



Longparish C of E Primary School

Policy and Guidance for
Inclusion

2018 - 2019

Adopted by the Governing Body at their meeting on

Chair.....

Headteacher.....

Review Date: Spring Term 2019

Longparish C of E Primary School

Inclusion Policy

April 2018

This policy should be read in conjunction with

- Teaching and learning policy
- Behaviour policy
- Restraint policy
- Admissions policy
- Child protection policy

Our School and therefore our policy reflects clearly Every Child Matters and the Disability Discrimination Act.

Section A: School Arrangements

1. Definition and Aims

The aims of the education process are the same for all our children.

Education should:-

- enlarge a child's knowledge, experience and understanding.
- develop practical, intellectual, aesthetic, creative, physical and social competencies.
- prepare each child to become a confident, active and independent participant in their local community. (From "All Our Children" Hampshire County Council 1990. Please refer to Every Child Matters, 2003)
- include and give quality education that enhances personal strengths to all children, whatever their needs. (Please refer to Hampshire County Council's Inclusion Policy 2001 and "Inclusive Schooling – Children with SEND" 1996.)
- develop a culture of acceptance in which all children can be valued equally, treated with respect and provided with equal opportunities.

We aim to follow the principles and guidelines on the identification and assessment of Special Educational Needs detailed in the Code of Practice 2015 and with regard to Every Child Matters and Removing Barriers to Inclusion. We intend providing children, who at some time during their time at Longparish C. of E. School has a particular need, with specialist help and individualised programmes of work. These are tailored to the child's needs, but such children have full access to the National Curriculum and are educated alongside their peers.

The staff at Longparish C. of E. Primary School are committed to a collaborative approach whereby all teaching staff and Special Needs Assistants work as a team. This is achieved through informal contacts and the S.E.N.D meetings. The curriculum is delivered through a differentiated approach with pupils integrated into the whole curriculum in order to fulfil the individual child's right to access to the whole curriculum. The whole school staff are committed to ensuring that the curriculum is delivered through praise and encouragement of the effort and attitude demonstrated by an individual on specific tasks. We regard the fostering of the child's self-esteem as paramount in all activities. Recognising the quality of an individual's achievement is part of the teaching and learning process.

2. Roles and Responsibilities

Hampshire Education Authority is responsible for making effective arrangements for SEND as outlined in the Code of Practice 2001 1.11, 1.12, 1.13, 1.14, 1.15

All Staff:-

- All teachers are teachers of children with Special Educational Needs. Teaching such children is therefore a whole school responsibility. (SEND Code of Practice 2015) We have implemented the Inclusion Development Programme.
- All teaching and non-teaching staff should be involved in the development of the school's SEND policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs. (SEND Code of Practice, 2015)
- Teachers' planning should be flexible in order to recognise the needs of all children as individuals and to ensure progression, relevance and differentiation. The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:
 - a) Setting suitable learning challenges
 - b) Responding to pupils' diverse needs
 - c) Overcoming potential barriers to learning and assessments for individuals and groups of pupils(SEND Code of Practice, 2015)

The Special Educational Needs Co-ordinator (SENDCo) is Catherine Graham-Evans

The SENDCo is responsible for:-

- Overseeing the day-to-day operation of the school's SEND policy
 - Reporting the progress of SEND provision to the Head Teacher and Governing Body
 - Liaising with and advising fellow teachers to identify and support children with SEND
 - Managing the Learning Support Assistants (LSA's)
 - Co-ordinating provision for pupils with Special Educational Needs
 - Overseeing the records on all pupils with Special Educational Needs
 - Liaising with parents of pupils with Special Educational Needs
 - Contributing to the in-service training of staff
 - Liaising with external agencies including the LEA's support staff and educational psychology services, health and social services and voluntary bodies
- (SEND Code of Practice 2015)
- Seeking to develop ways of overcoming barriers to learning
 - Sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.
 - Collaborating with curriculum co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect
- (SEND Code of Practice 2015)

The Special Educational Needs Governor is Richard Williams

The Governing Body is responsible for:-

- Publishing information about, and reporting on, the school's policy on SEND and making it freely available to parents
- Referring to the Code of Practice 2015 when carrying out its duties towards all pupils with SEND
- The oversight of the S.E.N. budget deployment within the school.
- Ensuring that the right provision is made for a pupil with special educational needs.
- Ensuring that the pupil's teachers know of those needs.

