

KYMBROOK & THURLEIGH PRIMARY SCHOOLS FEDERATION

SEND AND INCLUSION POLICY

Enjoyment - Enrichment - Excellence - Equality

Rationale:

Our Federation is committed to providing an excellent, enriched, enjoyable education to all the children attending our schools. We believe that all children, regardless of race, gender, social status, special educational need or disability, share a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and have the right to be fully included in all aspects of school life.

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.

We are committed to inclusion. Part of the schools' 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, but that we will respond to them in ways which take account of their varied life experiences and needs; creating truly personalised ways into learning.

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 :

- Girls and boys, men and women
- Minority ethnic and faith groups, Travelers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs and disabilities
- Learners who are disabled
- Those who are able learners
- Those who are children looked after by the Local Authority and adopted children
- Others such as those who are sick; those who are young carers; those who are in families under stress; pregnant school girls and teenage mothers
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. Within our Federation we aim to identify these needs as they arise and provide teaching and

learning contexts which enable every child to achieve to their full potential.

We see the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with Parents/Carers and the community. We are moving from an SEND approach that locates a need with the child to looking at what additional provision we need to make for specific children. The development and monitoring of the schools work on Inclusion will be undertaken by the Head teacher, Assistant Head teachers and the SENDCO.

The SEND Coordinator is Mrs. Morgan; the SENDCO Assistant is Mrs. Carole Tough.

The SEND / Inclusion Governor is Mrs. Piotrowski

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance including any reforms to these acts are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate any prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, SENDCO, and support staff as appropriate.

(*Except where disapplication, arising from an Education Health and Care Plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision for those pupils recorded as having SEND, or are on the vulnerable children list.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and Parents/Carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who attend our schools.
8. To enable children to move on from us well equipped with a strong set of learning skills, learning aptitudes and attitudes in addition to the basic skills of literacy, numeracy and social independence to meet the demands of future school life and learning.
9. To involve Parents/Carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEND provision

1. The SENDCO will meet with each class teacher at least three times a year to discuss additional needs concerns and to review any Individual Progress Plans.
2. At other times, the SENDCO will be alerted to newly arising concerns by the class teachers via the SENDCO Assistant Carole Tough.
3. Where necessary, reviews will be held more frequently than twice a year for some children.
4. Targets arising from IPP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles and strategies.
5. The SENDCO monitors planning for SEND.
6. The SENDCO, together with the teacher and SENDCO Assistant, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, tracking of 1-1 provision (where provided) and scrutiny of IPPs.
7. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school. This is funded from the schools' annual budget. The support timetable is reviewed annually, by the SENDCO, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget.
8. Additional support is funded through individual allocations from the LA. Including funding for 1-1 tuition applied for by the SENDCO.
9. Support staff, class teachers, SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
10. Where external specialized support is required applications are made to M.A.S.H. - The Multi Agency Support Hub. multiagency@bedford.gov.uk 01234 718700

Specialised Provision

There are currently no special educational needs classes or groups at present within our Federation, but this does not prevent the possibility of the development of nurture groups and other beneficial groups in the near future. The schools have staff trained in the Webster Stratton method (Dinosaur School)

Identification and Assessment Arrangements, Monitoring and Review Procedures

The schools' systems for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional

- Baseline assessment results (PiP's) & Follow up Baseline.
- Progress measured against the objectives in the National Literacy and Numeracy Strategies and New National Curriculum 2014.
- National Curriculum descriptors for the end of a Key Stage / alongside 'Milestone' indicators in line with the New National requirements 2014.
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHCP or external assessments
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs

needs. The schools also pay full attention to identification/referrals from parents, carers and health professionals.

Based on the schools' observations and assessment data and following a discussion between the class teacher, SENDCO and parent, the child may be recorded as needing:

1. Differentiated curriculum support within the class
2. Additional support through small group work,' rapid' interventions, nurture group work, alterations to environment.
3. Individual Progress Plans
4. 1-1 tuition provision.
5. Behaviour provision e.g. 'Dinosaur School' when appropriate.

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision of an IPP will be made when:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioral or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs
- Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCO.

A child receiving support at IPP will have a written plan.

Monitoring will be carried out on a regular termly basis by all those involved with the child. Significant achievements and difficulties will be recorded. The SENDCO will look at the monitoring information on a termly basis and make adjustments to the provision for the child, if appropriate.

Plans will be reviewed at least three times a year, although some pupils may need more frequent reviews. The SENDCO & SENDCO Assistant will support the class teacher in the review process. Parents/Carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENDCO and school colleagues, in consultation with the Parents/Carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made

to make application for an EHCP.

School request for an Education Health and Care Plan.

