

St Ippolyts C.E. (VA) Primary School



Inclusion Policy

February 2017

St Ippolyts Inclusion Policy

1. Legal Framework

This policy was formulated with regard to the Children and Families Act (2014), the Special Educational Needs Code of Practice 0-25 (2015) and the Equality Act (2010), with Specific Duties (2011). It should be read in conjunction with the School's SEN Information report and SEND statement which can be found on the school's website.

Associated Policies

- Behaviour Policy
- Equalities Statement
- Supporting children with medical conditions Policy
- Intimate Care Policy
- Assessment Policy
- Safeguarding Policy

The Inclusion Co-ordinator is Mrs. Felicity Nichols and the SEN Governor is Mrs Helen MacInnes. Both of these can be contacted through the school office.

2. Guiding Principles

The Code of Practice states that:

“All children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to achieve their best and become confident individuals living fulfilling lives “ (CoP 6.1)

St Ippolyts school believes that every pupil has an entitlement to develop their full potential. Therefore educational experiences are provided which develop pupils' achievements and recognise their individuality. In this school inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum. It is appropriate to their individual abilities, talents and personal qualities.

St Ippolyts school is committed to equal opportunities for all, regardless of protected characteristics – including age, disability, ethnicity and race, gender, religion and belief.

St Ippolyts is an educationally inclusive school, in which the teaching and learning, achievements, attitudes and wellbeing of every pupil matter.

In our school we aim to offer excellence and choice to all our pupils whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the early identification of and the removal of barriers to learning and

participation. We want all our children to feel that they are a valued part of our community.

We encourage a child-centred approach. We equip them with knowledge about learning through our Learning Powers programme, and encourage them to be proactive at managing their own learning. Children's views will be sought and listened to about how we can best support them, and we encourage them to come up with their own ideas for addressing barriers to learning. All children have their own personal targets, and are challenged to reflect on their personal progress and successes. We work in partnership with parents/ carers to support their child's education.

3. Definitions

At St Ippolyts School we take the definition of SEN and disability from the SEND Code of Practice:

SEN: Children have special educational needs if they have a learning difficulty which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. " (CoP 6.14)

Learning Difficulty: A child has a learning difficulty if:

They have significantly greater difficulty in learning than the majority of children of the same age

They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Disability: A child has a disability if they have a physical or mental impairment, which has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

Categories of Need: The Code of Practice describes the possible barriers to learning under four broad areas of need and support. Many children's needs fall mainly within one of these categories. However, some children have difficulties in more than one area.

Area of Need	Examples
Communication and Interaction	Speech language and communication difficulties Autistic Spectrum
Cognition and Learning	Moderate learning difficulties: Children learn at a slower rate than their peers, even with appropriate differentiation. Severe learning difficulties: Support needed across most curriculum areas and associated difficulties with mobility and communication Profound and Multiple Learning Difficulties: severe and complex learning difficulties as well as a physical disability or sensory impairment Specific learning difficulties: eg. dyslexia, dyspraxia, dyscalculia

Social, Emotional and Mental Health	Wide range of behaviour which manifests itself in many ways and may reflect underlying mental health conditions eg/ anxiety, depression, self harming. ADD/ ADHD Attachment disorder
Sensory/ Physical Needs	Hearing or visual impairment Multisensory impairment Physical disability

4. What this looks like in our School

4.1 Role of the Inclusion Co-ordinator

The key responsibilities of the Inclusion Co-ordinator include:

- Overseeing the day to day operation of the SEN Policy
- Co-ordinating provision for children with SEN
- Advising and coaching on the graduated approach to providing SEN support
- Advising on the deployment of the SEN budget and other resources to meet pupils' needs effectively.
- Liaising with parents of children with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date .

(SEN Code of Practice 6.90)

The Inclusion Coordinator must be a qualified teacher, and must achieve a National Award in Special Educational Needs Coordination within 3 years of appointment. Mrs Nichols is a qualified teacher, currently studying for her National Award and is due to complete in October 2017. The Inclusion Co-ordinator has 2 days per week to fulfil the role.

The Inclusion Co-ordinator is part of the Senior Leadership Team.

4.2 SEN Provision: Graduated Response

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including children with SEN.

