

Inclusion Policy Incorporating Special Educational Needs Information Report



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In compliance with
Statutory
Instrument: Special Educational Needs (Information) Regulations
(Clause 65)
and
Special Educational Needs and Disability Code of Practice (2014)

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INCLUSION POLICY FOR DELAPRE PRIMARY SCHOOL

1. Legal framework

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Data Protection Act 2018
- The UK General Data Protection Regulation (GDPR)

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Keeping children safe in education 2024'
- DfE (2023) 'Working Together to Safeguard Children'
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'

This policy operates in conjunction with the following school policies and guidance:

- Equality Statement
- Data Protection Policy
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Complaints Procedures
- Accessibility Plan

2. Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “under-achievement” and special educational needs.
 - Some pupils in our school may be under-achieving but will not necessarily have a special educational need. It is our responsibility to recognise this quickly and ensure that appropriate interventions are put in place to help these pupils make progress.
 - Other pupils will genuinely have special educational needs, and this **may** lead to lower attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school’s budget.

3. Aims and Objectives of this Policy

The aims of Inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents, and carers
- To carefully map provision for all vulnerable learners to ensure that deployment of staff, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in co-operative and productive partnership with the Local Authority and other outside agencies, to ensure a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”.

The head teacher and the governing body have delegated the responsibility for the on-going implementation of this Inclusion Policy to the Special Educational Needs Co-ordinator (SENDCo).

The name of the SENDCo is Mrs W. Simpson. Contact 01604 761456

The SENDCo is responsible for reporting regularly to the head teacher and the governor with responsibility for SEND on the on-going effectiveness of this Inclusion Policy.

The English as an Additional Language (EAL) Co-ordinator has strategic responsibility for the inclusion of pupils who have EAL and the achievement of vulnerable ethnic minority groups.

The name of the EAL Co-ordinator is Mrs W. Simpson. Contact 01604 761456

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

The Designated Teacher for Looked after Children is Mrs Shipp Contact 01604 761456

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

4. SEND areas of need

SEND INFORMATION REPORT

- **The kinds of Special Educational Needs which are provided for in our school:**
 - Communication and Interaction
 - Cognition and Learning
 - Sensory and/or Physical needs
 - Social, Emotional and Mental Health

There are 4 main areas of special educational needs. These are as follows:

Communication and interaction

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others, often because they have difficulty saying what they want, they cannot understand what is being said to them, or they do not understand or use social rules of communication.

The school recognises that:

- Pupils with Autism Spectrum Disorder/ Condition (ASD/C), including Asperger's Syndrome and Autism can have particular difficulties with social interaction.
- The profile for every pupil with Speech, Language and Communication Needs (SLCN) is different and their needs may change over time. They may have difficulty with one, some, or all the different aspects of speech, language or social communication at different times of their lives.

The SENDCO will work with pupils, parents, and language and communication experts where necessary to ensure pupils with SLCN reach their potential.

Cognition and learning

Pupils with learning difficulties may require support – the school will offer increased support with learning where necessary and as advised by LA.

The school understands that learning difficulties cover a wide range of needs, such as moderate learning difficulty (MLD), severe learning difficulty (SLD) and profound and multiple learning disabilities (PMLD). The SENDCO will ensure that any provision offered will be suitable to the needs of the pupil.

Specific learning difficulties (SpLDs) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health (SEMH) difficulties

Pupils may experience a wide range of social and emotional difficulties that manifest themselves in many ways, including becoming withdrawn or isolated, or displaying challenging, disruptive and disturbing behaviour. The school recognises that these behaviours may reflect underlying mental health difficulties such as anxiety or depression.

The school will ensure that provisions and allowances are made for the ways in which these mental health difficulties can influence the behaviour of pupils with SEND within its Behavioural Policy, including how we will manage the effect of any disruptive behaviour so that it doesn't adversely affect other pupils.

