

# Grendon CE Primary School

## **Inclusion Policy**

### **1 Introduction**

At Grendon CE Primary School, we strongly believe that early identification of any additional need is vital. All of our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. All children on the additional needs register and those pupils identified in termly pupil progress meetings will be assessed. Further advice will be given and a decision will be made with parents whether a full assessment needs to be undertaken. If the child is experiencing significant delay and their national curriculum levels are well below that expected of them for their age, advice from an Educational Psychologist may be sought with parental consent.

The school evaluates the effectiveness of provision for pupils on the SEN register through its use of provision maps, analysis of pupil progress data, Additional Support reviews and evaluating progress against individual targets set. Effective targets are set for each child each term, with personalised programmes being set, where appropriate.

Highly personalised Pupil Profiles are continuously updated for all pupils and these represent Individual Education Plans.

All children are assessed by their teacher each term for their reading, writing and maths. Children on the SEN register, with Education Health and Care Plans (EHCPs) and those who have been identified by school as needing extra support will have their own, bespoke Additional Support Pages which detail interventions in place to help. These are reviewed three times a year and parents are consulted throughout this process as progress against targets is reviewed.

The SENCO monitors the progress and provision of all children on the SEN register.

### **2 Our approach to identifying and supporting children who need additional support**

All learners will have access to quality first teaching which the school believes is the most effective way of meeting the needs of the vast majority of learners.

Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN. All vulnerable learners have their needs and provisions documented.

### **3 Identification and Assessment**

Children's needs should be identified and met as early as possible through:

- summative assessments such as Foundation Stage profile scores, termly Teacher Assessments and other statutory assessments.
- formative assessments of work (to inform future planning).
- following up parental concerns.
- termly performance data analysis of individuals, cohorts, gender and vulnerable groups.
- information from previous schools.
- information from other professional services.

- review of Provision Maps for impact and overall effectiveness of interventions
- undertaking, where necessary, more in depth individual assessments such as early dyslexia screening.
- involving an external agency where it is suspected that a special educational need is significant.

#### **4 Curriculum Access and Provision for vulnerable learners**

Where children are underachieving and/or identified as having special educational needs, we provide for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support/individual withdrawal.
- further differentiation of resources.
- Learning reviews.

#### **5 Monitoring and Evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and Senior Leaders.
- ongoing assessment of progress made by intervention groups.
- Curriculum Monitoring process which may include work sampling and scrutiny of planning.
- teacher interviews with the SENCO.
- informal feedback from all staff.
- pupil interviews when setting new Additional Support targets or reviewing existing targets
- analysis of pupil performance data
- monitoring individual Pupil Profiles and Provision Maps to evaluate impact on progress
- attendance records
- regular meetings about pupils' progress between the SENCO and the head teacher.
- Head Teacher's report to parents and governors.
- Regular liaison with Governors.

#### **6 Additional SEN Support**

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offered for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

Under-achieving pupils and pupils with English as an Additional Language (EAL) who do not have SEN will **not** be placed on the SEN Register but will be on the school's provision map.

All interventions that take place in school will be identified and tracked using the whole-school Provision Map.

It may be decided that a very small number (but not all) of the pupils on the SEN Register will require additional High Needs Funding (HNF), for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.

Where the school can evidence that more than its notional SEN budget of £6,000 is being used to support an individual in any one financial year, an application will be made to the Local Authority.

Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHCP).

Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, they have a termly review and also an annual review.

The school uses Additional Support Pages (ASPs). These are a planning, teaching and reviewing tool which focuses on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.

ASPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning. ASPs will be accessible to all those involved in their implementation – pupils should have an understanding and ownership of the targets. They may include the input of outside agencies and are devised so that they are manageable and easily monitored. ASPs are time limited and a termly review will decide on next steps with the teacher, SENCO, support staff, parents and the pupil consulted throughout.

## **7 Education Health and Care Plans**

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN Register and, in addition to this, will have an Annual Review of their EHCP.

Our school will comply with all local arrangements and procedures when applying for HNF or an EHCP, ensuring that all pre-requisites for application have been met through ambitious and pro-active additional SEN support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local North Northamptonshire policy and guidance - particularly with regard to the timescales set out within the process.

