

## **INCLUSION**

Inclusion is “a sense of belonging, feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you do your best”. Miller and Katz (2002)

## **INTRODUCTION**

As a school we believe that all pupils have an equal right to an education that will enable them to achieve to their full potential. We seek to provide a targeted special educational provision for pupils, alongside a differentiated curriculum. This may require reasonable adjustments to be made to their provision and should incorporate their specific area(s) of need as identified in the new Code of Practice (September 2014).

- Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum
- Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia
- Social, Emotional and Mental Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration
- Sensory and/or Physical Needs - this includes children with sensory, multi- sensory and physical difficulties

### **What are special educational needs?**

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. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting. Where a child has SEN but does not have an EHCP their special educational need should be monitored in their individual SEN support plan.

### **Disability**

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a

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long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. 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 and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

### **AIMS AND OBJECTIVES**

The school aims to:

- create an inclusive learning environment with a broad and balanced curriculum, in which all pupils can thrive
- identify pupils' needs as early as possible in order to assist pupils to reach their full potential
- take into account individual needs and learning styles of each pupil
- use a variety of teaching strategies including differentiated learning styles, to facilitate meaningful and effective learning for all pupils
- develop a feeling of self-esteem and confidence to communicate within all pupils
- provide for pupil's individual needs by supporting them in various ways including whole class, small groups and individual teaching
- closely monitor those with SEND via assessment and reviews to ensure they are making progress
- celebrate and record all achievements of all pupils
- provide access to and progression within the curriculum, through reasonable adjustments where necessary for example the use of auxiliary aids and services
- assist all staff in providing a high level of expertise to meet pupils' needs through continued professional development
- ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals
- develop productive partnerships with parents and other outside agencies to ensure there is a multi-professional approach to meeting the needs of pupils with SEND
- enable pupils and their parents to participate in decision making
- have high expectations and aspirations for all pupils
- evaluate provision on a regular basis to ensure its efficacy

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

The governing body, the head teacher, the SENCO, class teachers and all other members of staff are responsible for identifying and providing for children with special educational needs. **“Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff” (Code of Practice 2014).**

The Code of Practice outlines a **Graduated Response** to pupils’ needs: Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This graduated approach involves a four-part cycle: **Assess, plan, do, review.**

### **Assess**

The school uses the Early Years Foundation Stage Profile (EYFSP) and Individual Assessment of Early Learning and Development (IAELD) to track progress in the nursery and reception classes. We make contact with health visitors and seek information from other health services and parents to discuss pupils’ needs. As pupils progress through the school they are assessed via a combination of:

- teachers’ assessment, curriculum levelling and experience of the pupil
- pupil progress attainment and behaviour
- development in comparison to their peers
- view and experiences of parents
- child’s own views
- advice from external agencies where relevant

An Inclusion register is kept of pupils with SEND and where a teacher expresses a **‘cause for concern’** regarding a particular pupil the class teacher and SENCO will take early action to assess and address the difficulties. Assessments are updated each term and monitored closely by the Head, SENCO and Senior Leadership Team.

### **Plan**

SEN advice is given for those pupils who are not making expected progress or whose development is causing concern. A list of actions is drawn up to ensure early support. This may include seeking advice from external agencies such as Educational Psychologists, Speech and Language Services, Autism Advisory Services, Behaviour Support or Specific Learning Difficulties Bases. This informs the class **Provision Map**. A **SEND Support Plan** (previously

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Individual Educational Plan or Pastoral Support Plan) will be drawn up to include targets for the pupil to work towards. All teachers and support staff working with pupils will be made aware of their needs, the expected outcomes, support provided and teaching strategies or approaches that are required.

### **Do**

The class teacher is responsible for working with the pupil on a daily basis including when the pupil is receiving small group or one to one interventions away from the main class. They will work closely with the SENCO and other external agencies to plan and evaluate the impact of support and interventions and to further assess the pupils' strengths and weaknesses.

### **Wave 1**

We provide inclusive 'High Quality Teaching' for all pupils differentiated to meet their individual needs. **"additional intervention and support cannot compensate for a lack of good teaching" (COP 2014)**. This includes; focused lesson plans with clear learning objectives; high expectations of all pupils; high levels of interaction; appropriate use of teacher questioning, modelling and explaining; learning through dialogue with opportunities to discuss work; regular use of encouragement, praise and rewards to engage and motivate pupils

### **Wave 2**

Some pupils may require additional small group interventions, strategies or opportunities to enable children to access their learning and make progress.

### **Wave 3**

A few pupils will require an additional highly personalised package of provision and interventions to support them to access their learning and make progress.

