

Inclusion Policy



Reviewed and Approved by:	Governing Body	
Date for next Review:	February 2025	
Signed by Name Printed:	Chair of Governors Kirsty Bull	Headteacher Joanne Hall
Signed:	Kirsty Bull	Joanne Hall
Date:	February 2024	February 2024



Saltergate Schools

Policy for Special Educational Needs and Disabilities (SEND) and Inclusion

This policy is in line with the Special Educational Needs and Disabilities Code of Practice September 2014.

Our Vision Statement

Our school provides a happy, safe and caring environment, in which each individual is respected and valued and their efforts and achievements celebrated.

Our challenging, stimulating, broad and balanced curriculum reflects the expectation that all children will maximise their potential.

Everyone within the school community is fully committed to working together to achieve these shared aims enabling us to meet the challenges of today and tomorrow.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Inclusive – Imaginative – Innovative

We live by our strengths

Inclusive – everyone counts – everyone is equal and our commitment is to each and every child.

Imaginative – in a changing world, we work hard to bring new opportunities in the most creative ways to prepare our children for their future.

Innovative – we lead the way with our trailblazing plans, offering children unique experiences to enhance their early and primary years – only the best is good enough for Saltergate children.

School's Aims and Values Statement.

- Provide all our children with a safe and happy school in which learning is valued as an enjoyable experience.
- Provide a stimulating and well- resourced environment so that high standards can be reached.
- Offer children an environment where they are able to be healthy and have a good sense of well- being, promoted through all aspects of the curriculum as well as designated programmes.
- Create an environment where children appreciate the satisfaction to be gained from attending school regularly, hard work, persistence, and personal and class and whole school achievement.
- Help children to further develop moral values, and the confidence to make considered decisions, developing habits of self-discipline and acceptable behaviour.
- Help children develop the social skills and empathy required to establish good relationships with other children and adults, in work and play situations, working co-operatively together.
- Work with children to develop an awareness of self, sensitivity and tolerance towards others, respecting and appreciating each other's feelings, views and capabilities.
- Encourage a sense of community within the school, which promotes mutual responsibility, further developed by involvement in the wider community.
- Encourage children to extend their range of interests and natural enthusiasm, allowing them to develop as individuals, with confidence and self-esteem.
- Nurture the partnership role between Governors, School, and Home believing that close co-operation between these parties is for the absolute benefit of the children for whom we are jointly responsible.

We are committed to inclusion for all our children and recognise they are entitled to an education that enables them to make progress so they can achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Aims of our Special Educational Needs and Disabilities and Inclusion policy

- All pupils are valued equally and have equal access to the school curriculum
- All pupils are the shared responsibility of all staff
- Each pupil's achievements are valued and recognised individually and staff have high aspirations and expectations
- Establish systems for the early identification of all pupils who have special educational needs, are vulnerable and who are gifted and talented
- Parents are involved fully as partners in their children's learning
- Provide differentiation and personalisation which supports, extends and challenges within a broad and balanced curriculum
- Teaching and learning will be adapted to suit the needs of learners and recognise different routes to achievement
- Factual and clear records that follow the pupil through their education in school
- Transitions are managed appropriately
- Staff will be given appropriate training, advice and support to allow them to meet a wide range of needs
- Pupils will be encouraged to give their views on what learning is like for them
- SEND and high needs funding will be used efficiently to ensure good progress of all pupils with additional needs
- Maintain close links to acquire support, where required, from support services, other schools and external agencies
- Governors should have access to information which will allow them to monitor and evaluate the effectiveness of the SEND and Inclusion policy

Definitions

We believe that inclusion means providing equal opportunities for all learners, regardless of age, gender, ethnicity, attainment or background.

A child is defined as having Special Educational Needs or Disabilities (SEND) if they have a learning difficulty which calls for special educational provision to be made if he or she finds it much harder to learn than children of the same age.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age.
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school.

Special education provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Procedures

The Headteacher has the overall responsibility for the provision and progress of learners with SEND including the allocation and effective use of the Inclusion budget.

The SEN Governor and Governing body have an important statutory duty in ensuring children with SEND have appropriate provision in school to meet their individual needs and monitor the effectiveness and quality of this provision.

The SENCo (Special educational needs coordinator) co-ordinates the day-to-day provision for children with SEND. These responsibilities involve:

- Overseeing the day-to-day operations of the SEND and Inclusion policy
- Working with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision
- Co-ordinating provision for all children with SEND
- Liaising with parents
- Liaising with, advising and supporting all staff
- Co-ordinating the systems and record keeping of all children with SEND
- Contributing to the professional development of all staff
- Liaising with local secondary and special schools so that transition can be managed effectively
- Liaising with external agencies including LA support, Educational Psychology, Health and Social Services and Voluntary Bodies
- Monitor the progress of children on the SEND register
- Collating information for Educational Health Care Plan Requests (ECHAR) and co-ordinating Annual Reviews for children with Educational Health Care Plans (EHCP)

Whole school approaches

All staff contribute to the completion of whole school provision maps and ensure that strategies are implemented to ensure quality first teaching for all.

