



---

## Shirley Community Primary School Inclusion Policy

### Shirley Inclusion Team

**Mrs Suzanne Wernham: Inclusion Manager**

**Mrs Fiona Willis: Senior Inclusion TA**

**SEN/D Governor: Martin Campbell**

### *Rationale and Aims*

---

Shirley School is committed to providing an appropriate and high-quality education to all the children living in our local area. This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We believe that all children, including those identified as having special educational needs, 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.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Shirley School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. 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.

Children may have special educational needs either throughout, or at any time during, their school career. Children with special educational needs have learning or emotional difficulties that call for special provision to be made. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

### **Aims:**

- to ensure the Special Educational Needs (SEN) and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school;
- to ensure that all children with SEN/D have the opportunities to achieve their full potential both academically and socially and that barriers to their learning are removed as much as possible;
- to create an environment that meets the special educational needs of each child;
- to ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;

- to enable all children to have full access to all elements of the school curriculum;
- to provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils identified as having SEN/D needs;
- 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.

## ***Educational Inclusion***

---

Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. No pupil will be refused admission on the grounds that he/she has special educational needs or a disability.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

## ***Roles and Responsibilities***

---

Our policy is a whole school policy. Whilst it is the responsibility of class teachers to meet individual needs of SEN/D children in the classroom, the Headteacher has overall responsibility for the SEN/D provision within the school. The Inclusion Manager, who is a member of the Senior Leadership Team, is responsible for the day to day operation of this policy. In addition, the Senior Inclusion TA assists the Inclusion Manager with the implementation of the policy. Shirley School has a large team of teaching assistants who play an integral role in providing support for children with SEN/D. A named governor has responsibility for monitoring the provision made for pupils with SEN/D and the implementation of this policy.

### **Governing Body**

- The governors work in partnership with the Co-Headteachers and Inclusion Manager, having responsibility for deciding the school's general policy and approach for meeting the needs of SEN/D pupils
- To monitor the effectiveness of policy as demonstrated by assessment results and progress of children identified as SEN/D.

### **Co-Headteachers**

- The Headteacher has overall responsibility for the day to day management of the school, including: monitoring co-ordination and provision of pupils with SEN/D
- Informing the Governing Body
- Liaising with the Inclusion Manager.

### **SENCO/ Inclusion Manager**

- Developing a culture of high expectations with respect to children with additional needs
- Ensuring that the children's and parents' views are sought regarding SEN/D provision and children's progress
- Disseminate SEN/D information to support adults working with SEN/D children
- The management of SEN/D provision through the allocated budgets
- Co-ordinating the provision for children with SEN/D additional needs

- Supporting teaching and support staff to facilitate enabling learning environments and personalised learning at whole class level
- Liaise with and advise teachers, support assistants
- Contribute to in-service training
- Co-ordinate and monitor the intervention programmes in conjunction with team leaders
- Liaising with external agencies
- Liaising with other schools
- Reporting to the Governing body.

#### Class Teacher

- Devising strategies and identifying appropriate methods of access to the curriculum
- Facilitate personalised learning and enabling learning environments for children with SEN/D
- Working in partnership with children and parents
- Planning and delivering an appropriate programme of support
- Keeping records of children with SEN/D support and progress.

#### Teaching Assistants

- Supporting the teaching of learning for individuals and small groups of children
- Supporting children to achieve their targets as identified in Pupil Learning Plans and Health Care plans
- Differentiating provision for groups of children as identified by class teachers
- Deliver intervention support as required
- Supporting children with SEN/D to become independent learners
- Assist in producing and preparing appropriate resources for support.

### ***Identification and Assessment Arrangements, Monitoring and Review Procedures***

---

In accordance with the Special Educational Needs and Disabilities Code of Practice (2014) children can be defined as having SEN/D if they have “significantly greater difficulty in learning than the majority of others of the same age” or “a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.” To identify a child as having SEN/D their physical or mental impairment must be long term (longer than a year) and have a substantial (more than minor) impact on their day to day activities. Children may be identified as having needs in the following areas:

- Communication & interaction
- Cognition & learning (including MLD etc.)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or physical needs.

The school’s self-evaluation systems for regularly observing, assessing and recording the progress of all children are used to identify children who are not progressing satisfactorily given their age and individual circumstances. Children may be making progress that:

- Is significantly slower than their peers from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between themselves and their peers
- Widens the attainment gap.

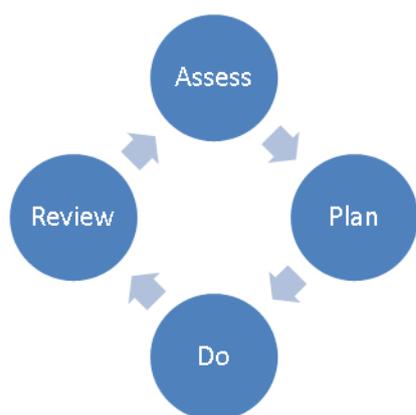
Based on the school's observations and assessment data, and following a discussion between the class teacher, Inclusion Manager and parent, the child may be recorded as needing additional SEN/D support.

### ***High Quality teaching.***

---

Every child has the right to access quality teaching with highly focussed, interactive and engaging lessons. All lessons are carefully differentiated to meet a range of children's differing needs. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Additional teaching support staff are available to facilitate differentiated group work and the teachers ensure they work with each group on a regular basis. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

All children's progress is regularly monitored through the school's Assess, Plan, Do and Review approach



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, children may require additional support which will be recorded as **Additional SEN/D Support**.

