



Kellington Primary School

Title of Policy:

SEN/INCLUSION

Date
Reviewed:
Spring 2018

Person Responsible:
INCLUSION MGR/HT

Frequency of Review:

1 YEAR

Rationale:

Kellington Primary School is committed to providing the best education we can for all our pupils in a happy, caring environment. We believe that all our children, including those identified as having special educational needs should have access to a broad and balanced academic and social curriculum which will be stimulating and challenging. Success will be achieved in partnership with pupils, parents, carers and other members of the community.

Educational inclusion is about equal opportunities for all learners and we are committed to giving all our children every opportunity to achieve the highest standards. This policy will ensure that this happens for all children in our school, regardless of age, gender, ethnicity, attainment, ability or background.

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 within 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 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. At Kellington Primary School we aim to meet these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential.

The Inclusion Manager is Gemma Tomlinson and the SEN Governor is Sue Summers.

Objectives:

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, Inclusion Manager and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as requiring SN Support.
- To ensure that pupils with SEN are perceived positively by all members of the school community and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.

- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves where appropriate in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

- SEN and Inclusion matters will always be an item on the staff meeting agenda.
- The Inclusion Manager will be alerted to newly arising concerns.
- Staff hold the responsibility of updating a child's Support Plan (My Support Plan) at the end of every term or where key information needs to be recorded.
- Support Plan reviews will be held towards the end of each term and class teachers will update these beforehand as appropriate. The Inclusion Manager has overall responsibility for monitoring this documentation.
- Targets arising from Support Plans will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The Inclusion Manager will monitor intervention planning and will track and record assessment information.
- The Inclusion Manager and Head Teacher will monitor the effectiveness and quality of provision for pupils with SEN through classroom observation and assessment data.
- SEN provision 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 school's annual budget. Intervention support is reviewed termly by the Inclusion Manager and the Head Teacher, in line with current pupil needs, educational initiatives and the budget. Additional support is funded through individual allocations from the LA.
- Support staff, class teachers, Inclusion Manager and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised Provision

The Inclusion Manager regularly attends training to inform practices within school and holds the National Award for SEN Coordination and a Post Graduate Certificate in Vulnerable Learners and Inclusion. She is also licensed to complete CAN-DO assessments to support EHCPs.

Mrs Diane Parker holds a degree in Early Mathematics Intervention.

Mrs Angela Calam is trained to deliver 1stClass@Number mathematics intervention.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system 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 needs. The school's system includes reference to information provided by:

- Baseline assessment results
- Progress measured against the objectives in the National Literacy and Numeracy Strategies
- National Curriculum descriptors for the end of a Key Stage
- Progress measured against the P Level descriptors, PIVATs or EYFSP documentation
- Standardised screening or assessment tools
- Observations of behavioural, emotional and social development
- Class room observation and marking of work
- An existing Education Health Care Plan
- Assessments made by a specialist service, such as an Educational Psychologist, identifying additional needs
- Another school or LA which has been identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, Inclusion Manager and parent, the child may be recorded on the SEN register as needing:

- SEN support, Code K, which may involve liaison with external agencies.
- EHCP, Code E, where the child has a recognised plan of support through the local authority.

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 class planning by the 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 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 Code of Practice, that is, progress which:

- Closes the 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 rates of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social and 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, external agencies may be contacted for further advice and support.

This provision would be indicated where there is evidence that:

- 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 social, emotional and mental health needs
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at SEN support level.

1. Children who have needs similar to other children with additional needs within the class. E.g. lack of phonic knowledge, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs, however there should be scope within Support Plan for each child to have individual targets. Both groups of 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 alongside differentiated curriculum support. Groups 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 where appropriate with the Inclusion Manager.

A child recorded as SEN support will have a Support Plan. These documents form an individual record for the child and contain information about school-based observations and assessment, a summary of the child's additional needs and action taken to meet them, including any advice taken from outside agencies.

Monitoring of these documents will be carried out by the class teacher. Significant achievements and difficulties will be recorded. The Inclusion Manager will monitor these documents and make adjustments to the provision for the child, if appropriate.

