



**Inglewood Community  
Nursery and Infant School**

**SEND and Inclusion Policy 2017-2018**

<b>Review date: October 2017</b>
<b>Next Review: October 2018</b>

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# 1. Information about Inclusion and SEND Provision

## Principles and objectives:

- This policy is a statement of the arrangements for inclusion and SEND at Inglewood Community Nursery and Infant School. It has been written to make the arrangements for inclusion explicit and to ensure continuity of practice across the school. This policy follows the arrangements as stated in the **Special Educational Needs and Disability Code of Practice:0-25 years (2014)**
- Inglewood Community Nursery and Infant School is committed to providing an appropriate and quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs and/or a disability (SEND), have a common entitlement to both a broad and balanced academic and social curriculum, which is accessible to them, and also to be fully included in all aspects of school life.
- We believe that all children should be equally valued in school. We 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 our 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 treat all learners in the same way, but rather that we respond to learners in ways which take account of their varied life experiences and needs.
- We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background. We pay particular attention to the provision for, and the achievement of, different groups of learners:
  - girls and boys
  - 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
- This policy describes the way we meet the needs 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 aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve at the highest level.

- The SENCo, (Special Educational Needs Co-ordinator) is Miss Lucy Holland.
- 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 pay regard to the definition of special educational needs as stated in the SENDD Code of Practice (2014)

Section 20 (1) of the Act:

‘A child or young person has special educational needs if he or she has a **learning difficulty** or **disability** which calls for special educational provision to be made for him or her.’

Section 20 (2) of the Act:

‘A child of compulsory school age or a young person has a learning difficulty **or** disability if he or she -

- a) has a significantly greater difficulty in learning than the **majority of others of the same age**, or
- b) has a disability which prevents or hinders him or her from making use of facilities **of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions.**’

Section 20 (3) of the Act

- c) ‘A child under compulsory school age has learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age’

Pupils 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.

*Also, in the widest sense, special needs includes children of ALL academic abilities including the most able who may need enhanced provision and those with emotional and physical needs which may affect their education entitlement.*

- We endeavour to monitor all pupils who are not making adequate progress in the four broad areas specified in the SENDD Code of Practice i.e. communication and interaction; cognition and learning; social, emotional and mental health difficulties; and sensory and/or physical development.
- We work closely with all parents / carers to listen to their views so as to build on pupils’ previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- Parent / carer involvement and support is vital to the success of the education of the pupils and especially those with SEND.
- We believe that **all** practitioners are teachers of pupils with SEND and differentiate according to the needs of the pupils in their care.

- Monitoring the progress of all pupils is an ongoing process which enables early identification of any pupils who may require additional or different provision to be made.
- We believe in equal opportunities and endeavour to meet the physical, emotional and intellectual needs of all our pupils. This policy should therefore be read alongside our policy for equal opportunities.
- Pupils with SEND are fully integrated into the life of the school and into the curriculum which recognises the strengths of every individual, as well as any areas for development, and ensures that all contribute to the social and cultural activities of the school.
- Parents are encouraged to discuss any issues and concerns with the class teacher initially. If necessary, the matter may be passed on to the SENCo or a member of the senior Management Team.

#### **Management of SEND within the school:**

- All pupils will receive a broad and balanced curriculum, relevant to their needs. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in **The National Curriculum in England (2014)**:

*‘Teachers should set high expectations for every pupil. They should plan stretching work for children whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.’*

- Early identification assessment and intervention are recognised as the key to meeting the needs of the individual pupils, so that potential barriers to learning and assessment for individuals and groups of pupils can be overcome.
- All staff will ensure that the teaching and learning opportunities they provide respond to pupils' diverse learning needs
- Parents will always be kept informed of any additional or different provision being given, and will be invited to contribute to and attend any review meetings about their child.
- Pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress. Their progress will be monitored frequently and this monitoring will involve the parents / carers and pupils working in partnership with the school.
- We aim to recognise strengths as well as weaknesses and try to involve all pupils in the activities of the school.

#### **Co-ordination of SEND provision:**

- The SENCO is responsible for:
  - overseeing the day-to-day operation of the SEND and Inclusion policy
  - co-ordinating provision for pupils with SEND

- ensuring there is liaison with parents and other professionals in respect of pupils with SEND,
  - managing learning support assistants
  - advising and supporting other practitioners in the school,
  - contributing to the CPD of the staff,
  - ensuring that appropriate IEPs are in place, and that relevant background information about pupils with SEND is collected, recorded and updated
  - liaising with external agencies including the LA's educational psychology services, health and social services and voluntary bodies
- All staff are responsible for pupils with SEND, but additional practitioners, teaching assistants and helpers are listed in appendix A
  - The SENCO instigates and co-ordinates the formulation of our policy. The draft is evaluated and amended from the comments received from all the relevant parties involved.
  - Multi-disciplinary / inter-agency co-operation is in place to ensure our provision meets the needs of the pupils with SEND. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA. People we work with on a regular basis are listed in appendix B.

