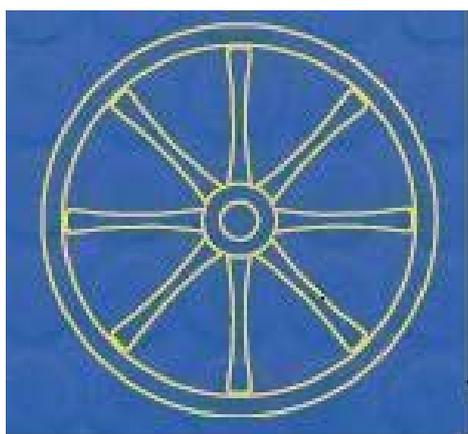


# Wheelwright Primary School

## Inclusion Policy



*Learning for Life*

**This document provides a brief overview of the school's approach to special educational needs, disability and inclusion. It should be read in conjunction with the school SEN Information Report which is available via our school website.**

## **AIMS**

Our school aims to be an inclusive school. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic, faith and GRT groups;
- children who need support to learn English as an additional language;
- children with special educational needs and disability;
- more able children;
- any children who are at risk of disaffection or exclusion.
- Looked after children
- Children whose families are from low socio-economic backgrounds and eligible for FSM

## **It is our aim that:-**

1. All children should reach their full potential and develop in a happy and relaxed way to become independent and confident.
2. We will support pupils' learning without making them feel different or inferior to their peers.
3. Class teachers will monitor the children's progress in a careful and detailed manner.
4. We will, if necessary, enlist the help of parents, governors, support services and outside agencies and work in partnership with them, whether the help is needed for short or long term, and work together as a staff so that the child receives the maximum support we can give.
5. We will make sure that our information is up to date; that careful records are kept of the child to ensure that the correct targets are being set; and that the child's achievements are being dealt with in a positive way. These records will be relevant, informative and regularly updated. All adults working with a child will be made aware of the targets set for that child and that they will all work together towards these targets.
6. In all their work with children who have Special Educational Needs and/or Disability (SEND) the class teachers will be supported by the Head and SEN Coordinator (SENCO).
7. Individual education plans are drawn up to support the progress of individuals requiring school support.
8. We will work closely with parents, sharing information on children's progress and their individual needs, setting new targets and celebrating their success.
9. We will identify a pupil's individual needs and take steps co-operatively with all staff to address those needs within the context of the National Curriculum, the school curriculum as a whole, taking account of the SEN Code of Practice (2014).
10. We will meet the requirements of the Education Act (1996), the Special Educational Needs (SEN) Code of Practice (2014) and the Special Educational Needs and Disability Act (2001) and the Children and Families Act 2014.

## **AREAS OF SPECIAL EDUCATIONAL NEED**

A child is defined as having special educational needs if he or she has a learning difficulty which calls for special educational provision.

The main categories of SEN may be summarised as:

### **A. Communication and Interaction Needs**

Speech, language and Communication Needs (SLCN)

Autistic Spectrum Disorder (ASD)

### **B. Cognition and Learning Needs**

Specific Learning Difficulty (SpLD)

Moderate Learning Difficulty (MLD)

Severe Learning Difficulty (SLD)

Complex needs

### **C. Social, Emotional and Mental Health Difficulties**

Social, Emotional and Mental Health Difficulty (SEMH)

### **D. Sensory and/or Physical Needs**

Visual Impairment (VI)

Hearing Impairment (HI)

Multi-Sensory Impairment (MSI)

Physical Disability (PD)

## **STAGES OF SEND**

Our procedures are designed to offer a graduated response to special needs in line with the 2014 Children and Families Act including the following stages.

Teacher Action: An informal stage where class teachers:-

- identify a concern about a pupil's progress;
- gather available information about the pupil from the child's previous teacher and records;
- discuss strategies for providing appropriate work for the pupil with the SENCO;
- seek to discuss concerns with the pupil's parents/carers;
- review progress.
- provide additional teaching or interventions to ensure progress.

School Support:

- action continues as above but with children now being placed on the school's SIMS SEND record;
- progress is reviewed each term using IEP;
- receptive language and reading tests or other assessments may be made;
- records of progress / ongoing areas of concern are kept.

If review at School Support reveals ongoing difficulties, the school will:-

- seek the involvement of external agencies to observe / assess and support the production / implementation of an Individual Education Plan (IEP) for the pupil;
- continue to work closely with the pupil and parents / carers;
- continue to keep the pupil's progress under regular review;
- involve outside agencies with the aim of providing additional support and advice as appropriate.

At each review, a joint decision will be made to determine whether a child will remain at School Support or will be considered for referral for statutory assessment. Pupils may well be moved down a stage, or off the SEND record, where reviews reveal satisfactory progress and appropriate levels of attainment.

Statements and EHC plans: The production of a statement of special educational need or Education and Health care plan is undergone in consultation with the local authority, (this could be Coventry or Warwickshire) in close liaison with the pupil's parents/carers.

The provision set out in a pupil's statement or EHC will be closely monitored by the SENCO and reviewed annually. Parents/carers, pupils and professionals involved with the pupil will be invited to contribute to the review and attend the review meeting.

## **MANAGEMENT**

Each class has information about children with SEND. All SEND records, together with any confidential reports, are kept in the Head's office. Information which the teacher needs to have at hand is kept in the classroom.

Through careful monitoring and early intervention it is hoped that the majority of children with SEND will progress to the point where they no longer appear on the school's SEND record. The Special Needs Coordinator supports staff by helping them to write and review Individual Education Plans (IEP's). The Coordinator may also undertake occasional work with individual children in order to support these IEP's.

Within the school's budget every effort is made to provide additional classroom support for children with SEND and resources to support learning. In some exceptional cases, the school can apply for additional funding to meet an individual child's needs.

## **ROLES**

Role of the SENCO includes:-

- To oversee the school policy for SEND and inclusion.
- To liaise with outside agencies and support services.
- To help teachers set up and review IEPs.
- To manage arrangements for monitoring, review and evaluating the effectiveness of SEND provision.
- To update own knowledge through courses and reading and pass on relevant knowledge to other staff.
- To liaise with the Headteacher when making requests for statutory assessment or EHC Plans.

## 2. Role of the Governors

- To identify one governor with a special interest in SEND.
- To keep up to date on the school's policy and practice.
- To ensure that money is set aside in the budget to ensure SEND resources.
- To ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils.
- To ensure that pupils' special educational needs are identified and provided for.

## 3. Role of Class Teacher

- To meet the needs of all the children in the class.
- To keep careful records and observe children, to discuss with other teachers and parents to build up a picture of each child in the class.
- To plan for differentiation and progression.
- To involve children and parents in the setting and review of targets as appropriate.
- To build up children's confidence and self-esteem through a positive approach.
- To identify pupils experiencing difficulties, who will need interventions in addition to, or different from, those already provided by the usual differentiated curriculum.
- To discuss concerns with SEN Coordinator, Headteacher and parents/carers, and try alternative strategies in the classroom to resolve problems.
- To draw up IEPs with SEN Coordinator.
- To manage the delivery of the IEP, by supporting teaching assistants, and monitor progress.
- To inform parents about progress.
- To contribute to monitoring and review procedures.
- To seek to meet SEN within the overall framework of inclusion in the school.
- To follow the procedures set out in the IEP flow charts (appendices).

## 4. Role of Teaching Assistants

- To work alongside teachers supporting their planned learning objectives.
- To help individual children advance the targets on their IEP's.
- To report observations in order to help for further planning.
- To be involved in relevant Inset.
- To follow the procedures set out in the IEP flow charts (appendices).

## 5. Role of Dinner Time Staff

- To observe and support children with special needs and report to head/class teacher any relevant difficulties in the dining room or playground.

## **HOW PUPILS ARE INTEGRATED**

We seek to be an inclusive school by:-

- using the SEND review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action;
- ensuring that all pupils have appropriate learning targets which are challenging;
- valuing the diversity of all pupils
- ensuring that our reading stock includes stories with positive images of pupils with SEND;
- looking for opportunities within the curriculum to raise SEND issues;
- seeking to make provision for SEND within routine class arrangements wherever possible;
- seeking opportunities for pupils with SEND to work with other pupils;
- encouraging pupils with SEND to play/socialise with other pupils;

## **ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS / CARERS**

The concept of parents as partners is central to the Children and Families Act and the Code of Practice (2014). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings/consultation evenings, where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss the IEP targets and how they will support them at home.

We recognise the value of parents'/carers' knowledge of their children and will seek to use that information in planning support for pupils.

We work in partnership through:-

- regular consultation and review procedure for the sharing of information;
  - arranging meetings to share concerns/progress between reviews;
  - sharing assessment and planning information through IEP's;
  - discussing with parents/carers options to support transition to secondary school;
  - meeting the parents/carers of prospective new pupils to the schools to discuss SEND support.
- All parents will be consulted if we identify the need to make additional SEND provision.  
Permission is always sought to involve outside agencies.**

## **MONITORING AND EVALUATING THE PROVISION FOR SEND IN THE SCHOOL**

A range of evidence may be used to monitor and evaluate the provision. This will include evidence of intervention groups, parental involvement, progress of SEND pupils and evidence that recommendations from external agencies are acted upon. Pupil progress meeting discussions and assessment data will also help to create a full picture of provision.

### **External support services**

The school has links with;

- The Educational Psychology Service
- EIS, (Early Intervention Service)
- IDS, (Integrated Disability Service)
- CAMHSS, (Child and Adult Mental Health Support Service)
- Speech & Language Therapy Service
- Parent Partnership
- Social Services
- School nurse

### **POLICY REVIEW**

**This Policy was ratified by Governors on 4<sup>th</sup> December 2015**

**It is due to be reviewed in Sept 2016 , or when major changes are being considered**

## Reviewing IEPs

Beginning of October/  
February/June →

TA reviews IEP with the child  
Record child's views.