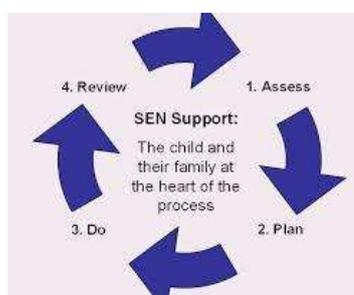
In our school, we believe in high quality class teaching, differentiated for individual pupils as the first step in responding to pupils who have or may have SEN.

We have an Inclusive Classroom Checklist which details the common adjustments, support and visual and physical resources that we expect to find in every class.

All teaching and support staff are given training in the SEN most frequently encountered, and the InCo will ensure that advice and information is sought about lower incidence SEN as and when required.

The graduated approach, as outlined in the Code of Practice, is designed to support the needs of individual pupils. It covers the identification, assessment and review of pupils who may have special educational needs. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and teaching and learning strategies.

There are 4 key actions in this approach:



Assess: Where a child may be experiencing a problem or not making expected progress, further investigation will be done to consider his/her needs. Pupil Progress Meetings are held termly after Assessment week to discuss the progress of all children, and especially those either already identified as having SEN or those on the School Monitoring List. A need may be identified by a member of staff, a parent or a child.

Plan: Parents, pupils and teachers will meet to plan a way forward. A Personal Support Plan will be put into place which lists additional strategies, resources or targeted support which will be provided to help 'diminish the difference' between current and expected attainment and progress. It may not be clear at this stage whether a child has SEND. The class teacher usually writes the plan, but this may include advice from the Inclusion Co-

ordinator about the best strategies to try. As part of this planning, we may seek advice from external professionals about specialist support.

Do: The class teacher is responsible for delivering the plan. They may use other teaching staff and support assistants to deliver 1:1 teaching or group work but still retain responsibility for the planning, delivery and evaluation of any additional sessions.

Review: The plan is reviewed to see how effective it has been, using information gathered throughout the process. Pupils, parents and teachers are consulted to measure the impact of additional support. This information will determine what action, if any, needs to happen next.

The Assess-Plan-Do-Review approach links to our existing school processes, such as termly Assessment Weeks, evaluation of data in our termly Pupil Progress Meetings, communication with parents in our Parent Consultations (Autumn and Spring Term) and written report (Summer Term). We see this approach as complementary to, and not separate from, the provision we provide for all children.

4.3. Additional Support for Children with SEN

4.3.1 Pupil Voice

Our school fully recognises the importance of pupil involvement and engagement in their educational experience. We have recently launched the 'Learning Powers' framework to support our children in learning the language of learning. We hope this will enable them to take greater responsibility for their own learning and learning needs. Children are regularly encouraged to select their own resources to complete tasks, to self reflect on their strengths and learning needs and to ask for help when needed.

For all children with SEN, we offer Pupil Profiles which are completed by Parents, and also by the children themselves. This details more information about learning preferences, likes and dislikes, what strategies have worked in the past and how we can best support if they are finding something tricky. These are usually completed at the beginning of the school year as part of the transition to a new class and teacher.

4.3.2 Partnership with Parents

The Code of Practice states that :

“Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school”. (Para 6.65)

The school recognises that parents have a unique overview of the child’s needs and how best to support them, and that this gives them a key role in the partnership. The school considers parents of pupils with SEN as valued partners in the process. Depending on age and appropriateness, pupils with SEN will also be encouraged to participate in the decision making processes affecting them.

The key principles involved in communicating with and working in partnership with parents include:

- having positive attitudes towards parents, respecting the validity of differing perspectives
- providing user-friendly information and procedures, and being aware of the needs parents might have in respect of a disability or communication and linguistic barriers
- recognising the pressures a parent may be under because of a child’s needs
- acknowledging the importance of parental knowledge and expertise in relation to their own child
- gaining parental permission before referring them to others for support
- raising awareness of training and support offered to families by the DSPL (Delivering Specialist Provision Locally) and other services that may be of interest.

Meetings for parents of children with SEN wherever possible will be aligned to the normal communication cycle within the school. The Inclusion Co-ordinator will be available during parents consultations in the Autumn and Spring Terms and parents are encouraged to book appointments to discuss specific issues or concerns.

In addition, parents of children with SEN are offered face to face meetings with the Inclusion Co-ordinator and/or Class Teacher (as most appropriate) in September to support transition, and in July to discuss Personal Support Plans.