Collaboratively, the Inclusion Team, teacher and parent and child (if appropriate) will decide on the actions needed to help the child to make progress. Strategies used to enable the child to progress are recorded within a Pupil Learning Plan.

### ***Additional SEN/D Support***

---

Up to four SMART (Specific, Measurable, Achievable, Relevant, Time related) targets are set and the PLP is discussed with the child and the parents. Pupil Learning Plans are reviewed each term but more frequently with some children depending on their needs and targets.

Provision will run concurrently with differentiated curriculum support and the responsibility for planning for these children remains with the class teacher, in consultation with the Inclusion Manager. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

As part of the review process, the Inclusion Team and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. For those children whose progress continues to cause concern, the school may

request support and advice from specialist learning external agencies, via the Early Help Assessment (EHA). The specialist agencies could include Educational Psychologists, Specialist Teaching Team and Speech and Language Therapists. New targets and fresh strategies will be implemented by the class teacher based on the advice and/or recommendations they may receive from external agencies.

### ***Education Health Care Plans***

---

For a child who is not making adequate progress, despite a period of support based on specialist advice and in agreement with the parents/carers, the school may request the Local Authority to make a statutory assessment towards whether an Education Health Care Plan is appropriate. A child who has an EHC Plan, will continue to have arrangements and additional support as recommended, using the funds made available through the EHC Plan.

There will be an Annual Review, chaired by the member of the Inclusion Team, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHC Plan or to the funding arrangements for the child.

### ***Provision Mapping***

---

Each term class teachers and team leaders map the provision for SEN/D in their year group. This is done in conjunction with the Pupil Progress meetings held between class teachers and SLT. These are then in turn used to develop a whole school Provision Map to show how we allocate resources to each year group and annually these provision maps enable us to calculate the cost of the whole of our SEN/D provision. They also provide the basis for monitoring the success of provision and interventions. The provision map is fluid and flexible and may change throughout the term in response to the needs of our pupils. A range of interventions are provided by trained Teaching Assistants. All interventions are closely monitored for their impact and effectiveness and adjustments are made as necessary.

All pupil interventions are recorded so an overview of an individual's support over time can be monitored.

### ***Transition arrangements***

---

The Inclusion Team and Pre-school teachers work closely with other feeder nurseries and specialist teachers working in those settings. Concerns about particular needs will be brought to the attention of the Inclusion Manager and information is shared prior to transition and need adjustments are made for pupils with SEN/D.

When children join Shirley Primary School from other schools, relevant details about SEN/D will be gathered from the parents and the previous school. Where necessary the Inclusion Team will arrange meetings with the parents and class teachers to ensure smooth transition. Children transferring from Shirley to new schools will have their SEN/D records shared which have details of particular needs and additional provision made by the school. The Inclusion Team will also discuss these children with other schools on request.

At point of transfer to secondary school, information is shared regarding vulnerable pupils and SEN/D records sent. A member of the Inclusion Team will meet with SENCOs from the secondary phase to discuss those children on the SEN/D register and the transition arrangements required.

When children with SEN/D move from one year to the next information is shared between current and new teachers during Transition meetings in the Summer Term. Teaching Assistants who work with particular individuals with SEN/D will also be given the opportunity to share information with TAs resuming the responsibility for that child, and the new TA will have timetabled sessions with the child to prepare transition booklets. In the Autumn Term, the Inclusion Team will also arrange meetings with class teachers and TAs to discuss children with SEN/D and strategies for their support.

## ***Partnerships with Parents/Carers***

---

At all stages of the special needs process, the school keeps parents/carers fully informed and involved. We listen to parents'/carers' views, feelings and knowledge at all stages. We encourage parents/carers to make an active contribution to their child's education.

We have regular meetings during the year to share the progress of special needs children with their parents/carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

If any parent/carer has concerns about their child's educational needs, they should raise it with the child's class teacher who can, if appropriate, arrange a meeting with a member of the Inclusion Team to discuss provision and additional support. Parents who continue to have concerns, may seek independent neutral advice from the Parent Partnership Service; contact details are available on the school website. The school website contains details of our policy and an information report to include arrangements made for the children with additional learning needs in our school. It also links to the support available through the Local Authority.

## ***Pupil voice***

---

The school acknowledges the pupil's role as a partner in their own education and aims to develop their participation in the decision-making process by:

- Listening to and valuing their views
- Seeking their perspective on what helps them to learn
- Creating a friendly Pupil Learning Plan format
- Involving them in target setting and forming their plan.

## ***Partnerships with other agencies***

---

The school aims to work with other agencies to provide integrated support, based on the needs of the children. Co-operation between the school, the LA, the health services and social care is vital to secure the most efficient assessment, intervention and deployment of resources for children with SEN/D needs.

## ***Complaints procedure***

---

If the issue cannot be resolved through working with the class teacher or Inclusion Team, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Co-Headteachers will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

## **Success Criteria**

---

- Children with SEN/D will be identified early and action to ensure all children's needs are met will be taken using a graduated response.
- The views and wishes of the parents/carers and child have been taken into account when setting Pupil Learning Progress targets for achievement.
- SEN/D professionals and parents/carers work in partnership.
- Progress will be reflected in National Curriculum and teacher assessments. Progress will also be monitored through the use of school-based IT systems and national Arbor Reports.
- SEN/D systems will operate as intended due to regular monitoring.

This Policy will be reviewed every year, or earlier if there are significant changes needed.

Reviewed by the Standards Committee on 16 January 2018 prior to adoption by the FGB on 8 February 2018.

Signature of the Chair of the Governing Body: .....

Date: 8th February 2018