Excellence Friendship Respect

- Ensuring that all teachers in the school know the importance of identifying and helping pupils with special needs.
- Informing the L.A. about any pupil with special educational needs for whom it ought to perhaps be making a statement.
- Ensuring parents are notified of a decision by the school that SEND provision is being made for their child
(SEND Code of Practice 2015, 1996 Education Act)

3. Co-ordinating and managing provision

The Head Teacher informs the SENDCo of children entering the school who have special educational needs.

Any child may have need of extra provision during their time at Longparish Church of England Primary School. The means of identification and support are set out in Section B.

4. Admission arrangements

Our Admissions Policy applies to all children regardless of whether they have Special Educational Needs.

Good liaison with Longparish Playgroup and individual meetings with parents and children enables the school to discuss and identify children who may have a special educational need and discuss their needs with the parents.

5. Specialisms and special facilities

All the class teachers have experience of working with children with S.E.N. The teachers have experience of working with children who have specific difficulties in literacy, including dyslexia, and numeracy, physical difficulties, including dyspraxia, and children with behaviour difficulties, including Attention Deficit and Hyperactivity Disorder, Autistic Spectrum Disorders, physical disability and children with social communication difficulties. Also they have experience of working with the hearing and visually impaired.

The S.E.N. co-ordinator is an experienced teacher who has worked with children with mathematical, reading, spelling, writing and comprehension learning difficulties, including dyslexia, autism as well as those with behavioural problems. She has also worked with vision impaired and hearing impaired children.

The Learning Support Assistants (LSAs) have attended a number of relevant courses and have worked with children with SEND in the areas mentioned above. The LSAs have experience helping with inclusion within the class and whole school setting and in delivering a number of specific programmes to support children with SEND.

Mrs Jane Clacy has achieved the ALSA qualification and is trained specifically to deliver Speech and Language programmes.

Mrs Diane Moss and Mrs Jane Clacy are trained as ELSAs and work with pupils across the school.

Mrs Diane Moss and Mrs Jane Clacy have achieved HLTA status.

Mrs Debbie Woodman has NVQ 2 in supporting teaching and learning.

Mrs Pip Varley has certificates in paediatric first aid, has experience of working with visually impaired, is a qualified goal ball coach and sighted guide.

Mrs Clare Sykes has a Cert. Ed and has completed the paediatric first aid course.

6. Facilities for children with SEND

We have a sound field system in our Community Hall to enhance the provision for the hearing impaired. There are labels to comply with signing also for the hearing impaired.

The building is suitable for wheelchairs.

If this school was chosen as the best for a child with S.E.N. the school would liaise with the appropriate authorities to make the necessary arrangements.

The school has a disabled changing facility.

It has been modified to provide a safe environment for the visually impaired.

Section B: Identification, assessment and review

1. Allocation of resources

Finances and audit

It is the policy of the school to provide LSA help for children with learning difficulties, physical disabilities and educational behaviour disorders, where the school budget permits. Reading, writing, spelling and maths and other special needs resources are kept as a central resource, for the use of all staff, in the library and staff room. Resources are also borrowed from relevant centres within Hampshire. Appropriate resources are deployed into the classroom for use by the teacher or LSA to match children's needs, under the guidance of the SENDCo.

If your child had a particular need, they would firstly receive high quality, inclusive teaching for all; meaning the effective inclusion of all children in the literacy and numeracy lessons, differentiated to meet and support their needs. This may include small group work to address particular needs is appropriate.

Where appropriate, children may be given a particular 1:1 programme, which may take place in or outside of the class. Staff are qualified to run SIDNEY, Phonographix, Accelerated Reading, Accelerated Writing, precision teaching, Catch Up Literacy, Catch Up Numeracy among other such programmes. Further opportunities to train are always welcomed so that children have the opportunity to use the best programme to support their needs.