For a child who is not making adequate progress, despite a period of support at School level, and in agreement with the Parents/Carers, the school may request the LA to make a full assessment of Education Health and Care Needs in order to determine whether it is necessary to make a formal Education Health and Care Plan.

The school is required to submit evidence to the L.A. whose regular Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LAs current criteria for making an assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request

Education Health and Care Plans.

A child who had an Education Health and Care Plan will continue to have arrangements as for an IPP and additional support that is provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by the SENDCO, to review the appropriateness of the provision and to recommend to the L.A. whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

The Schools Arrangements for SEND and Inclusion In-Service Training

- The SENDCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the schools long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENDCO.
- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the Senior Leadership team will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services.

Referrals will be made to the M.A.S.H. team who can help to identify and deploy the correct resources, personnel or intervention and provide in-service training.

Specialist, direct teaching from this service can be used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties, or 1:1 teaching.

Teachers from the Sensory Impairment Team can work in school to support children, both with

and without EHCPs who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on an EHCP. Class teachers plan alongside these specialist teachers who also attend and contribute to IPP/EHCP reviews. The SENDCO can also liaise with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
3. Early help
3. School Nurse
4. Educational Psychologist
5. Community Pediatrician
6. Speech Therapy
7. Physiotherapy
8. Occupational Therapy

Parents/Carers are informed if any outside agency is involved.

Arrangements for partnership with Parents/Carers

- Staff and Parents/Carers will work together to support pupils identified as having additional needs or concerns
- Parents/Carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all Parents/ Carers whose children are being recorded as having additional needs. The SENDCO will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with Parents/Carers we try to always make sure that the child's strengths as well as weaknesses are discussed and that all go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IPP/EHCP targets will include targets to work towards at home and Parents/Carers are always invited to contribute their views to the review process. All IPPs /EHCP's and reviews will be copied and sent to Parents/Carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with Parents/Carers and distributed on request. Curriculum workshops are offered for Parents/Carers to attend.
- Parents/Carers' evenings provide regular opportunities to discuss concerns and progress. They are also able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Parents/Carers should contact the Head teacher if they have any concerns.

Links with other Schools/Transfer arrangements

- Reception staff will meet with staff from partner Nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCO after

this meeting. Where necessary the SENDCO will arrange a further meeting.

- Class teachers of children joining in year from other schools will receive information from the previous school; if there is an SEND issue the SENDCO will telephone to further discuss the child's needs. Children transferring from our Federation to new schools will have a transfer form that gives details of particular needs and additional provision made by the school. The SENDCO will discuss these children with other schools on request.

Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENDCO, and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENDCO if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEND. The SENDCO maintains an up to date list. Parents/Carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the Parents/Carers notice board as appropriate.

Inclusion Principles

- Staff at Kymbrook & Thurleigh Federation value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Access to the Environment (see School Accessibility Plan)

Arrangements for providing access to learning and the curriculum

- The school will ensure that all children have access to a broad, balanced and skills based curriculum, and that any National Curriculum programmes are used flexibly enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Any policy relating to the curriculum will contain an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation takes a variety of forms within teacher planning. Learning Objectives and Success Criteria are always made explicit and then activities may be adapted, or planned separately as needed. Alternative methods of responding or recording may also be planned where this is appropriate.

- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure extra-curricular activities are barrier free and do not exclude any pupils.

Access to information

- All children requiring information in formats other than print will have this provided
- We will adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We will provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- There is one reception class at each setting; children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Admission to reception is on a full time basis on entry. These arrangements are flexible to cater for individual needs.
- Prior to starting school, Parents/Carers of children with an EHCP or EHCP pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- The PSCHÉ curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled Peoples' organisations on appropriate resources.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

Terminology, imagery and disability equality

- The Federation is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We use Values Education to ensure our children have a set of values which reflect those of inclusivity; making optimum use of this for raising issues of language and other disability equality issues.

Listening to disabled pupils and those identified with additional needs

- The Federation encourages the inclusion of all children in the School Council and other consultation groups
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and welcoming.

Working with disabled Parents/Carers

- The Federation recognises that there may be disabled Parents/Carers of children within the school, and we work to try to ensure they are fully included in Parents/Carers activities. We also make sure that we hold Parents/Carers meetings in the rooms that are fully accessible.
- When a child starts at the school we ask the Parents/Carers about their access needs and then send notes/newsletters home in the required format e.g., large print etc.

Disability equality and trips or out of school activities

- The Federation aims to make all trips inclusive by planning in advance, using accessible places and providing additional TA or parent support for individual children as required.
- All children are welcome at our after school activities and we try to rearrange SEND transport as necessary.

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the class teacher, who will try to resolve the situation.
- If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the schools *Complaints Policy*. This is available, on request, from the school office.