

Policies & Procedures

Inclusion/ SEND Policy

Date policy approved	Summer 2018
Approving body	Local Governing Body
Next review date	Summer 2021
Previous review date	



Part of



Holy Trinity CE Primary Academy

1 Introduction

Holy Trinity CE Primary Academy is part of the Abbey Multi Academy Trust. This policy reflects the inclusive ethos of the trust. At Holy Trinity CE Primary Academy, we are an inclusive academy where the needs of all children are met. We recognise that **all** teachers are expected to encourage an inclusive environment and all teachers are teachers of Special Educational Needs (SEN).

*“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” **SEN Code of Practice (2014)***

Within this it is the teacher’s responsibility to ensure all pupils are included and the needs of all children in their class are met through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress through good quality teaching, focused differentiation and support then they may be identified as having special educational needs:

*“Special educational provision is educational or training provision that is **additional to** or **different from** that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching” **SEN Code Of Practice (2014)**.*

2 Aims

Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning, provide well for all pupils and work with parents/carers/external agencies to ensure each pupil makes the best possible progress. We aim to:

- ensure the identification of pupils requiring SEN provision as early as possible
- ensure parents/carers are kept fully informed of their child’s progress
- provide a regular process of review to ensure progression and continuity for all children with SEN/EAL/CLA through regular pupil progress meetings
- ensure pupils have access to a broad and balanced curriculum
- provide a differentiated curriculum and interventions appropriate to the individual’s needs and abilities
- ensure that, wherever applicable, children with SEN/EAL/CLA participate as fully as possible in all academy activities
- involve the relevant external agencies in the provision for pupils with SEN/EAL/CLA.

3 Management of Inclusion

Inclusion at Holy Trinity CE Primary Academy is coordinated by the Inclusion leader. The Inclusion leader meets regularly with the inclusion team, monitors provision and reports to SLT and Governors to ensure provision is of the highest possible quality.

THE INCLUSION TEAM

SEND GOVERNOR: Jan Maughan & Mark Wilkinson
EXECUTIVE HEAD: Helen Pratten
PRINCIPAL: Darren Foulke
VICE PRINCIPAL: Helen Owen
INCLUSION LEADER (SENCO): Tracy Wheatley
SPEECH AND LANGUAGE THERAPIST: Julia Perry
LEARNING MENTORS: Tara Jackson & Gillian Sutcliffe
BEHAVIOUR MENTOR: Natalie Turner

a) *The Governing Body and Principal*

The academy governors have specific responsibility to ensure that:

- The necessary provision is made for any pupil who has special educational needs or English as an additional language.
- Teachers in the academy are aware of the importance of identifying and providing for, those pupils who have special educational needs or English as an additional language.
- A pupil with SEN/EAL/CLA joins in the activities of the academy together with pupils who do not have SEN/EAL/CLA. So far as is reasonably practical and compatible with the child receiving the additional provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Parents/Carers are notified of a decision by the academy that SEN/EAL/CLA provision is being made for their child.
- That each year the Inclusion policy is reviewed and a report on Inclusion is written and reported to the Student and Family Support sub-committee.

b) *Principal*

The Head of School has responsibility for the day to day management of all aspects of the academy's work, including provision for pupils with SEN/EAL/CLA. The Head of School aided by the Inclusion leader keeps the Governing Body fully informed. The Head of School seeks out and shares best practice with staff as well as holding pupil progress meetings with the Vice Principal.

c) *The Academy Staff*

All teachers are teachers of children with SEN/EAL/CLA and do their best to adapt the curriculum to meet their needs. All staff are involved in the development of the academy's Inclusion policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN/EAL/CLA.

d) *The Inclusion leader (SENCO)*

The Inclusion leader is responsible for:

- Co-ordinating provision for pupils with special educational needs and English as an additional language, including coordinating inclusion meetings, managing the Learning Mentor and Learning Support Team and supporting phase and subject leaders to organise interventions.
- Monitoring, reviewing and applying for statutory assessments.
- Evaluating the impact of SEN/EAL/CLA provision on outcomes for SEN/EAL/CLA pupils.
- Liaising with and advising class teachers including training where needed.
- Monitoring, supporting and training teaching assistants involved in SEN/EAL/CLA interventions.