### **Review**

We carefully review and evaluate the quality of teaching for all pupils through lesson observations, book scrutinies and pupil progress meetings. The class **Provision Map** is updated and evaluated each term. An Individual Special Educational Needs (**ISEN**) sweep of the school takes place twice a year when all pupils are discussed with the SENCO/Head or Key Stage Leader. **SEND support plans** are reviewed and updated regularly. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in

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light of the pupil's progress and development, deciding on any changes to the support and outcomes, in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in co-operation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND/Inclusion policy and provision is evaluated through:

- monitoring of classroom practice by the Head teacher, Deputy Head and SENCO
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- school Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements
- meetings of parents and staff, both formal and informal

### **MANAGING PUPILS NEEDS ON THE SEND REGISTER**

All children on the SEND/Inclusion Register will have a **Pupil Profile**, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document, which is updated to reflect the current needs of the child. Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child. The SENCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

### **Specialist Support**

The school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

## **Education, Health and Care Needs Assessments**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents may consider requesting an Education, Health and Care needs assessment.

## **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 pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and ensures that the SEND Code of Practice (2014) is followed.

## **TRAINING AND RESOURCES**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND.

The school's SENCO regularly attends the DSPL (Developing Special Provision Locally) cluster network meetings as well as county SEND briefings, in order to keep up to date with local and national issues in SEND.

## **ROLES AND RESPONSIBILITIES**

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

**Governors** will ensure that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND

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- pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- the school profile informs parents under the heading 'How we are making sure we are meeting the learning needs of individual pupils'
- they have regard to the requirements of the Special Educational Needs and Disabilities Code of Practice (2014)
- parents are notified if the school decides to make SEND provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for SEND

The **Head Teacher** is responsible for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENCO
- the deployment of all special educational needs personnel within the school monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The **special educational needs co-ordinator** (SENCO) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs), SEND Support Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND/Inclusion register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- contributing to the in-service training of staff

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- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- taking part in county SEN moderation

**Class teachers** are responsible for:

- providing high quality teaching for all pupils
- assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
- regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- retaining responsibility for the pupil, including working with them on a daily basis
- making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- directly liaising with parents of children with SEND
- acting on advice from external agencies/EHCP and SENCO

**TAs** should:

- be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedure for giving feedback to teachers about pupils' progress

TAs work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.

## **COMPLIANCE**

Parkside Community Primary School has a named SENCO (Special Educational Needs Coordinator) and a named governor responsible for SEND. Together they ensure that the Parkside Community Primary School SEND/Inclusion policy works within the guidelines of the SEND Code of Practice (2014), the Local Education Authority and other policies currently within the school. This policy has been approved by staff and governors of Parkside Community Primary School and written with reference to the following documents:

- Schools Guide to the 0-25 SEND Code of Practice September 2014
- Early Years Guide to the 0-25 SEND Code of Practice September 2014
- The Equality Act 2010 and Schools May 2014
- Behaviour and Discipline in Schools February 2014
- Supporting Pupils at School with Medical Conditions September 2014

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- Mental Health and Behaviour in Schools June 2014
- The Young Person's Guide to the Children and Families Act 2014  
September 2014
- Care Matters: Transforming the Lives of Children and Young People in  
Care
- National Curriculum in England September 2013
- Parkside Behaviour Management Policy
- Parkside School Development Plan 2013-2016

For more information please see the Parkside Community School SEN  
Information Report which can be found on the website  
[www.parkside.herts.sch.uk](http://www.parkside.herts.sch.uk)

### **COMPLAINTS PROCEDURE**

The school has a complaints procedure, which applies to complaints about  
SEND provision. In the first instance the parent/carer are encouraged to  
discuss this with the class teacher or SENCO and then if necessary the Head  
teacher. We follow the Hertfordshire County Council Complaints Procedure, a  
summary of which is set out in the school brochure. A full copy is available in  
the school office.

### **GLOSSARY**

SEN – Special Educational Needs  
SEND – Special Educational Needs and Disability  
EHC – Education, Health and Care  
EHCP – Education, Health and Care Plan  
SENCO – Special Educational Needs Coordinator  
COP – Code of Practice  
SSP – SEND Support Plan  
ISEN – Individual Special Educational Needs  
PP – Pupil Profile  
DSPL – Developing Special Provision Locally  
EYFS - Early Years Foundation Stage  
EYFSP – Early Years Foundation Stage  
IAELD - Individual Assessment of Early Learning and Development  
OFSTED – Office of Standards in Education  
QCA - The Qualifications and Curriculum Authority  
SAT – Scholastic Assessment Test

### SEND Cause for Concern Procedure