Sensory or physical needs

Impairments that prevent or hinder pupils from using the school facilities, such as vision impairment (VI), do not necessarily have SEND. The school will ensure staff understand that:

- Some conditions can be age-related and can fluctuate over time.
- A pupil with a disability is covered by the definition of SEND if they require special educational provision.

The school recognises, however, that pupils who have sensory or physical impairments may require specialist support or equipment to access their learning, regardless of whether or not their impairment falls under the SEND definition, and the SENDCO will ensure that their support needs are being met.

5. Types of need

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had considerable success in providing for a wide range of different needs where budget, resources and availability of expertise have allowed. This has included pupils with:

- ADHD
- Autistic Spectrum Disorders (ASD)
- Dyslexia
- Dyspraxia
- Dyscalculia
- Hearing disability
- Visual disability
- Physical disability
- Speech and Language difficulties
- Sensory processing disorders
- Medical needs
- Attachment Disorder
- Social, emotional and mental health
- Wellbeing and mental health
- Global learning delays

6. Admissions

When considering admitting a pupil with special educational needs we would expect to have informative discussions with both the pupil's family, previous school (if applicable) and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter we are aware of the process of applying for Targeted SEND Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe, or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies and the family.

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children, and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority). We may at times start children on a reduced timetable in order for them to have a successful start with the correct support in place.

7. Graduated approach

SEND INFORMATION REPORT

- Our school's policies for identifying children and young people with SEND and assessing their needs.
- Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.
- Our approach to teaching children and young people with SEND.
- How adaptations are made to the curriculum and learning environment of children and young people with SEND.
- How our school evaluates the effectiveness of its provision for children and young people with SEND.

In agreeing these staged arrangements, the school has considered the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014".

SEND Code of Practice (2014: Paragraph 1.24)

"This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies:2009)

"Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision."

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEND, should simplify the process of planning the right help at school level” (p68)

SEND Code of Practice 2014

7a. Stage 1: Well-differentiated quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole school provision map.

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions, and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to additional interventions, 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 under-achieving 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 SEND.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils’ identified needs and track their provision.
 - Audit how well provision matches need.
 - Recognise gaps in provision.
 - Highlight repetitive or ineffective use of resources.
 - Cost provision effectively.
 - Demonstrate accountability for financial efficiency.
 - Demonstrate to all staff how support is deployed.
 - Inform parents, LA, external agencies, and Ofsted about resource deployment.
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Disabled children and young people

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 long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

‘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. Section 20 Children and Families Act, 2014/ Code of Practice, 2014 p. 4 - sections xi), xii), xiii), xiv

Identification and Assessment at Stage 1

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

- The analysis of data including entry profiles, Foundation Stage Profile scores, reading ages or other whole-school pupil progress data.
- Classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do, review).
- Following up parental concerns.
- Tracking individual children's progress over time, including progress in EAL.
- Liaison with feeder nurseries on transfer.
- Information from previous schools.
- Information from other services.
- Maintaining a provision map for all vulnerable learners which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of Targeted SEND Funding. This provision map is updated termly through meetings between the teachers and SENDCo.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides 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.
- Additional interventions.
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised).
- Individual class support / individual withdrawal.
- Bilingual support/access to materials in translation.
- Further differentiation of resources.
- homework
- Pastoral support.
- Behaviour and social support
- Use of ICT as a support tool
- Speech and language support
- ILP targets

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 teachers, the SENDCo, EAL co-ordinator and senior leaders.
- On-going assessment of progress made by intervention groups.
- Review meetings between teachers and the SENDCo/EAL co-ordinator.
- Informal feedback from all staff.
- Pupil progress interviews when setting new ILP targets.

- Pupil progress tracking using assessment data whole-school processes.
- Monitoring individual learning plans, evaluating the impact of individual learning plans on pupils' progress.
- Attendance records.
- Regular meetings about pupils' progress between the SENDCo/EAL co-ordinator and the head teacher.
- Head teacher's report to parents and governors.

7b. Stage 2 Additional SEND Support

- Pupils will be offered additional SEND 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 SEND Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support, but will be on the school's provision map.
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that a small number (but not all) of pupils on the SEND list will require additional Targeted SEND Funding, 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 £6000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe, or 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.
- Where a pupil is in receipt of Targeted SEND Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual learning plan is required.
- Our approach to Individual learning plans, which we recognise are no longer prescribed in the SEND Code of Practice 2014, is as follows:
 - Individual learning plans are a planning, teaching, and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended.
 - Individual learning plans 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 – they will not simply be “more literacy” or “more maths”.
 - Individual learning plans will be accessible to all those involved in their implementation – pupils should have an understanding and ownership of the targets where appropriate.
 - Individual learning plans will be based on informed assessment and will include the input of outside agencies.
 - Our Individual learning plans have been devised so that they are manageable and easily monitored and will be evaluated and reviewed regularly.
 - Our ILPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
 - Individual learning plans will have a maximum of six short / medium term SMART targets set for or by the pupil.

- Individual learning plans will specify how often the target(s) will be covered.
- Individual learning plans will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an Individual learning plans will be arrived at through:
 - discussion between teacher and SENDCo
 - discussion, wherever possible, with parents/carers and pupil
 - discussion with another professional
- Our Individual learning plans will be reviewed at least termly by class teachers in consultation with the SENDCo.

7c. Stage 3 Statement of educational needs or Education, Health, and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND list, and in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for Targeted SEND Funding or an Education Health and Care Plan and will ensure that all pre-requisites for an application have been met through ambitious and pro-active additional SEND 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 NCC policy and guidance - particularly with regard to the timescales set out within the process.

7d. The SEND Ranges

West Northants have introduced the SEND Ranges to support the Graduated Approach as outlined in the SEND Code of Practice 2015. The SEND range descriptors provide a core framework for all professionals working with children and young people to provide clarity for parents, families, and carers in terms of what their child's needs are, and what each child is receiving.

The SEND range descriptors are based on national best practice in determining and describing the strategies and approaches to support the needs of children with SEND. They are based on the four areas of the SEND Code of Practice (2014/15) and on the 'golden thread' of the graduated approach – of assess, plan, do and review that pervades all best practice.

For further information please refer to the online version of The SEND Ranges on the Local Offer website. [Using the SEND Ranges 0-25 years. Guidance 2022](#)

8. Safeguarding

The school recognises that evidence shows children with SEND are at a greater risk of abuse and maltreatment and will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including, but not limited to, peer-on-peer abuse, neglect and sexual violence or harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, though are not limited to,

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration. –
- These pupils being more prone to peer group isolation or bullying (including prejudice based bullying) than other pupils.

- The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Headteacher and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's behaviour Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL/DDSL in collaboration with the SENDCO.

9. Roles and Responsibilities within School

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Co-ordinator (SENDCo). The SENDCo is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this Inclusion Policy. The English as an Additional Language (EAL) Co-ordinator has responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

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 head teacher and the governing body will delegate the day-to-day implementation of the Inclusion Policy to the SENDCo and EAL Co-ordinator.
- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system.
 - maintenance and analysis of a whole-school provision map for vulnerable learners.
 - pupil progress meetings with individual teachers and/or the SENDCo.
 - regular meetings with the SENDCo/EAL Co-ordinator.
 - discussions and consultations with pupils and parents.

Special Educational Needs Coordinator

In line with the recommendations in the Code of Practice 2014, the SENDCo will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of class provision map and Intervention Tracker 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 Targeted SEND Funding and those with Education Health Care plans.
- 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 an Educational Health Care Plan.
- Complying with requests from an Education Health Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request Targeted SEND Funding and/or an Education Health 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.
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans)
- Regularly evaluating the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and Inclusion Manager to ensure that these meetings occur).
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers attending area Inclusion Manager network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her 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.