- Ensuring parents/carers of pupils with special educational needs or English as an additional Language are met with regularly.
- Ensuring interventions are closely matched to the needs of the pupils.
- Liaising with outside agencies and other professionals to support pupils.
- Attending and Chairing Multi-Agency Meetings.
- The safeguarding of all pupils and is the designated teacher for looked after children.

e) *SENCO Administrator*

The SENCO administrator is responsible for:

- Supporting the Inclusion leader to liaise with outside agencies and other professionals to support pupils.
- Working with all relevant staff and agencies to secure any additional funding available to support SEN pupils.
- Liaising with parents/ carers of pupils with special educational needs and English as an additional language when needed.
- Providing admin support ensuring individual pupil files are up to date.

f) *Speech and Language Therapist*

The Speech and Language Therapist is responsible for:

- Liaising with the NHS Speech and Language Therapists, outside agencies and other health services as required.
- Liaising with parents/carers and teaching staff of pupils with speech and language needs when appropriate.
- Organising and monitoring the speech and language caseload within school.
- Delivering Speech and Language therapy and training staff in the delivery.

g) *Learning and Behaviour Mentors*

The Learning and Behaviour Mentors are responsible for:

- Monitoring and supporting improvements in attendance.
- Delivering SEMH interventions, pastoral interventions and monitoring social times in school.
- Liaising with and supporting parents/pupils and teachers.
- Liaising with outside agencies and other professionals.
- Supporting the designated safeguarding lead to meet safeguarding and child protection duties.

4 How Need is Identified

- Inclusion team meet regularly to discuss the needs and progress of the pupils already identified with additional needs.
- Pupil progress meetings held half termly which include individual class teachers, Vice Principal and Head of School.
- Internal referral systems for further SEND action, Learning Mentor and Speech and Language Support.
- Use of Boxall Profile to identify specific SEMH needs.

*Arrangements for Identification of Special Educational Needs or English as an additional language;
A Graduated Response to SEN/EAL/CLA*

Action	Who is involved?	What is involved?	Next steps
<p>Differentiation</p> <p>Wave 1</p>	<p>The class teacher is responsible for differentiating teaching and learning for all the pupils.</p> <p>This is quality first teaching</p>	<p>The teacher plans for the teaching and learning to be given to the pupils at the appropriate level of need for success and progress to be achieved.</p>	<p>If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, a more structured intervention is then discussed and put in place during pupil progress meetings.</p>
<p>Wave 2</p>	<p>Appropriate in class interventions are identified and parents/carers are informed.</p>	<p>Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/carers.</p> <p>Pupils may take part in a time limited intervention. This could include same day intervention, pre or post teaching or weekly intervention for a half term.</p>	<p>Most pupils should make progress with the additional help, but if the in-class targets and strategies implemented mean that adequate progress is not made, a SEND referral will be made to the SENCO to coordinate further support.</p>
<p>Wave 3</p>	<p>An identified assessment (Eg. Boxall, B Squared) is carried out, targets are set and provision is identified to close the gap.</p> <p>If needed the SENCO requests advice from an external agency.</p>	<p>The targets are implemented using the strategies and additional/different resources suggested. This could include further intervention 1:1 or small group support. Support from home is included in the support package. The targets are reviewed regularly.</p>	<p>If no further progress is seen, possible external referrals to agencies/teams such as:</p> <ul style="list-style-type: none"> Complex Needs Team Educational Psychologist Speech and Language Therapist SENIT DAHIT Rothwell Cluster OR Discussions around the possibility of FFI application, Educational Healthcare Plan or Early Health Assessment

5 Inclusion of Pupils with English as an Additional Language (EAL)

A pupil who has English as an Additional Language 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. Where parents / carers do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the child's progress and provide key information about our academy. 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 Wave 1 and, where appropriate, Wave 2 teaching.

We recognise that some parents / carers who are learning English may find it difficult to communicate with the academy and approach the academy regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents / carers in the life of the academy by, wherever possible, utilising interpreting facilities at parents' evenings and other academy meetings and by providing key academy information in translated format.

6 Inclusion of Pupils Looked After by the Local Authority

Our academy recognises that:

- Children who are looked after by the local authority 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 (Social Exclusion Unit Report:2003) 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
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children.

The responsibilities of our designated teacher include:

- monitoring the progress of children looked after to ensure that they have the best life chances possible and access to the full range of opportunities in the academy
- ensuring that children looked after have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) is being followed and attend regular reviews
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- contribute information about the child's educational progress to the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- liaising with 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 academy will work closely with 'The Virtual School (VS)' for Children which promotes the educational needs of Children Looked After and monitors admissions, PEP completion, attendance and exclusions.

7 Informing and Involving Parents/Carers and Children

Our academy believes in developing a strong partnership with parents / carers as they have a unique insight to their child's needs. The academy considers parents / carers of SEN/EAL/CLA pupils as valued partners in the process. Wherever applicable and appropriate SEN/EAL/CLA pupils will be encouraged to participate in the decision making process. For further information on Educational Health Care Plans (EHC plan), please see the Inclusion Team.

8 Monitoring and Recording Progress

When providing additional provision, we engage in a 4 stage process: assess; plan; do; review. We use a variety of plans, target trackers and information sheets to monitor the effectiveness of provision for SEN/EAL/CLA. These include:

- My Support Plans
- B Squared Target tracker
- Boxall Learning plans
- Speech and Language plan
- EHCP
- Pupil Passport

9 Transition Arrangements

Specific links are maintained with the secondary school to which the pupil transfers. Secondary transfer liaison with secondary SEN/EAL/CLA staff, takes place in the summer term. In the case of children who have an Educational Health Care Plan, pupil decisions regarding their placement in a Secondary school is decided in the Year 5 annual review. Extra visits are often arranged for SEN pupils. This is coordinated by the Home Partnership Team.

10 Links with Other Provisions (including arrangements when pupils change or leave schools)

- When children on the SEN Register transfer to another school, the Inclusion Leader (SENCO) will coordinate a meeting with relevant staff of the new school to discuss relevant issues.
- All the SEN/EAL/CLA profiles are passed on to the receiving school.
- Children joining the school are expected to come with relevant information. If this is not the case the Inclusion leader and Learning Mentors will coordinate information gathering from their previous school.
- If a child with an Educational Health Care Plan is going to a specialist provision we make arrangements for the child to visit the school beforehand – if possible with the SENCO or a Learning Mentor, along with their parent.
- Similarly, if we were to receive a child with an Educational Health Care Plan from a specialist provision we would hope to visit and receive at least one visit from the pupil and their parent before s/he started with us.

11 Links with Health & Social Services, Local Authority & Voluntary Organisations

We contact the school nursing service if there are medical concerns about children. The Local Authority may visit the academy regularly to monitor attendance and punctuality.

12 Complaints

- An individual wishing to make a complaint about any Inclusion matter should discuss this with the academy in the first instance.
- If the issue is not resolved, then a formal complaint may be made, following the complaints procedure as set out in our published Parent/Carer Complaints Policy (Spring 2017).

13 Equality Impact Statement

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.

Appendix A

REFERRAL FOR FURTHER SEN ACTION			
Class:		Pupil/Student Details	
Referring Teacher:		AGE:	
		D.O.B:	
Summary of area(s) of concerns/ describe behaviours:		Strengths:	
		Weaknesses:	
		Likes:	
		Dislikes:	
		Academic working level details:	
ACTIONS TAKEN			
ACTION DETAILS	DATE	IMPACT or DETAILS	NEXT STEP – Teacher to share suggestion with SENCO
Discussion with parents (details of contacts / conversations / requests or concerns voiced)			

Level of differentiation currently required (each curriculum area as needed)	Reasonable adjustments made	Identified gaps in current provision

