St. Andrew's CE (VA) Infant School and St. Andrew's CE (VA) Junior School

Inclusion Policy

Title	Inclusion Policy
Version	1
Date	September 2020
Author	Lisa Marsden
Approved by headteacher	October 2020
Approved by governing body	October 2020
Next review date	September 2021

Modification history			
Version	Date	Description	Revision author
1	September 2020	Amalgamating the infant and junior policy	Lisa Marsden

1.

Introduction

1.1 The mission statement of our schools talks of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background.

1.2 At St Andrew's CE (VA) Infant and Junior Schools we provide an inclusive environment where everyone has access to the best opportunities and highest quality of provision where we aim to remove any barriers to learning. We want **all** children to achieve their very best, for children to feel valued and secure, be excited to learn, and we will do our best to support children in any way we can.

1.3 This policy was created in line with the new **Special Educational Needs and Disability Code of Practice July 2014** which came into force 1st September 2014.

1.4 The **Code of Practice** reinforces that children's special educational needs and disabilities 0-25 will be picked up at the earliest point with support routinely put in place quickly, and parents will know what services they can reasonably expect to be provided, securing outcomes from education, health and social care which will make the biggest difference to their lives.

Definition: Special Educational Needs and Disability

The 2014 Code of Practice p15 states that:

'A child or young person has SEND where their learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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…'

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition (paragraph 18).

2.

Provision

Provision for children with Special Educational Needs and Disabilities is a matter for the whole school, particularly for class teachers and teaching assistants who have important day–to–day responsibilities. We will assess each child as required, and make the appropriate provision, based on their identified needs as early identification is vital.

St Andrew's CE (VA) Infant and Junior Schools we adopt a **graduated response** to help children with Special Educational Needs or Disabilities (**SEND**). When any concern is noted, it is the responsibility of the class teacher to take the initial steps to address the issue. They will use a range of strategies that make full use of all available classroom and school resources. This is called targeted Quality First Teaching. Parents may be consulted and specific interventions will be put in place and monitored for 6-8 weeks. If no significant progress is noted after this time it may be decided that the pupil requires help over and above that which is normally available within the particular class or subject and the child may be added to the **School Inclusion Register** with parental permission.

Reasons for a child being added to the Inclusion register may be that they:

- make little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness;
- show signs of difficulty in developing skills in English or mathematics skills which result in poor attainment in some curriculum areas;
- present persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school;
- have sensory or physical problems, and continue to make little or no progress, despite the provision of specialist equipment;
- have communication and/or interaction difficulties, and continue to make little or no progress.

Following this, the class teacher, after discussion with the Inclusion Coordinator will then provide a support programme, including interventions that are different from or additional to those provided as part of the school's differentiated curriculum. This is known as **SEND Support.** The child will be given individual small step learning targets which will be applied on a **Personal Provision Plan (PPP)** within the classroom in order to aid progress. These targets will be monitored by the Class Teacher and Teaching Assistants within the class and reviewed formally every term with the Class Teacher/Inclusion Coordinator, parents and child. This is known as our **Assess-Plan-Do -Review Cycle.**

If the PPP review identifies that a child continues to make little or no progress despite considerable input and adaptations it may be decided that support is needed from outside services. Teachers will consult parents prior to any support being put in place. In most cases, children will be seen in school by external support services. At this stage, external support services may provide advice that leads to further additional strategies. Parents will be fully involved and kept informed about this.

If the child continues to demonstrate significant cause for concern, despite external agency support , a request for the start of statutory assessment process for an **Education, Health and Care Plan (EHCP)** may be made jointly by parents and school to the Local Authority; if it is felt that it is appropriate to request additional funding to meet the child's needs.

An **Education, Health and Care Plan (EHCP)** is the document which replaces Statements of SEND. An EHCP can only be issued after a child or young person has gone through the assessment process for an EHCP and the school has collated thorough records evidencing the child's needs. At the end of that process, the Local Authority has to make a decision, either to issue an EHCP or not. If the LA refuses to issue an EHCP, the parent/young person must be informed of the reasons and that they have the right to appeal to the Special Educational Needs and Disability Tribunal. If the decision is to issue an EHCP, the LA must first issue a draft EHCP for the parents or young person to consider. The LA will then consult with the school. As well as the Special Educational Needs and special educational provision of the child, the draft EHCP should also detail the health care provision that has been assessed as reasonably required. The LA will then finalise the EHCP and have the legal duty to "secure" the educational provision specified in the EHCP, that is, to ensure that the provision is delivered. The local health care provider will have the legal duty to "arrange" the health care provision specified in the EHCP, that is, to ensure that the provision is delivered.