Ethnic Minority/ English as an Additional Language Coordinator

The EAL co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map.
- maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds.
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background.
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice.
- managing other classroom staff involved in supporting ethnic/linguistic minorities.
- overseeing the initial and on-going assessment records on all children with EAL.
- regularly evaluating the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- contributing to the in-service training of staff.
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural, and linguistic diversity of the school.

- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum.
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information.
- attending EAL Co-ordinator network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners.

Class teacher

The class teacher will liaise with the SENDCo/EAL co-ordinator to agree:

- Which pupils in the class are vulnerable learners.
- Which pupils are underachieving and need to have additional their interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
- Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND list. Some of these pupils may require advice/support from an outside professional and an ILP to address a special educational need (this would include pupils with an EHCP).
- The class teacher will ensure good provision and outcomes for all groups of learners by:
 - Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
 - Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum on offer. (SEND 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 on 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).
 - Regular evaluation of whether pupils in receipt of Targeted SEND Funding and/or EHCPs are meeting their individual targets which have been written to address their underlying special educational need.
 - Annual review of EHCPs as prescribed in the SEND Code of Practice (September 2014).

11. Inclusion

SEND INFORMATION REPORT

- **How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have a SEND**

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school,
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experiences rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources (funded from our devolved additional needs budget through the Local Offer) ensures that all curriculum experiences are available to all pupils in the school, in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators, achievement leaders and senior leaders monitor planning, work, and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.
- Classes use visual and concrete objects and model and question well to help all learners.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruitment policy and best practice.
- When specialist equipment or a higher level of staffing support is required to support a pupil with SEND our school will fund this up to £6000 per annum for each individual pupil. Thereafter the school will apply to the Local Authority for Targeted SEND Funding.

12. Training

SEND INFORMATION REPORT

- **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- In accordance with Section 6 of the SEND Code of Practice 2014, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCo is appointed, he/she will be a qualified teacher and will have statutory accreditation or gain it within three years of appointment to the post.
- The SENDCo, EAL Co-Ordinator, Family Support Worker will regularly attend local network meetings.
- All staff will be trained in how to best support vulnerable learners in order to maximise their achievement as part of the school development plan and continuous professional

development. Specific training needs will be identified and met through the appraisal/performance management process.

- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements. Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

13. Equipment and facilities

SEND INFORMATION REPORT

- **Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for Targeted SEND Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Accessibility

All admissions to our school are through the Local Authority Admissions department. Information about how we support pupils with disabilities is outlined in our schools Accessibility Plan, which can be found on our website.

14. Partnership with Parents/Carers

SEND INFORMATION REPORT

- **Arrangements for consulting parents of children with special educational needs and involving them in their child's education.**
- **Arrangements for consulting young people with SEND and involving them in their education.**

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.
- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils but in particular those not making expected progress and for some pupils identified as having special educational needs, involving parents in the monitoring of progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Information Advice Support Service (IASS) available as part of the Local Offer.
- Providing information in an accessible way including, where possible, translated information for parents with English as an Additional Language.

15. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum **so that they know what their targets are and why they have them.**
- Review their progress and help set new targets.
- (For some pupils with SEND) help to monitor their success at achieving the targets on their Individual Learning Plan.

16. External involvement

SEND INFORMATION REPORT

- **How our school involves other bodies, including health and social care bodies, Local Authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families.**

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health, and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including:

- Early Help team
 - CAMHS
 - Educational Psychology Service
 - Northamptonshire Parent Partnership Service
 - Specialist SEND Support Services
 - Information, Advice and Support Services
 - NCC Sensory Impairment team
 - Local NHS services
 - Educational Entitlement Service
 - Autism Outreach Team
 - Multi-agency safeguarding hub (MASH)
 - LA Race Equality Team
- In accordance with the SEND Code of Practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with SEND in our school. For pupils with EHCPs we comply fully with requests from independent facilitators to provide information and co-operate fully with other agencies.
 - We are happy to liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g., autism, visual impairment etc.).
 - We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENDCo, but in some cases it can be another member of staff who we have identified as a key worker.

17. Transition

SEND INFORMATION REPORT

- **Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition).**

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the Inclusion Manager will liaise.
- SENDCo will attend any review meetings at nursery for children with SEND.

18. Complaints

SEND INFORMATION REPORT

- **Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENDCo/EAL Co-ordinator, then, if unresolved, by the head teacher. The governor with specific responsibility for SEND/Inclusion may be involved if necessary. In the case of an unresolved complaint, the issue should be taken through the general Governors complaints procedure.

19. Links with other services

SEND INFORMATION REPORT

- **The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

(Please refer to our school's Safeguarding Policy for details of how we access the CAF team and Multi-Agency Safeguarding Hub).

Effective working links will also be maintained with:

Specialist SEND Support Service

[Specialist SEND support services | West Northamptonshire Council \(westnorthants.gov.uk\)](https://www.westnorthants.gov.uk)

Educational Psychology Service:

Email address: educpsychology.ncc@westnorthants.gov.uk

[Educational Psychology Service | West Northamptonshire Council \(westnorthants.gov.uk\)](https://www.westnorthants.gov.uk)

Education Health and Care Plans (EHC):

[Education, Health and Care \(EHC\) plans, process and assessment | West Northamptonshire Council \(westnorthants.gov.uk\)](https://www.westnorthants.gov.uk)

School Attendance Support Service (SASS): 0300 126 700

Email address: eip-triage.ncc@westnorthants.gov.uk

[School Attendance Support Service \(SASS\) - WNC | West Northamptonshire Council](https://www.westnorthants.gov.uk)

Information Advice and Support Service: 0300 126 1039

Email address: sendiass@westnorthants.gov.uk

[West Northants SEND IASS |](https://www.westnorthants.gov.uk)

Multi-Agency Safeguarding Hub (MASH) and Child Protection Team: 0300 126 7000
[Multi-Agency Safeguarding Hub \(MASH\) and Child Protection Team - NCT | West Northamptonshire Council](#)

Families Information Service (FIS)

Email address: FIS.NCC@WestNorthants.gov.uk
[Families Information Service \(FIS\) | West Northamptonshire Council \(westnorthants.gov.uk\)](#)

Northamptonshire Children's Trust: 0300 126 7000

Email Address: childrenstrust@nctrust.co.uk
[Northampton Children's Trust | Children, young people and families at the heart of all we do.](#)

Virtual School for Looked After Children: 01604 365912

Email address: virtualschool@northnorthants.gov.uk
[Virtual School | West Northamptonshire Council \(westnorthants.gov.uk\)](#)

Holiday Activities and Food (HAF)

[Holiday Activities and Food \(HAF\) programme | West Northamptonshire Council \(westnorthants.gov.uk\)](#)

West Northants Local Offer 01604 366124

[Local Offer | West Northamptonshire Council \(westnorthants.gov.uk\)](#)

20. Local offer

SEND INFORMATION REPORT

- **Information on where the Local Authority's Local Offer is published.**

West Northants Local Offer

[Local Offer | West Northamptonshire Council \(westnorthants.gov.uk\)](#)

21. Promoting mental health and wellbeing

SEND INFORMATION REPORT

- **Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.**

Pastoral care Arrangements

Within school we have a Family Support Worker who has been appointed to work with and support pupils and their families, helping them to resolve specific concerns or difficulties. The role of the Family Support worker is to:

- Help children to remove individual barriers to learning, enabling them to achieve their goals and reach their potential at school.
- Help children and families to become more organised and better at time management.
- Support parents in order to achieve 100% pupil attendance.
- Help pupils and families access information about their interests, both academic and social.
- Enable parents to feel confident to approach the school with any concerns or difficulties.
- Promote family involvement within the school.