Support Plans will be reviewed three times a year. Parents/carers will be consulted at parent's evenings twice a year and an additional SEN meeting three times a year and any further actions or adjustments will be made.

As part of this review process, the Inclusion Manager 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 need to be made to involve external agencies.

External Agency Support

A variety of support can be offered by external services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

External agencies would become involved where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the areas of concern
- Continues working at National Curriculum standards substantially below that expected of children of the same age
- Continues to have difficulty in developing literacy and numeracy skills
- Has social, emotional and mental health needs which regularly and significantly interfere with the child's or other's learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

A child receiving external agency support will have Learning Plan document. Monitoring and reviews will be on a termly basis. Provision will run alongside differentiated curriculum support.

School Request for an Education Health Care Plan

For a child who is not making adequate progress, despite a period of support from external agencies and school interventions, the school may request the LA to make an assessment in order to determine whether it is necessary for the child to have an Education Health Care Plan. This will be in agreement with the school, parents/carers and external agencies.

The school will meet with professional colleagues, including those from health teams as required. Evidence is then submitted to the LA who will make a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school.

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

Education Health Care Plans (EHCP)

A child who has an Education Health Care Plan will continue to have arrangements as for SEN support and additional support that is provided using the funds made available through the EHCP. There will be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. As outlined in the Code of Practice, funding may be taken as a personal budget by the child/young person and this will be in agreement with the LA.

The School's Arrangements for SEN and Inclusion In-Service Training

- The Inclusion Manager attends regular network meetings to update and revise developments in Special Educational Needs and Inclusion
- Meeting additional needs and Inclusion issues are targeted each year through the school's 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 Inclusion Manager
- 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 management team will ensure tailor made training where this is appropriate

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

- The Educational Psychologist service is a traded service and is utilised by the school when necessary to carry out assessments and reviews. Where applicable, the Educational Psychologist will carry out work with children free of charge.
- Following referrals, specialist teachers from specific Enhanced Mainstream Schools work in school to support children with specific needs, where we do not have the necessary in-house expertise. E.g. children with autistic spectrum disorders, or severe behavioural and emotional difficulties
- A specialist Speech and Language teacher visits school to work with children identified with this need. Support staff continue to support these children with advice and guidance from the specialist teacher
- Specialist advice and guidance may be gained from other services who work with children who have specific needs. E.g. teachers from the Physical, Medical and Sensory team
- Parents/carers will always be informed if any outside agency is involved and are kept apprised of any actions or outcomes

The Inclusion Manager may also liaise with the following services:

- Occupational therapy
- School nurse
- Paediatricians
- Specialist doctors
- Parent Partnership
- Special schools

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs
- Parents/carers will be involved at all stages of the education planning process.
- We make sure that all parents/carers are fully aware of the provision being made for their child as soon as they are identified as having Special Educational Needs
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed
- Learning Plans are shared with parents/carers and they are invited to contribute to these documents where appropriate. All documentation will be copied and sent to parents/carers
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request
- Parental volunteers work with children during the school day
- Curriculum workshops are also offered for parents/carers to attend
- Parents/carers are provided with an extra SEN meeting per term to discuss their child's individual needs
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request
- Regular communication between school and home will ensure that concerns are promptly acted on

Links with other schools/Transfer arrangements

- Class teachers of children joining from other schools will receive information from the previous school. If there is an SEN issue the Inclusion Manager will telephone or email to further discuss the child's needs
- Children coming into the school with an Education Health Care Plan may be assigned a TA to work alongside them, if funded

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

- The school where appropriate consults health professionals. Concerns are initially brought to the attention of the school nurse by the Inclusion Manager and referrals will be made as appropriate
- Social Services and the Education Welfare Service will be accessed as appropriate. Class teachers will alert the Head Teacher if there is a concern they would like discussed
- There are many voluntary organisations supporting SEN. The Inclusion Manager will provide details to parents/carers on request or if deemed appropriate

Inclusion projects or links with special schools

- Special Schools will be contacted as appropriate to a particular child's needs and may be referred to in discussions with parents/carers regarding their child

Access to the Environment (see also School Accessibility Plan)