TA discusses review with the Teacher

Teacher sets new targets ready to discuss with parents on Parents' Evening

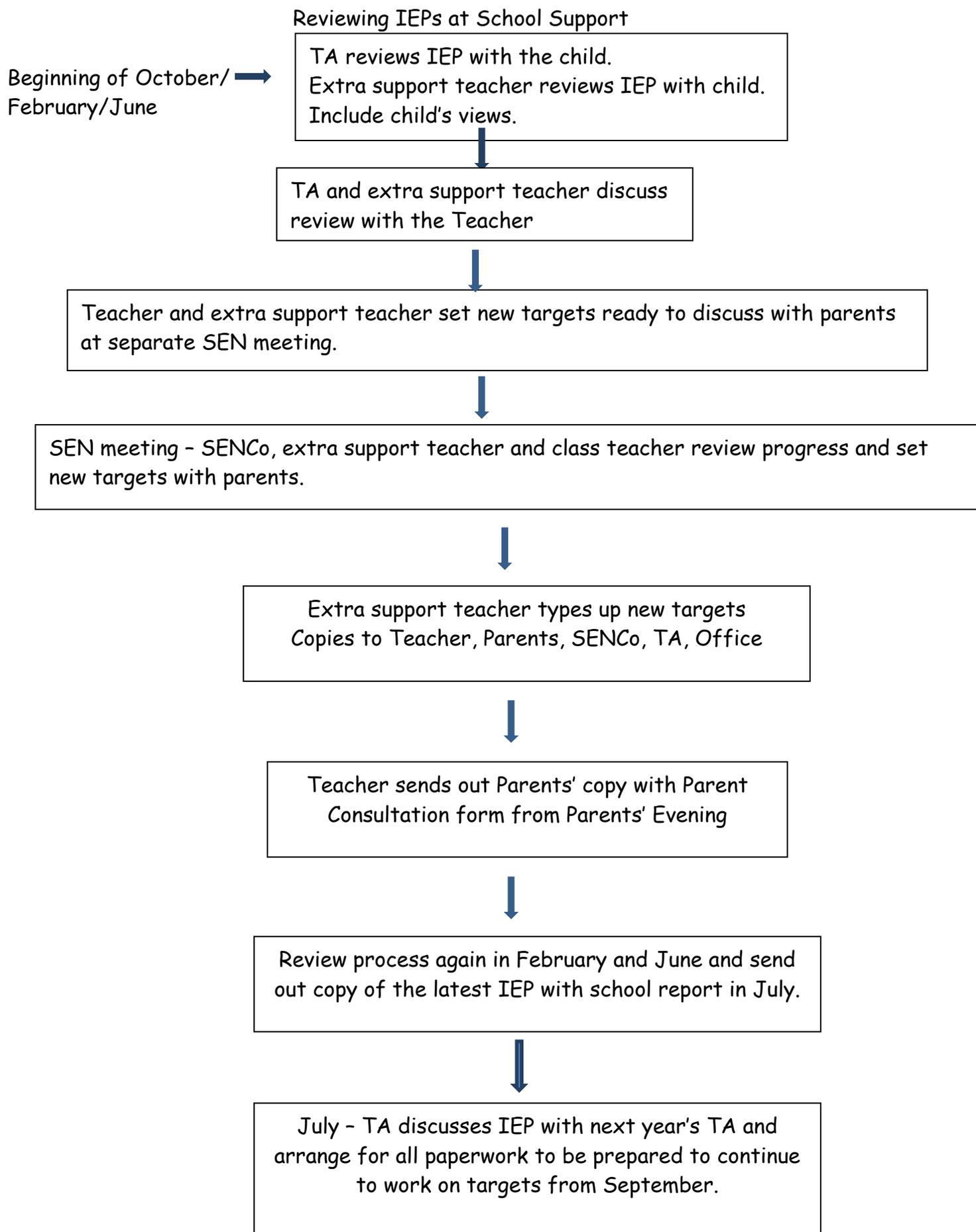
Parents' Evening - Teacher discusses progress against old targets and explains new targets

TA types up new targets  
Copies to Teacher, Parents, SENCo, TA, Office

Teacher sends out Parents' copy with Parent  
Consultation form from Parents' Evening

Review process again in February and June and send  
out copy of the latest IEP with school report in July.

July - TA discusses IEP with next year's TA and  
arrange for all paperwork to be prepared to continue  
to work on targets from September.



## Reviewing Statement Action Plan

Beginning of October/  
February/June →

TA reviews IEP from Action Plan with the child.

TA discusses review with the Teacher and SENCo.

Teacher and SENCo set new targets related to the child's Action Plan ready to discuss with parents at separate SEN meeting.

SEN meeting - SENCo, class teacher and TA review progress and set new targets with parents.

SENCo types up new targets  
Copies to Teacher, Parents, SENCo, TA, Office

Teacher sends out Parents' copy with Parent Consultation form from Parents' Evening

Review process again in February and June.

Review Action Plan from statement 1 month before the annual review is due.  
Copies to be sent to all parties attending the review.  
Teacher and TA also prepare a short report for the AR.  
Teacher to include pupil view to present at the AR.

July - TA discusses IEP with next year's TA and arrange for all paperwork to be prepared to continue to work on targets from September.