## **8 Social , emotional and mental health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

The school devised a Pupil Mentoring programme which is a self-assessment of pupils' attitudes and feelings towards themselves and school, amongst other things. It is facilitated by trained pupils – Peer Tutors – and the outcomes feed into the Pupil Profiles which are shared with parents termly. Mental health and well-being has a high priority in school and children are actively encouraged to share concerns or anxieties with staff and parents.

Where more specialist provision is required, we have clear arrangements in place with local health partners and other organisations for making appropriate referrals to Child and Adolescent Mental Health Services (CAMHS) and other supporting agencies. We also access the TAMHS materials and training.

Behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN. However, consistent disruptive or withdrawn behaviours can be an indication of unmet SEN, and where there are concerns about behaviour, we undertake assessments to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour, a multi-agency approach, supported by the use of the Early Help Assessment (EHA) may be appropriate. In all cases, early identification and intervention can significantly reduce the need for more expensive interventions or sanctions at a later stage.

## **8 Support systems for individual pupil need**

From time to time some children may display challenging behaviour which may require more individual intervention and support to address. These are children whose behaviour is not easily modified by the rewards and sanctions procedures within the Behaviour & Discipline Policy. In these cases, it is appropriate to develop individualised system as a motivation to improve behaviour. A senior member of staff may be involved to monitor these at this stage. This process is detailed within the Behaviour & Discipline Policy.

A Behaviour Support Plan may be required to support good behaviour. This should be agreed in conjunction with parents as it is acknowledged that a strong home/school link is paramount in changing behaviour patterns. All members of staff who have contact with the child will be made aware of the aims of the behaviour plan in order to maintain a consistent approach. A positive handling plan may be written.

## **9 Roles and Responsibilities**

### **9.1 Head Teacher**

The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The Governing Body will delegate the day to day implementation of this policy to the Head Teacher and SENCO.

The Head Teacher is responsible for sharing information relating to SEN through:

- analysis of the whole-school pupil progress tracking data
- maintenance and analysis of a whole-school Provision Map.
- pupil progress meetings with individual teachers
- regular meetings with the SENCO
- discussions and consultations with pupils and parents

### **9.2 Special Educational Needs Co-ordinator (SENCO)**

In line with the recommendations in the SEN Code of Practice 2014, the Head Teacher and SENCO will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school Provision Map for vulnerable learners
- identifying on this Provision Map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with an Education Health and Care plan.
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs

- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an EHCP.
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map and any mid-term transfers.
- monitoring ASPs and ensuring that they have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- liaising and consulting sensitively with parents and families of pupils on the SEN Register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school

### **9.3 Class Teacher**

Liaising with the SENCO to agree :

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored on class provision map – but do not have special educational needs.
- which pupils require additional support because of a special educational need and need to go on the school's SEN Register.
- ensuring there is adequate opportunity for pupils with SEN to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2014)
- ensuring effective deployment of resources – including Teaching Assistant support - to maximise outcomes for all groups of vulnerable learners.

## **10 Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs**

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:

- The school's generic processes for tracking the progress of all pupils
- Termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- Termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Annual review EHCPs are prescribed in the SEND Code of Practice (September 2014)

## **11 Pupils with English as an additional language**

A pupil who has English as an additional language (EAL) is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered

to have a special educational need, but are seen to benefit from the ability to live and learn in more than one language.

### **11.1 Ethos**

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

### **11.2 Admissions**

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through whole class teaching and, where appropriate, intervention work

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition.
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both 'A Language in Common' (where below age expected levels for English) and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and SENCO. Provision will be recorded and monitored for effectiveness, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

### **11.3 Parental support**

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing

interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

## **12 Inclusion of pupils who are Looked After in Local Authority Care**

Our school recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons why children who are looked after in local authority care often fail to make expected progress at school:

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

The Head Teacher is the designated teacher for Looked After Children (LAC). The responsibilities of our designated teacher include:

- monitoring the progress of LAC to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that LAC have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of LAC is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.