For a few children with more complex needs, a more frequent process of communication and review will be agreed. We may use Home-School contact books.

The most valuable communication is frequent and timely and becomes an ongoing dialogue between parents and school. We operate an open door policy, and parents are encouraged to get in touch whenever it is needed. The Inclusion Co-ordinator is available for face to face appointments, telephone appointments or can answer queries by email on : senco@stipps.herts.sch.uk.

4.3.3 Transition

Changing classes or schools can be a challenging time for children with SEN. In our school we co-ordinate carefully to ensure that transitions between classes are smooth. Children with SEN will have a Pupil Profile which allows them to tell their new teacher all about them in their own words, and additional provision for transition will be made, according to each child's needs.

To support transition to Secondary School, we liaise closely with the SENCO's/INCOs at Secondary Schools to ensure that information about needs is shared appropriately.

4.3.4 Bullying and SEND.

Research tells us that pupils with SEND can be vulnerable to hurtful and unkind behaviour, and to bullying. All staff are expected to be vigilant and all incidents are taken seriously and dealt with according to our Behaviour Policy. Parents are kept fully informed of any bullying incidents.

4.3.5 Local Autism Offer

We recognise the additional focus given in the Hertfordshire SEND Strategy to Autism. and the Inclusion Co-ordinator is also the named Autism Lead for St Ippolyts School.

We have signed up to the Autism Offer suggested by our local network, which is:

- Every child with autism will be given a Pupil Profile that highlights their strengths, interests and needs – and this will be reviewed regularly.
- There is a 'quiet working space' in every classroom where your child can go and be free from any distractions.
- Our staff are in the process of being trained by the Autism Education Trust to ensure that everyone who comes into contact with your child has a greater understanding of their needs.

- We ensure that there is a positive “Transition Pathway” that will support transitions within the setting/school and when your child moves onto their next school.
- We ensure that we have strong Parental partnerships so that any change in your child’s circumstances are quickly responded to and needs are met. This relies on open parental communication.
- We endeavour to listen to your child’s views, we take in to consideration that children have different ways of communicating and we will need appropriate strategies to support them.

4.3.6 External Support

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for pupils with SEN.

When it is considered necessary, colleagues from the following support services will be involved with pupils with SEND:

- Educational psychologists
- Specific Learning Difficulties (SpLD) Advisory Teacher
- Speech and language therapists
- Behaviour support team
- Other specialist advisory teachers , such as those for visual impairment, hearing impairment etc.
- Communication Autism Team.
- Families First
- Family Support Workers
- School Nurse and GPs

Other support organisations will be invited in to address particular needs.

4.4 The Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them.

Hertfordshire’s Local Offer can be found here:

St Ippolyt’s local offer, which is called the SEN Information Report, can be found on our school website.

The SEND statement which has been written by Hertfordshire Local Authority and adopted by St Ippolyts School provides additional information about our obligations under the Code of Practice and how we are meeting these requirements. This is also found on our website.

4.5 Resource Allocation

The Headteacher and the Governing Body ensure that the budget is allocated to support appropriate provision. The resources provided to the school are determined by a local funding formula. Exceptional Needs Funding may be provided by the LA to meet needs that do not regularly occur in schools. This additional funding is applied for through the local SEN Cluster process.

4.6 The Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duty towards all pupils with special educational needs.

The Governing Body receive a termly report on the developments and success of the school policy for children with SEN.

The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with special educational needs.

4.7 Use of Information

If a child is recorded as having a Special Educational Need, this will be recorded on the school census, which is updated twice a year. Parents will be informed if their child is considered to have a Special Educational Need.

Documents relating to pupils with SEND are kept in a locked filing cabinet in the Quiet Room. SEND records are passed on to the new educational setting when a child leaves our school. Parental consent will be sought to share information with individuals / agencies outside of the school, except in exceptional circumstances where the law or our policies do not require us to do this.

4.8 Inclusion Policy Review

The implementation of the policy will be kept under review and discussed with the Inclusion Co-ordinator, the Headteacher and the representative of the Governing Body. The policy will be reviewed and updated on a yearly basis. The outcomes of this review are used to inform aspects of the School Development Plan.

Ratified by Governors on: _____

Frequency of policy review: **Annually**

Review due by : **February 2018**

Policy maintained by: **Inclusion Co-ordinator**