Our Family support worker is **Mrs Shipp. Contact 01604 761456**

The school will ensure that there is a focus on promoting pupils' resilience, confidence and ability to learn in subjects across the curriculum.

Positive classroom management and working in small groups will be implemented to promote positive behaviour, social development and high self-esteem. Specialist services will be available where a pupil requires such services. Where appropriate, the school will support parents in the management and development of their child.

When in-school intervention is not appropriate, referrals and commissioning will be used instead. The school will continue to support the pupil as best it can.

For pupils with more complex problems, additional in-school support will include:

- Supporting the pupil's teacher, to help them manage the pupil's behaviour.
- Additional educational one-to-one support for the pupil.
- One-to-one therapeutic work with the pupil, delivered by mental health specialists.
- An IHP. All schools must comply with the statutory duty of caring for pupils with medical needs.
- Providing professional mental health recommendations, e.g. regarding medication.
- Family support and/or therapy, upon the recommendation of mental health professionals.

The school will consider whether disruptive behaviour is a manifestation of SEMH needs.

The school will focus on work that helps to build self-esteem and self-discipline with the aim of addressing disruptive behaviour.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council.
- Pupils with SEND are also encouraged to be part of every aspect of school life: including clubs, class trips and residential visits.
- We have a zero-tolerance approach to bullying.

In more complex cases the Pastoral team may offer a more specific intervention program, such as (but not limited to) ...

- Bereavement support
- Social skills sessions

- Anger management strategies
- Zones of regulation
- Anxiety strategies
- Relax kids
- Self-esteem/ confidence building
- Positivity support
- Resilience building

22. 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 (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 the designated teacher include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school.
- Ensuring that children who are 'looked after' 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.
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals.
- Preparing a report on the child's educational progress to contribute towards the statutory review.
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers, class teacher 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 the progress they are making.

Our school will work closely with The Virtual School (VS) for Children to promote the educational needs of Looked After Children and monitor admissions, PEPs, attendance & exclusions.

23. Inclusion of pupils with English as an Additional Language.

Definition

A pupil with 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 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.

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.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions, and differentiation of the usual school curriculum.

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 programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. When possible, additional support will be given to improve their acquisition of English.

The following provision may be expected:

- Initial assessment of EAL
- A mother tongue assessment may be applicable where SEND 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 teaching support on a 1:1 or small group basis, peer group support and 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 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 the EAL Co-ordinator or SENDCo. Provision will be recorded and monitored for effectiveness using the school's provision map. The pupil will not be placed on the SEND register for reasons of EAL.

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 wherever possible, providing interpreting facilities at parents' evenings and other school meetings.

24. Inclusion of pupils who are very able and/or talented.

In this section the term 'very able' refers to a broad range of achievements at a very high level. Those children who are very able have well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- | | |
|-------------------------------|---|
| • Physical talents | sport, games, skilled, dexterity |
| • Visual/performing abilities | dance, movement, drama |
| • Mechanical ingenuity | construction, object assembly (and disassembly), systemic, working solutions |
| • Outstanding leadership | organiser, outstanding team leader, sound judgements |
| • Social awareness | sensitivity, empathy |
| • Creativity | artistic, musical, linguistic |

We respect the right of all our 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.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest standards. This policy guides the way in which this happens for our very able and/or talented children.

Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement, which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following procedure:

- Teacher nomination
- Assessment results
- Specialist teacher identification
- Parental nomination
- Peer nomination
- Self-nomination

Provision for very able and/or talented children will be tracked on the schools provision map.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand, and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level.
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area.
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment.
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through school. Each strategy supports all children in their learning but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach children in our classes with appropriate differentiation, and we run 'more able groups' in English and mathematics in KS2.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, art, drama, and musical clubs.

A review of the **inclusion policy and SEND information report** document is undertaken every year. The Special Educational Needs policy is a working document and is kept under constant review.