- Regular communication takes place between class teachers, teaching assistants, SENCo, parents and children to ensure good progress
- All staff have appropriate access to up-to-date information about children with additional needs
- All class teachers maintain and update individual pupil's SEND records
- Pupils are supported alongside their peers whenever possible
- All pupils are encouraged to join in extra-curricular activities and school visits
- All children have individualised targets and support plans in place
- Whole School Provision Maps are shared so staff, parents and pupils know what reasonable adjustments are available
- Provision for children with SEND is reflected throughout school self-evaluation
- Good access arrangements are made so that pupils can demonstrate their full potential in tests

- The complaints procedure is transparent and easily available to parents
- School uses the local authority's Local Offer to inform the school SEND Information Report. This is published on the school website.

Individualised approaches

- Additional interventions will be implemented as necessary, and these will be monitored and evaluated
- Additional support may be sourced from external agencies such as Speech and Language Therapists, Educational psychology, Inclusive Education Service etc.
- Some children may have support plans, behaviour plans, risk assessments or EHCPs
- Person-centred reviews will be held regularly with families, considering acceptable meeting times. The parents and children will be respectfully listened to and their views will inform personalised learning pathways
- Teaching assistants will be trained so they can encourage and support children, regardless of communication needs, to make their views known
- Transition arrangements will be personalised
- The SENCo will be appropriately qualified and have the skills to meet statutory duties
- Staff training will reflect the needs of the current school community
- Parents will be given clear routes to access support, and be encouraged to bring an advocate to meetings

SEN Information Report

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties

Identifying Pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents will be sought at each stage. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

SEND support

When it is determined that a pupil does have a Special educational Need or Disability, in discussion with parents, pupils will be added to the SEND register. By formally identifying a pupil with SEND, school can then ensure that effective provision is put in place and remove barriers to learning. A graduated response then begins with Assess, Plan, Do and Review. This ongoing cycle will enable provision to be refined and revised as the understanding of the needs of the pupil grows.

Assess: We will analyse the pupil's needs and may seek views from external support services at this point. Parents would be fully involved and would need to give permission for us to access this support.

Plan: We will discuss with parents to agree adjustments, interventions and support that are required for the pupil

Do: The class teacher remains responsible for working with the pupil on a day-to-day basis and will assess the impact of the support and interventions.

Review: Reviews of the pupil's progress will be made regularly and evaluate the impact and the quality of the support and intervention. The support will be revised, and necessary amendments will take place in consultation with the parents and pupil.

Educational, Health and Care Plan Request

If a pupil has a lifelong or significant difficulty, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by the parent. This is usually requested when the complexity of need, or lack of clarity around the need, is deemed necessary for a multi-agency approach to assessing need and identifying provision. Once information is gathered the request goes forward to a panel who judge if the pupil is eligible for an EHCP. If an EHCP is granted, this would be reviewed annually in school with parents and any other agencies that would be deemed necessary.

Confidentiality

Staff may have access to personal data about pupils and their families that must be kept confidential at all times. This information will only be shared where legally permissible and in the interest of the child. There may be some circumstances in which a member of staff may be expected to share information about a child, for example when abuse is alleged or suspected. In such cases, individuals have a responsibility to pass information on without delay, but only to those with designated safeguarding responsibilities or to statutory services.

Monitoring and evaluating performance

Monitoring and evaluating the progress of pupils with SEND is an integral part of our whole school system to monitor and evaluate achievement, teaching and learning, behaviour, leadership and management. However, to ensure good life outcomes for this vulnerable group, additional, focused monitoring takes place. This includes:

- Monitoring and evaluating interventions, including their value for money
- Detailed analysis of data examining the progress of different vulnerable groups
- Learning walks and pupil interviews to evaluate the effectiveness of the strategies listed on provision maps and support plans
- Annual financial returns
- Completion of statutory functions by the SENCo related to referral for EHCP, termly meetings and annual reviews
- Work scrutinies with selected pupil groups
- Focused monitoring by Headteacher, SEND Governor, LA adviser and SENCo
- Detailed discussions with families and children
- Attendance and exclusion analysis
- Feedback from support agencies and Ofsted
- Local authority analysis of information and data about the school

The Governing Body evaluate the work of the school by:

- Appointing a SEND governor who is champion for pupils with SEND
- Monitoring data with respect to vulnerable groups
- Challenge the leadership through informed questioning
- Undertaking learning walks in school with a focus on SEND
- Meeting with parents and pupils

- Ensuring there is appropriate continuing professional development taking place for all staff with regard to SEND
- Holding the school to account for its SEND funding

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