### **The role of the governing body:**

The governor with responsibility for SEND is Diane Sharp.

- The governing body should:
  - Ensure that provision is made for pupils who have SEND
  - Ensure that the needs of pupils with SEND are made known to all who are likely to teach them.
  - Ensure that teachers are aware of the importance of identifying, and providing for, those pupils with SEND.
  - Consult the LA and the governing bodies of other schools, when necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole.
  - Ensure that school produces a 'SEND Information Report' setting out in one place information about provision available for children and young people in their school who have SEND.
  - Ensure that a pupil with SEND joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the pupil receiving the provision their learning needs call for, and the efficient education of the pupils with whom they are educated and the efficient use of resources.
  - Report to parents on the implementation of the school's policy for pupils with SEND.
  - Have regard to the Code of Practice when carrying out its duties to pupils with SEND.
  - Ensure that parents are notified of the decision of any extra provision being made for their pupils.

- Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
- The quality of SEND provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEND and Inclusion policy will be issued annually and be made available to parents via the school website.
- SEND provision is an integral part of the School Improvement Plan.

#### **Admissions:**

- Provision for pupils with SEND is a matter for the school as a whole.
- We welcome all pupils to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All pupils with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed.
- Pupils with Education, Health and Care Plans (EHCPs) are admitted into school and fully integrated, unless it would be incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

#### **Specialisms:**

- The school has experience in supporting pupils with a variety of needs
- Nurture staff work with identified groups of children to support their social, emotional and behavioural development
- There are currently three members of staff trained to implement the Cumbria Reading Intervention Programme and two members of staff trained in Mathematics Recovery
- Time to Talk is a speech and language programme used to support children primarily in the Early Years
- Two members of staff are trained in the 'Happy to be Me' programme which aims to raise pupils confidence levels
- There is a designated STA working across school who focuses on Speech, Language and Communication

Other interventions that run in school include: individual and small group work, extra reading support and a range of Pupil Premium (PP) groups to reduce and overcome barriers to learning across the curriculum.

## 2. Identification, Assessment and Review

### Resources:

- A proportion of our budget is allocated for resources, which include identified materials for use in supporting pupils who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEND budget.
- We develop resources to support pupils with SEND that link with priorities stated in the school's development plan.
- We currently have several children with an Education, Health and Care Plan. At any time we may have children with needs as detailed below:
  - Moderate and Severe learning difficulties
  - Hearing and visual difficulties
  - Physical /medical difficulties
  - Global developmental delay
  - Specific literacy and/or numeracy difficulties
  - Social, emotional and behavioural difficulties
  - Mental health and well-being issues
  - Speech and language difficulties

### Identification and assessment:

- We are committed to the early identification and intervention of pupils who may have SEND.
- More detailed observations are made in a variety of contexts, as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from any additional or other Early Years settings the pupils may have attended.
- If further assessment is required, we use a variety of assessment tools to help us to determine a pupil's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the pupil.
- The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice and is in line with the LA policy.

### Individual Education Plans

**SEND Support-** If a teacher identifies a pupil who may have SEND that is not being addressed within the ongoing class differentiation, it may be necessary to devise an Individual Education Plan (IEP). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO and parents/carers and involves them in setting targets and strategies. These are shared with the pupil and reviewed half termly.

The school record the steps taken to meet the needs of individual children through the use of an Individual Education Plan (IEP) or intervention plan, and the SENCO has responsibility for ensuring that records are kept and available when needed. Records for Interventions are added to the provision map.



Strategies employed to enable the child to progress will be recorded within an Individual Education Plan which will include information about:

- The short term targets set for the child
  - The teaching strategies to be used
  - The provision to be put in place
  - How the targets will help the child in their learning
  - How the child can be successful
  - Identify who is responsible for carrying out the work
  - The review date
  - The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained
- Further advice and professional support is sought and implemented as necessary for the individual needs of the pupils. If adequate progress is not made after a sustained period of intervention and review, the SENCO, in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the pupil. A new IEP will be drawn up in consultation with the parents/carers.
  - The IEP is continually under review to ensure that the appropriate targets set provide success for the pupil and progress is made. The parents/carers are involved.
  - In some cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LA guidance to help make any such decisions. If, the pupil's needs are considered to be severe and complex, an Education, Health and Care Plan may be issued by the LA.
  - Appendix C shows the way in which the school is providing a graduated response to SEND.

**Review:**

- The SEND and Inclusion policy will be subject to a regular cycle of monitoring evaluation and review.
- The SEND and Inclusion policy should also be read alongside our behaviour and equality policies and accessibility plan - as they are directly linked.
- The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and are a source of invaluable information when the pupils transfer to other early years settings or junior schools.

**Curriculum entitlement:**

- All pupils are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments as appropriate.
- All information gained is used to support planning in order to aid progress.

### **Evaluation procedures:**

- The governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND and Inclusion policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We will review and report on the effectiveness of the policy. This report includes the numbers of pupils identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The SENCO and subject co-ordinators monitor classroom practice / analyse pupil tracking data and test results / value added data for pupils with SEND.
- SEND and inclusion is part of our school self-evaluation arrangements.

### **Procedures for concerns:**

- We endeavour to do our best for all pupils but, if there are any concerns, we encourage those concerned to approach the class teacher in the first instance and a response will be made as soon as possible.

## **3. Staffing policies and partnership with external agencies.**

### **Professional development for staff:**

- All staff and the SENCO are involved with training in line with the priorities identified in the School Development Plan.
- SEND and inclusion issues are discussed on a regular basis as part of our School Improvement Plan.
- The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

### **Support services available:**

- Advice and support from outside agencies is available if requested by the school.
- The various support staff available are listed in appendix B
- We believe that effective action on behalf of pupils with SENDs depends upon close co-operation between the school and other professionals, e.g. the LA support services, health services, social services, etc.

### **Links with other agencies:**

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose pupils are identified with SEND. We include all in social events and informal meetings.
- Records of all pupils with SEND, who transfer in to our school are requested from their previous establishments. The SENCO endeavours to discuss their existing additional or different provision in order to provide continuity of support.
- Records of all pupils are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any pupils identified as needing additional or different provision to enable continuity of support.

### **Partnership with parents:**

- Parents/carers are notified early if we have any concerns and we always listen and respond to issues brought forward by them for discussion.
- We share information with parents/carers in informal conversations and individual meetings.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the pupil both in school and at home.
- We promote a culture of co-operation between parents, schools, LAs and others as we believe that this is important in enabling anyone with SEND to achieve their full potential.
- We respect the differing perspectives of all parties concerned with pupils with SEND and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers and use the principles contained in our equality policy to ensure that they are not disenfranchised.

### **Pupil participation:**

- Pupils who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the pupils in school are given due weight according to their age, maturity and capability.
- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.
- We encourage all pupils to participate in their learning by:
  - inviting them to talk about and reflect on their experiences as learners
  - adopting teaching strategies which encourage initiative and independent learning
  - providing them with opportunities to evaluate their progress and aptitudes and contribute to their own learning and personal targets

**Transfer arrangements:**

- We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils. For further details please refer to the Transition Policy.

## **APPENDIX A - School SEND Support Staff**

Miss Lucy Holland: SENCO

Miss Adams: STA / SEND support

Mrs Bousfield: STA / SEND support

Miss Ivison: HLTA / SEND support

Mrs Grieve: HLTA / SEND support

Mrs Hill: STA / SEND support

Mrs Leighton: STA / SEND support

Mrs McClure: STA/ SEND support

## APPENDIX B - External staff who support the school

Name	Title	Based at :	Telephone number
Dr Heather Swain	Educational Psychologist	Rickergate, Civic Centre CA3 8QG	07825340518
Anne Dodd Helen Phillips Nicola Smith	Speech and Language	Springboard Centre, Orton Road	01228 608112
David M Ross	Reintegration Coordinator	Parkhouse Building, Kingmoor Park	07917893441
Rachel Hogarth	Early Years Advisor/Area SENCO	Parkhouse Building, Kingmoor Park	01228 221202 M: 07900137207
Sarah Occleston Marlene Martin David Graham Sarah Farrell Elaine Ellar	Specialist Advisory Teacher Service	Rickergate, Civic Centre CA3 8QG	M. 07971446051 M. 07798 731915 M. 07500 087772 M. 07810 156084 M. 07920 500765
Steph Smithson	Early Help Co-ordinator	Cumbria House, Carlisle	07812 972905

## **APPENDIX C –The role of the teacher in a graduated approach to SEND support**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. In order to help children with special educational needs, Inglewood Infant School has a graduated response on a spectrum from teacher action to additional support and/or intervention by outside agencies.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may have SEND. Each teacher is responsible and accountable for the development and progress of the pupils in their class by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their own behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning

Senior staff work with teachers to ensure that they are able to identify and provide for those pupils with special educational needs, allowing them to join in all activities together with pupils who do not have special educational needs.