



Kirkby and Great Broughton CE VA Primary School

INCLUSION POLICY

Everyone in our school is a valued and unique person with different gifts and skills. Guided by strong Christian principles, we work together to nurture the children emotionally, spiritually and intellectually. We encourage them to be confident and enquiring, as well as compassionate and kind, as they strive to achieve their personal best and develop a lasting love for learning and for life.

Policy completed: **June 2020**

Policy review date: **June 2022**

Persons with overall responsibility for Inclusion: **Headteacher Emma McCormick and SENCO Hannah Atkinson**

Governor responsible: **Sue Brooks**

A copy of this policy is available for all parents who request one from the school office as well as the opportunity to read through it with the class teacher, SENCO or SEN Governor.

If you need this document in large print, audio, Braille, alternative format or in a different language, please contact us and we will do our best to help.

Love of Learning,

Love of Life,

Love of one another.

At Kirkby and Great Broughton CE VA Primary School, we are committed to developing and celebrating the individual strengths of each child, actively encouraging them to achieve their full potential in a safe, secure and caring environment.

Definition of Special Educational Needs – Code of Practice 2014

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children 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.

SEND Local Offer (NYCC) and SEN Information Report

The school is supported by the Local Authority to ensure that all pupils, whatever their specific needs, make the best possible progress in school. North Yorkshire Local Authority has published its Local Offer for parents/carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This includes information about services across health and social care as well as private, voluntary and community sectors. This can be found at:

<http://www.northyorks.gov.uk/article/26714/Special-educational-needs---local-offer>

The school's SEN Information Report explains how this policy is implemented. It can be found via our school website.

1. Aims and Objectives

Aims

- We aim to provide every child with a broad and balanced curriculum which encourages them to achieve their full potential, whilst fostering their independence.
- To secure special educational provision which is additional to and different from that provided within the differentiated curriculum to respond to the four areas of special educational need:
 - Communication & Interaction
 - Cognition & Learning
 - Social, Emotional and Mental Health
 - Sensory and / or physical

Objectives

- to identify and support the needs of pupils with SEN as early as possible.
- to plan and deliver appropriate provision which overcomes barriers to learning.

- to work in partnership with parents/carers to gain a better understanding of their child and to involve them in all aspects of their child's education.
- to value the role that pupils have in assessing their own needs and planning their next steps.
- to work closely with outside agencies when a pupil's needs cannot be met by the school alone.

2. Responsibility for the coordination of SEND provision

The Headteacher has overall responsibility for the provision and progress of learners with SEND. The person responsible for overseeing and coordinating the day to day provision of education for pupils with SEND is the SENCO. The school's governing body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEN Code of Practice 2014.

The school's SENCO is Miss Hannah Atkinson
The named Governor for SEN is Sue Brookes

3. Graduated Approach to the identification of and provision for pupils' needs

Provision for SEND is a whole school matter. All teachers are teachers of children with SEND.

Quality First Teaching

- If concerns about a pupil's rate of progress arise, a pupil is monitored closely by their class teacher in order to determine whether they may have SEN.
- The child's class teacher will take steps to provide more carefully differentiated learning opportunities to facilitate the pupil's rate of progress.
- The SENCO may be consulted for support and advice and may observe the pupil in class.
- Parents/carers will be informed fully of the circumstances under which their child is being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concern by parent/carer or teacher but this does not place the child on the school's SEN register.

SEN Support (formerly categorised as School Action & School Action Plus)

Where it is determined that a pupil does have SEN, parents/carers will be advised of this and their consent sought to add the pupil to the school's register of SEN. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place which removes barriers to learning and accelerates the pupil's progress.

Support is provided through a four – part process:

- Assess
- Plan
- Do
- Review

This on-going cycle helps identify which strategies are the most effective in supporting the pupil to achieve good progress and outcomes. See Appendix 1.

Referral for an Education, Health and Care Plan

If a child has lifelong or complex difficulties which mean they require a significantly higher level of support, they may undergo a Statutory Assessment Process. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessment, planning and provision is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents / carers
- Teachers

- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision, actions that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by North Yorkshire County Council, if it is decided that the child's needs are not being met by the level of support that is ordinarily available within the school. The school and the child's parents/carers will be involved in developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

4. Recording of Provision

The provision which the school makes for a pupil is recorded in the following documents:

- Intervention record
- IEP - Support plan (Individual Education Plan)
- Inclusion Passport (where other agencies are involved and multi-agency reviews are held)
- Learning conversations record
- Minutes of review meetings (where the SENCO is regularly jointly involved in reviewing progress with the class teacher and parent / carer)
- Pupil voice documents

5. Risk Assessments

Risk assessments will be undertaken and recorded, where necessary, in order to ensure that pupils' access needs are met and that the safety and well-being of all are given due consideration where necessary.

6. Monitoring and Evaluating the Success of SEN Provision

Pupil progress is monitored on a termly basis. Progress is identified as that which:

- better the child's previous rate of progress.
- closes the attainment gap between a child and their peers.
- prevents the attainment gap from widening.
- demonstrates an improvement in self-help, or personal skills.
- demonstrates an improvement in the child's social, emotional and mental well-being.