- Kellington Primary School is a single site school, with the classes joined by the school hall. The school is built on one level. Entrance to the building is through the main lobby which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access
- There is currently one disabled toilet for children situated in the Foundation Stage Area and one for adults close to the school office.
- We have made sure that there are good lighting and safety arrangements for all visually impaired pupils and classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas)
- When appropriate, plans are in place to create a disabled parking space in the school car park although the lay-by is available for parking with a blue badge
- Secure fencing and a 'corridor fence' at the front of school provide safer access for entry and exit to school
- Children requiring equipment due to impairment will be assessed in order to gain the support they require
- Details of our plans and targets on improving environmental access are contained in the Accessibility Plan

Arrangements for providing access to learning and the curriculum

- The school will ensure that all children have access to a balanced and broadly based curriculum and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or difficulty, unless it is clearly of benefit to that individual and leads towards inclusion, or where the parent/carer has stated they do not wish their child to participate. In this case, staff will ensure they encourage the

parent/carer to allow their child access to activities, by explaining the benefits to the child and reassuring them of the safety plans in place

- 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
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion section detailing access to that curriculum area for pupils identified with additional needs
- Differentiation takes a variety of forms within teacher planning. Learning outcomes are always made explicit and then activities may be adapted, or planned separately as appropriate. 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 where this is appropriate
- The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils
- Prospective parents may view the school's SEN Information Report on the website

Access to Information

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

Admission Arrangements

- Children with additional needs are considered for admission to the school on exactly the same basis as for children without educational needs
- Children identified, prior to joining our school, as having additional needs will be matched to each class to ensure a balance of both provision and opportunity
- Admission to the Early Years Foundation Stage is on a part time basis to begin with. These arrangements are flexible to cater for individual needs. Priority of places will be firstly given to those children with an EHCP in accordance with North Yorkshire guidelines
- Prior to starting school, parents/carers of children with an EHCP will be invited to discuss the provision that can be made to meet their identified needs

Incorporating disability issues into the curriculum

- The PSCHE curriculum includes issues of disability, difference and valuing diversity
- Where appropriate positive images of Disabled People are displayed around the school, including books in the library which reflect the range of special educational needs issues
- As a school we recognise the importance of increasing awareness of disabilities and special educational needs and hold regular assemblies and discuss topics in SEAL sessions

Terminology, Imagery and disability equality

- Staff and governors are aware of the terminology related to disability equality. 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 try to make sure we have positive images of disabled children and adults in displays and resources

Listening to disabled pupils and those identified with additional needs

- Kellington School encourages the inclusion of all children in the School Council, Eco 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 unintimidating
- The staff have on-going training opportunities on issues relating to communication and listening skills
- We have a TA trained in counselling to support children when and where appropriate

Working with disabled parents/carers

- We recognise that there will be a number of disabled parents/carers of children within the school and we work to try to ensure they are fully included in parents/carers activities

Disability equality and trips or out of school activities

- Kellington School tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all Year 6 children on a residential trip and provide additional TA support or differing arrangements for individual children as required
- All children are welcome at our after school activities

Evaluating the success of the School's SEN and Inclusion Policy

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools and nationally. We also analyse data on behaviour, major behaviour incidents and exclusions, including lunchtime exclusions. We use this analysis to help inform our SEN register and plan appropriate provision across the school. At the same time we set targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment
- An increase in the percentage of children recorded as having special educational needs attaining expected standards at the end of KS1 and KS2
- A reduction in behaviour incidents and exclusions

We report progress against these targets to the governing body termly.

SEN and Inclusion is a standing agenda item at all Full Governor's meetings and discussed as necessary. Each term, in line with the Full Governor's Meeting, the Inclusion Manager writes a report to the governing body, focusing on SEN and Inclusion. Information is provided as to the numbers of pupils receiving special educational provision through SEN support and EHCPs as well as any pupils for whom an EHCP has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head teacher will report on any whole school developments in relation to inclusion and will ensure that governors are kept up to date with any legislative or local policy changes.

The Inclusion Manager meets termly with SEN Governor to discuss details of SEN provision and inclusion. The SEN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures.

Parents/Carers will have access to the SEN/Inclusion Policy, the Accessibility Plan and details relating to SEN provision.