCo.

Deputy Headteacher

- Monitoring the attendance of vulnerable children.

SENCo

- Writing and reviewing the school's policy for SEND.
- Writing the SEND Information report
- Monitoring and evaluating all aspects of SEND provision, including teaching and learning. Reporting to the Headteacher and Governing Body on the effectiveness of SEND provision in school.



- Coordinating the provision of SEND across the school
- Liaising with outside agencies regarding the needs of children with SEND.
- Updating the SEND register
- Managing learning support assistants
- Liaising with parents of children with SEND
- Ensuring staff have appropriate and up to date training regarding SEND.
- Work closely with the named governor for SEND Class teacher

Class teacher

- Monitoring the progress of all children
- Providing Quality First Teaching to adapt and meet the individual needs of all children.
- Develop termly individual provision maps to address any additional support that may be needed in partnership with parents
- Raise any concerns with the SENCo.
- Alongside the SENCo, write and evaluate action plans, Risk assessments and referrals.
- Fulfilling their role in line with Section 6 of the SEND Code of Practice, 2015.
- Ensure they are following the school's SEND policy and are aware of the SEND information report.
- Ensure support staff understand the specific needs within the class and make sure they are aware of individual targets.

Learning Mentor

- The Learning Mentor may work with SEND children as and when a need is identified.
- Provision is arranged through discussions between the class teacher, SENCo and parents.

Teaching Assistants

- Providing specific work and carry out planned programmes of work according to children's needs.

Governor for SEND/ Inclusion

- Helping to review the school's policy on provision for pupils with SEND.
- Helping to raise awareness of SEND issues at governing body meetings.
- Ensuring that the school's notional SEND budget is appropriately allocated.
- Assuring the governing body that the school website publishes the SEN information report.
- Giving up-to-date information to the governing body on the quality and effectiveness of SEND within the school.