3

Partnership with parents

All parents of children with Special Educational Needs will be treated as partners and given support to play an active and valued role in their child's education. Parents hold key information to contribute to the shared view of their child's needs. Children and young people with Special Educational Needs often have a unique knowledge of their own needs and their views about what sort of help they would like. Partnership plays a key role in enabling children and young people with SEND to achieve their potential. They will be encouraged to contribute to the assessment of their needs, the review and to the transition process.

Details of our Local Offer (the arrangements made for children in our school with Special Educational Needs) can be viewed on our school website at
http://www.calderdale.gov.uk/localoffer/ http://st-andrews-inf.calderdale.sch.uk
The Local Authority provides an advice and support service for parents about Special Educational Needs issues (Independent information service) and is available at **www.calderdalesendiass.org.uk**

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The role of the Governing Body

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having Special Educational Needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The Governing Body has decided that children with Special Educational Needs will be admitted to the school in line with the school's agreed Admissions Policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

5

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical

education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
The school has a policy on managing the medical conditions of pupils and this can be found on the Policy section of our school website.

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Accessibility

St Andrew's CE (VA) Infant and Junior Schools fully meet the requirements of the SEND Code of Practice that came into effect in September 2014. All reasonable steps are taken to ensure that disabled children are not placed at a substantial disadvantage compared to non-disabled children. The school is accessible for the physically disabled with designated points of entry for the school which allow wheelchair access. Curriculum planning is modified appropriately for children with disabilities. All children have the opportunity to be involved in extra-curricular activities. We believe in being fully inclusive and make reasonable adjustments to ensure this is the case for activities outside the school classroom, including school trips. We run a range of after school clubs, for example STEM, cookery, gardening, choir and multi-sports. All staff, including external providers are briefed about the individual needs of each child so they can take part with additional support where required.

7.

Training and resources

All staff have regular in-house training to keep them up to date with current practices and procedures. The Inclusion Coordinator also attends the Local Authority SENDCo network meetings in order to keep up to date with local and national updates. The Governing Body will consider purchasing new resources to assist our pupils with SEND. The Head teacher and Governing Body have a clear picture of the resources that are available to our school and carefully consider the best approach to meeting targeted groups, such as the SEND or pupil premium children.

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Roles and responsibilities

Provision for pupils with SEND is a responsibility of all the staff at St Andrew's CE (VA) Infant and Junior Schools. This includes the following roles:-

- SEND Governor –Mrs Liz Lawley
- Inclusion Coordinator - Mrs Lisa Marsden
- Designated Safeguarding Lead (Juniors) : Mrs Karen Smith
- Designated Safeguarding Lead (Infants) : Mrs Jo Swallow
- Deputy Designated Safeguarding Lead (Infants): Mrs Dayle Wood
- Deputy Designated Safeguarding Lead (Juniors): Mrs Amanda Jocelyn, Mrs Georgina Brearley and Mrs Esme Moon
- Designated Teacher for Children Looked After and Pupil Premium (Infants): Mrs Jo Swallow
- Designated Teacher for Children Looked After and Pupil Premium (Juniors): Mrs Karen Smith

However, all school staff have a duty to report any concerns in their absence.

9.

Monitoring and evaluation of SEND Monitoring and evaluation

The Head teacher and leadership team regularly and carefully review the quality of teaching for all pupils by undertaking work analysis, lesson observations and an analysis of pupil progress.

The level of provision needed is decided by using progress data information and outcomes from on-going assessments. The Inclusion Coordinator and the Head teacher hold regular meetings to review the impact of the policy on the practice of the school. In addition the Inclusion Coordinator and the named SEND Governor also hold meetings.

10.

Record Keeping

Any records relating to a child's Special Educational Needs including any interventions or reports will be kept securely in a file in the child's classroom/school office and will form part of the child's file, which will be sent by recorded delivery to their new educational setting when they move schools.

If the information is not required by the child's new school it will be retained and stored securely until the child turns 25 years old and then it will be securely destroyed.

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Dealing with complaints

The school has an open door policy and parents and carers are welcome at any time to discuss any concerns.

If you as a parent are concerned about any aspect of your child's education regarding SEND, please contact the Class Teacher, Inclusion Coordinator or Head teacher, as soon as possible.

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Useful links:

http://www.calderdale.gov.uk/localoffer/

http://st-andrews-inf.calderdale.sch.uk

www.calderdalesendiass.org.uk

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Additional information

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Teachers Standards 2012

The school details its approach to holding data in its Confidentiality Policy, Freedom of Information Policy, Privacy Notice and Data Protection Policy. All records are stored following DfE guidelines.

Head Teacher signed:

Chair of Governors signed:

Date: September 2020

Renew: