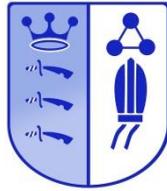


# Holy Trinity



Church of England  
Primary School

*Living and Learning in the Family of God*

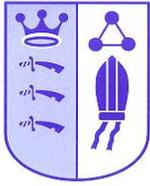
## Inclusion Policy

Review Cycle:	Annual
Last Review Date:	1 <sup>st</sup> October 2018
Next Review Date:	February 2021
Responsibility:	Full Governing Body
Reviewed:	10 <sup>th</sup> February 2020
Reviewed by:	

*Reverend Daniel NORRIS ~ Executive Headteacher / Head of School*

*~ and ~*

*Mark DUNNING ~ Chair of Govern*



## Holy Trinity C of E Primary School Northwood

### Policy for Inclusion

#### Rationale:

Holy Trinity CEPS Northwood is committed to providing an appropriate and high quality education to all children. Our School Development Plan states, that as a Christian school we believe it is important that we are '*enabling our children, families and staff to grow and flourish as we live and learn in the Family of God*'. We believe that all children, including those identified as having Special Educational Needs and/or Disabilities, those children who speak English as an Additional Language, those from disadvantaged backgrounds, and our Gifted and Talented children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Holy Trinity CEPS Northwood is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. Our School Development Plan states that, as a community, Holy Trinity CEPS '*provides the highest standard of education for all the children who are and will be educated here*'. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways, which take account of their varied life experiences and needs. This policy needs to be read in conjunction with our 'Safeguarding Policy.' At Holy Trinity we understand that children with SEN and Disabilities are at greater risk of being abused and are aware of the additional safeguarding challenges that can arise.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups
- learners who need support to learn English as an Additional Language (EAL)
- learners with Special Educational Needs and/or Disabilities
- those who are Gifted and Talented
- those who are looked after by the local authority
- those who come from disadvantaged backgrounds

This policy describes the way we meet the needs of children who experience barriers to their learning. These may relate to Sensory or Physical impairment, Social, Emotional and Mental Health difficulties, Cognition and Learning, Communication and Interaction, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including: ability, emotional state, behaviour, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Holy Trinity CEPS we recognise the importance of early support and aim to identify needs as soon as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The Director of Inclusive Learning, Sarah Cox, is also a member of the Senior Leadership Team and, reports regularly to the group on this area.

### **Objectives**

1. To work within the guidance provided in the SEND Code of Practice 2015, and to ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with Special Educational Needs and/or Disabilities.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, supported by the Director of Inclusive Learning, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as requiring **SEN Support**.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.

8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.
11. To provide support and advice for all staff working with SEND pupils.

### **Differentiated Curriculum Provision**

In most circumstances, children will make good progress at their own level through the differentiated planning of learning opportunities across the curriculum. This differentiation may involve modifying learning objectives, teaching styles and access strategies or resources.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and target setting. Differentiation will be recorded in the daily planning by the class teacher.

**Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **SEN Support** level may need to be made.

### **Identifying Special Educational Needs and/or Disabilities**

Based on the school's observations and assessment data and following a discussion between the class teacher, Director of Inclusive learning and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional **SEN Support**.

We realise that the purpose of any statutory assessment is to clarify the needs of the pupil and the best means of securing progress, as identified by the arrangements in the Code of Practice 2015, in the following areas

- **Communication and interaction**
- **Cognition and learning**

- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

At Holy Trinity CEPS, we recognise the importance of early identification and taking into consideration the needs of the whole child, and therefore, an emphasis is placed on the importance of a positive outcome and not just the Special Educational Needs and/or Disabilities of the pupil.

We realise that other factors may also impact on progress and attainment;

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Safeguarding

**Our Class teachers are responsible and wholly accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.**

### **Managing Pupil's Needs on the SEND Register**

1. The Director of Inclusive Learning will meet with each class teacher once a term to discuss additional needs concerns and to support with the writing and reviewing of ISPs (Individual Support Plans.)
2. At other times, the Director of Inclusive Learning will be alerted to newly arising concerns via e-mail through the 'Initial Concern' form. The Director of Inclusive Learning will discuss issues arising from these forms with the class teacher at an appropriate time.
3. Where necessary, reviews will be held more frequently for some children.
4. Targets arising from ISP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. The Director of Inclusive Learning, together with the wider Senior Leadership Team, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, monitoring of planning and tracking meetings.
6. SEN support is primarily delivered by class teachers through high quality, differentiated teaching. Additional support is provided by trained teaching assistants

(TAs) throughout the school. The support timetable is reviewed annually, by the Senior Leadership Team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget.

7. Support staff, class teachers, the Director of Inclusive Learning and outside agencies liaise and share developments in order to inform reviews and forward planning.
8. The level of provision offered by the school is outlined on our website in our SEND Information Report and our contribution to the Local Offer.
9. Early Support Funding and Emergency Funding is applied for when a high level of needs is first identified and is funded through individual allocations from the LEA.
10. An Education, Health and Care plan assessment is requested for children with long term, high-level needs that cannot be met through SEN Support. It is the decision of the LEA whether or not to carry out this assessment.

### **A Graduated Approach to SEN Support**

1. At Holy Trinity CEPS, we recognise the importance of QFT (Quality First Teaching). We are aware that SEND pupils are only identified as being such if they do not make adequate progress once they have received all possible levels of intervention and good quality personalised teaching.
2. Our Class teachers are responsible and wholly accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
3. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEND. At Holy Trinity CEPS we recognize that additional intervention and support cannot compensate for a lack of good quality teaching.
4. For SEND pupils with higher levels of need, the school seeks external advice and support from a number of agencies such as; Educational Psychology Service, Speech and Language Service, Occupational Therapy, Hearing and Visual Impairment Service, Behaviour Support Team etc. The Director of Inclusive Learning, in conjunction with the relevant class teacher and parents, then completes the necessary referral process depending on the external support required. This may consist of an Inter-Agency Referral Form or another referral form to a particular agency.
5. Pupils are then placed on the SEND Register as a result of the **ASSESS-PLAN-DO-Review cycle** taking place.

**Assess** – School look at the attainment and progress of the child

**Plan-** Information is collated and an Individual Support Plan is written outlining the targets, intended outcomes and provision that will be implemented.

**Do** – Implementation of the agreed provision.

**Review** – Discuss and review the pupil's targets, and assess their needs again.

6. ISP (Individual Support Plans) are written for pupils with SEND and parents are fully involved in this process at regular formal and informal meetings throughout the year. A review of an ISP takes place at least once per term, depending on the needs of the child.
7. After several cycles of Assess – Plan – Do – Review, if a child is not making adequate progress and is requiring support beyond that which can be provided through SEN Support, the Director of Inclusive Learning, alongside the class teacher and in consultation with parents, will request an Education, Health and Care plan assessment from the LEA.

### **School request for a statutory assessment**

For a child who is not making adequate progress, despite a period of support at the **SEN Support** level, and in agreement with the parents/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to put an **EHC Plan (Education, Health and Care Plan)** in place for that pupil. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

The school is required to submit an EHC request form, along with supporting evidence, to the LEA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LEA's current Criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request. If the request is successful the parents and school will be notified and an assessment will take place. This process can take up to 20 weeks from the date of EHC request being submitted to the completion of a final plan.

### **Education, Health, and Care Plan**

A child who has an **EHC Plan** will continue to have arrangements as for the previous level of **SEN Support** and additional support that is provided using the funds made available through the Statutory Assessment.

There will be an Annual Review, chaired by the Director of Inclusive Learning and a member of The Senior Leadership Team, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the **EHC Plan**, the educational setting, or to the funding arrangements for the child.

If a change of educational setting is requested by the parent, the LEA will send a consultation to the preferred setting to ascertain whether or not they are able to meet the needs of the child. Once a change of setting is agreed the EHC plan will be amended to identify the new setting and transition arrangements will be made for the child to change setting.

## **The School's Arrangements for SEND and Inclusion In-Service Training**

1. The Director of Inclusive Learning attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
2. Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
3. In-house additional needs and inclusion training is provided through staff meetings by the Director of Inclusive Learning.
4. All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
5. Support staff are encouraged to extend their own professional development and the Senior Leadership Team will ensure tailor-made training where this is appropriate.

## **Children with disabilities**

1. Some children in our school have/may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Acts that came into effect in September 2002 and in 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.
2. The school is committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair activities, or teaching materials may be modified. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.
4. Teachers ensure that the work undertaken by disabled children:
  - takes account of their pace of learning and the equipment they use;
  - takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
  - is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
  - allows opportunities for them to take part in educational visits and other activities linked to their studies;
  - includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;

- uses assessment techniques that reflect their individual needs and abilities.

## **Disapplication and modification**

1. The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.
2. In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers, school's nominated SEND governor and the LEA. We would always aim to provide the necessary support from within the school's resources before considering such action.
3. Should we go ahead with modification or disapplication, we would do so through:
  - section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
  - section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

## **Summary**

At Holy Trinity CEPS Northwood, we value each child as a unique individual. Our School Development Plan states that *'We recognise that community and family are important in educating children and enabling them to flourish'*. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

## **Monitoring and review**

This policy is monitored by the governing body, and takes account for the changes to the SEND Code of Practice 2015. Given the climate of reform, and in order to ensure Holy Trinity CEPS remains compliant with current legislation, it would be prudent to review the policy annually.

Date of next review: February 2021