Individual Education Plans (IEPs) are reviewed and evaluated termly.

Pupils' attainment is recorded as follows:

- EYFS: using the developmental statements of the EYFS Development Matters Curriculum
- Year 1-6: using age related expectations outlined in Target Tracker
- Where pupils are not yet working within National Curriculum levels, Pre key stage levels are used to track progress from Y1.
- Where appropriate, P levels are used to record and track the progress of pupils' personal social and emotional development.

Attainment is tracked using the school's Target Tracker assessment monitoring tool.

7. Allocation of Resources for pupils with SEND

- The school budget, received from NYCC Local Authority, includes funds for supporting children with SEND.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about the needs of pupils with SEND in the school, including:
 - children receiving extra support already
 - children requiring extra support
 - children who have been identified as not making as much progress as would be expected
- Decide what resources, training and support are needed.
- All resources, training and support are reviewed termly and changes made as required.

8. Facilities for Pupils with SEND

The school complies with accessibility requirements. See SEN Information Report for further details.

9. Specialist Support Services

The school maintains effective working relationships with a variety of external support services in order to ensure it provides the best possible support for its pupils with SEN. Consent is always sought from parents/carers before referring to another professional.

10. Concerns and Complaints

If a parent/carer has any concern or complaint regarding their child, they should make an appointment to speak to the class teacher, SENCO or Headteacher as soon as possible.

Full details of our complaints procedure can be found on the school's website or by asking for a written copy of the procedure.

Appendix 1 The Four Part Support Process

Assess

The class teacher analyses the pupil's needs based on their assessments, taking into account previous progress and attainment and the pupil's and parent's views. Where relevant, advice from external support services will also be sought and considered.

Plan

Planning will involve consultation between the teacher, support staff, parents/carers and pupils (where appropriate) and SENCO, where necessary, to agree the adjustments and support that are required, which are additional to and different from the differentiated curriculum, the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement at home may be sought, where appropriate, to reinforce or contribute to progress. This plan will be recorded in an Individual Target and Provision Map.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from them as class teacher. They plan and assess the impact of support and interventions together with anyone else who regularly works with or supports the child, e.g. teaching assistants. Support with further assessment of the pupil's needs will be provided by the SENCO, or external support services, where necessary.

Review

Reviews will be undertaken each term and will evaluate the impact of the support and interventions. The class teacher, in consultation with the pupil, parents/carers and SENCO, if necessary, will revise the support plan. Where it is felt that a pupil no longer requires SEN Support, it will be recommended to parents/carers that the pupil is removed from the register of SEN. In such circumstances, careful monitoring of the child's progress will continue for a term, and a further joint progress review with parents/carers will be offered.

Kirkby and Great Broughton CE VA School
SEN Policy into Practice Document

Observation	Action	Who
Concern about an area of pupil's early development or pupil's progress.	Complete an "At a glance" sheet and talk to parent/carer. Inform SENCO. Monitor for half a term. Evaluate out come.	Class Teacher
SEN Support felt to be needed.	Discuss with SENCO.	Class Teacher
SEN Support Registration to be made.	Discuss with SENCO. Seek consent from parent/carer. Liaise with them and have a learning conversation. Is a different intervention needed or should we initiate IEP Support plan? Add pupil to SEN Support Register.	Class Teacher SENCO
Individual Education Plan (IEP) to be completed and reviewed termly.	Seek pupil voice. Share with parent and seek their views. Set targets for a term with pupil and parent. Begin the 4 part support process and review after a term. Copy of IEPs to be given to parent and SENCO.	Class Teacher with SENCO, if necessary. Class Teacher
Concern about a lack of progress in spite of targeted SEN Support.	Discuss with SENCO. Adjust provision or consider referral to another agency. Seek parental consent for referral to external agency. Contact external agency and complete referral. Initiate Pupil Inclusion Passport.	Class Teacher & SENCO
Assessment of pupil's needs is required in greater depth.	Use the frameworks to determine level of needs.	SENCO, Class Teacher, parents and any agencies involved.
Concern that the school's resources are insufficient to meet the pupil's needs.	Consider making a Request for an EHC Plan.	SENCO, together with parents and all agencies involved.

<p>Pupil's disability requires individual consideration to ensure safe access to any environment accessed whilst attending school.</p>	<p>Undertake and record a risk assessment and create a management strategy.</p>	<p>Class Teacher, in collaboration with parents and, if required, SENCO.</p>
<p>Concern that a pupil's social, emotional and mental health needs are resulting in challenging behaviour on a regular basis.</p>	<p>Undertake observations of behaviours and gain pupil voice. Refer to an external agency for intervention if needed.</p>	<p>SENCO in collaboration with staff and parents.</p>
<p>Pupil is deemed not to require any further SEN Support.</p>	<p>Discuss with SENCO and parent. Remove the child from the register and inform parents accordingly. Continue to monitor and note as recently removed on the register.</p>	<p>Class Teacher Class Teacher</p>