2. Identification, assessment and review

- We believe early identification and intervention where necessary is of paramount importance.
- Early identification of problems and children at risk is made through good liaison with the home and pre-school play groups when early concerns are discussed.
- Good liaison with parents of current pupils highlights any siblings with problems and these are discussed with staff.
- All children are assessed for dyslexic tendencies by the SENDCo using the DEST test at the end of the reception year. The SENDCo then analyses the results and discusses children identified as having significant difficulties with the class teacher and considers whether the SIDNEY phonics program delivered by an LSA in Year 1 is appropriate. Progress of all children is tracked through National Curriculum levels by the Headteacher and SENDCo and children who are not making sufficient progress are identified as needing extra provision. Teachers also raise any concerns they have with the SENDCo.
- In the school, if we feel a child is having difficulties and not achieving at rates similar to his/her peers, the child is observed closely. He/she is profiled using a variety of assessment materials including DEST, BPVS (British Picture Vocabulary Scale), Phonological Assessment Battery, Vernon spelling test, Phonographix, Neale Reading Analysis, GWRT (Graded Word Reading Test), according to which is considered most suitable for assistance in assessing the child. We also use Miscue Analysis and have a range of assessments for Sensory difficulties and memory.
- When it is felt by the team that a child has needs above those of their peers the parents are invited to meet with the Head Teacher, SENDCo or the class teacher. If the problems are regarded as needing attention, these are registered by the SENDCo, concerns and results of assessments are documented and targets are set using an PLP (Personalised Learning Plan). The PLP shows how provision will be met. The child's progress and programmes of work to address individual needs are constantly under review by relevant staff on an informal basis and formally at the weekly meetings between the LSA's and the SENDCo and termly meetings between the class teachers and the SENDCo. If progress continues to be a concern external advice and support may be sought. For some children, their needs will be so great as to require formal assessment procedures to be initiated and advice on suitable activities would be sought from the Educational Psychologist and relevant outside agencies.
- The SEND Register, which records basic details about children with SEND is used to establish the continuum of need and provision.
- The SEND Code of Practice describes children as being at one of the following stages:-

- Early Intervention when a child's need is identified, recorded by the SENDCo, and reviewed at least termly.

Children on the Supported Children / SEND Register

- Supported Children is when the progress of a child is monitored and recorded by the class teacher and SENDCo. The SENDCo may arrange for standardised, diagnostic and/or informal tests to be carried out at this stage and specific programs of work may be delivered.

Excellence Friendship Respect

- If a child is significantly behind their peers, or physically disabled, they will be put on the SEND register. They will be closely monitored by the teacher and SENDCo using an PLP (Personalised Learning Plan). Targets are set and formally reviewed each term. Advice and support from outside agencies may also be sought.
- When a child's needs are felt to be long term and complex a request for a formal assessment is made. If the LA considers a child's needs meet the criteria for a formal assessment they will seek information from many sources and this may result in the pupil being given an ECHP (Educational and Health Care Plan). These are reviewed annually when progress and provision are formally reviewed.

We use the HCC guidance to ensure that we accurately assess children's needs, and this is formally reviewed annually for each child to ensure compliance as well as being adjusted as children progress between the stages.

3. Inclusive practice

We have a policy of inclusion and all children have access to a broad and balanced curriculum which is differentiated according to individual needs. We try to include individual programs within the context of the classroom as much as possible or by withdrawal in groups or on a 1:1 basis, at times when the rest of the class are doing a similar activity or one in which it is not vital for these children to participate. In this way children have full access to the National Curriculum.

4. Evaluating success

Bi-annual assessments, termly assessments of children with SEND, reviews of targets on PLPs and performance in class are used to evaluate children's progress and determine the appropriate stage of action as described in the Code of Practice.

5. Complaints procedures

Complaints would follow the school's published Complaints Procedure.

Section C: Partnership within and beyond the School

1. Staff development

The L.A. provide in service training at different levels, regular meetings for SENDCos, in-school Inset, whole staff training sessions and Professional Centre based training. The providers are HIAS (Hampshire Inspection Advisory Support Service) Hampshire Educational Psychology Service, Occupational Therapy, Physiotherapy and Speech and Language Therapy Services. The school aims to send appropriate representation to all relevant courses and meetings.

Staff meetings are set aside for consideration of inclusive practices and training by the Head Teacher and SENDCo on specific issues relevant to SEND within the school. The Head Teacher and SENDCo also provide in-house training for the LSAs. Training for Teachers and LSAs is identified and acted upon through annual Performance Management meetings. The school also seeks training from outside agencies that is needed to address SEND of specific children. The Educational Psychologist, Speech Therapist, Physiotherapist, Occupational Therapist and Outreach Teacher from Norman Gate Special School, Specialist Teachers and Behaviour Support Service also advise and train staff in specific programs.

2. Partnership with parents

Parents are involved and kept fully informed at all stages and levels of their children's learning and of the resources and services available to them. As soon as we detect a specific educational need, a letter is sent to the parents inviting them to meet with the SENDCo, to explain our findings. Joint decisions, that include the child's views, are taken so that school and parents work in partnership for the child's benefit. Meetings with parents are documented so that both parties are aware of possible difficulties at home and school and can work together to agree and set targets. Parents are always welcome to talk to teachers before and after school on an informal basis. We encourage parents to take an active role within the school by helping teachers in different areas of the curriculum and with tasks that support children's learning. They are invited to meetings with staff and outside agencies, when they become involved with their child. Discussions with parents and individual children take place at least once a term, when targets on the PLP are discussed, since we value parental support with children's learning.

3. The voice of the child

Children's views are important to us and much consideration is made of these when considering intervention strategies and programs. Children at School Action and School Action Plus meet with the SENDCO each term to recognise achievements made and consider what they would next like to accomplish next within the context of target setting on the PLP. Children are encouraged to say how they feel they can best be helped and to recognise their own learning style. Their targets are included on their Child Friendly PLP.

4. Links with other schools and transfer arrangements

Pre-school:-

- The Head Teacher meets regularly with the pre-school supervisor. Pre-school children are invited to visit the school several sessions and to attend special occasions before entry.
- Meetings between child, parents, the Head Teacher and Reception Class Teacher before entry into the Reception Class ensure early identification of any SEND and helps determine what action needs to be taken.

Secondary transfer:

- The Primary/Secondary Liaison Co-ordinator from Testbourne School visits the school and gets to know the children transferring. Children are invited to the school for sessions in the term before they transfer.
- The SENDCO meets with the S.E.N. Co-ordinator of receiving secondary schools to discuss the needs of children with SEND prior to entry. Records are given to the relevant school. Where necessary special arrangements are made for transition using outreach support.
- The Special Educational Needs Co-ordinator or Teacher from Testbourne visits the school during the summer term prior to transfer to discuss any Special Educational Needs with the Class Teacher and relevant children.

5. Links with other agencies, organisations and support services

The support services may be able to help with the delivery of the National Curriculum to children with Special Educational Needs by:

- advising on curriculum access.
- advising on management strategies.
- assessing of children for specific purposes.
- programme planning to meet specific needs.
- advising on developing in-school support systems.
- in-service training.
- providing specific support to the pupil.
- supporting the family.
- providing a listening ear.

The Support Services are:

- H.I.A.S.S.
- Outreach teacher from Norman Gate Special School
- Teacher advisers for Visually Impaired, Hearing Impaired, Physical Disabilities.
- Hampshire Educational Psychology Service
- Educational Welfare Officers
- Behaviour Support Service
- Health Services - Speech and Language Therapists, Physiotherapists, Occupational Therapists and CAMHS, School Medical Officer and the School Nurse
- EMTAS

Policy revised by Catherine Graham-Evans, S.E.N.D. Co-ordinator February 2018

Date agreed by Staff _____

Date agreed by the School Governors _____

Review date: April 2019

This policy was agreed by governors: April 2018 and will be reviewed: April 2019