



A Policy for Inclusion (Special Educational Needs and Disabilities)

Aims

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- At St Peter's School we recognise the entitlement of all pupils to have access to a broad and balanced curriculum and range of learning experiences so that they can achieve their full potential
 - We are committed to inclusion whilst meeting individual needs; where necessary children will be supported in their learning; through individual and group learning programs, to meet their specific needs
 - We recognise the equal value and worth of all pupils and aim to provide equality of opportunity with appropriate support, so that all children make progress from their starting points
 - All staff work on specific targets as outlined in a child's SEND target plan. We are committed to narrowing the gap between SEND and non-SEND pupils.
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Objectives

The Governing Body is responsible in ensuring that the principles of inclusion are followed with reference to the Code of Practice. An Inclusion Governor has been appointed to monitor the provision of Special Educational Needs and Disabilities (SEND). Children's needs are identified as early as possible and a graduated response is followed as described by the Code of Practice. A child may be identified as having SEND if they have significantly greater difficulties in learning than the majority of their peers. Children make progress at different rates and have different ways they learn best. Teachers take account of this when they plan teaching and learning activities.

Special Educational Needs

There are four main areas of need identified in The Code of Practice:

- Communication and interaction – including ASD (Autistic Spectrum Disorder)
- Cognition and learning
- Social, mental and emotional health. – including ADHD and other recognised disorders
- Sensory and or physical.

Identification

At St Peter's we carry out regular assessments of the progress children are making and we use this information to help us to know the next steps of learning for our pupils. Children making slower progress or having particular difficulties in one area may be given extra help/support or different lessons to help them succeed. Therefore initial identification may be through one or more of the following indicators:

- They may be identified as SEN from their previous school
- Analysis of results from SPTO which give cause for concern
- Communication problems
- Socialisation or behavioural problems
- Apparent lack of interest
- Inability to cope with class activities
- Low self esteem

- Attention seeking
- Poor attendance
- Motor skills difficulties
- Immaturity
- Physical/medical problems
- Professional judgement through observation by teachers and teaching assistants
- Parents concerns.

Any child who is identified as having an SEND learning need will be placed onto the SEND register following conversations with parents and school staff. Children with SEND will receive support following a graduated response as described in the Code of Practice. As a school we have a responsibility to identify and meet SEND needs whether or not the child has an EHC (Education, Health, Care) plan.

Code of Practice Graduated response

Assess

This involves analysing the child's needs using information from previous schools or class teachers, current teacher assessment, SPTO (School Pupil Tracker Online), observations, details of previous progress and discussions with parents regarding their child's current progress.

Plan

Planning will involve consultation between the teacher, SENDCo, parents and child to agree the adjustments, interventions and the type of support that is required, the impact on progress, development and/or behaviour that is expected and a clear review date. This plan will be recorded on the SEND Target planning format (see appendix 1).

Do

The class teacher remains responsible for working with the child on a day to day basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher. They will work closely with Teaching Assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. Any interventions will be recorded on the SEND annual overview sheet, (see appendix 2). The SENDCo will support with further assessment of the pupils strengths and weaknesses as required.

Review

Reviews of a child's progress will be made regularly. Interventions may run for six weeks at which point a review of progress is made. The review process will evaluate the impact and quality of support and interventions. It will also take into account the views of the pupil and their parents. The class teacher, together with the SENDCo will decide on the next steps of intervention as required. The child may have closed the gap in their learning needs and following review may be removed from the SEN register. However, if progress isn't seen, the SENDCo in discussion with the class teacher and parents/carers will seek further support through

- Liaison with the Educational Psychologist
- Specialist teaching support as required.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care. This will occur where the

complexity of need or lack of clarity around the need of the child are such that a multi-agency approach to assessing that need, to planning the provision and identifying resources is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health Professionals.

Information will be gathered relating to the current provision provided, action that has been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people co-ordinated by Derby City Council (including professionals from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision made by the Education, Health, Care panel.

Further information about EHC Plans can be found via the Derby City Website:

<http://www.derby.gov.uk/education-and-learning/special-educational-needs-assessment/>

Education, Health and Care Plans

Following statutory assessment, an EHC Plan may be provided by Derby City Council, if it is decided the child's needs are not being met by the support that is ordinarily available. It is school's responsibility to use the notional SEN funding to provide the first 10 hours of support. The school and the child's parents will be involved in developing and producing the plan. Parents have the right to appeal against a decision not to issue an ECH plan.

- a) Parents have the right to appeal against the content of the EHC plan. They may also appeal against the school named in the plan if it differs from their preferred choice
- b) Once the EHC plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents, professionals external to the school, representatives from the Local Authority and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing the levels of support.

An EHC plan (Education, Health, Care) involves all the above with the addition of the following:

- Assessment by the Educational Psychologist
- Completion of the appropriate forms by school and parents to begin the process of application for an EHC plan with the local authority.

Responsible Persons

The Inclusion Co-ordinator is Helen Cavanagh.

The teaching of children with SEND is the responsibility of all teaching staff.

SEND records are kept by the class teacher and confidential information is locked away by the Inclusion Co-ordinator.

Inclusion Governor: Serienne Goring.

Responsibilities of the Inclusion Coordinator

HC/Inclusion Coordinator/Reviewed May 2017

Governors reviewed/accepted 29Nov17

Next review: Autumn Term 2018

- Overseeing the day to day operation of the Inclusion policy
- Analysing the SPTO data that is being used to track pupils' progress from their individual starting points
- Coordinating provision for children with SEND
- Liaising with teachers and Teaching Assistants
- Overseeing the records of children with SEND
- Liaising with parents
- Contributing to in-service training of staff
- Liaising with the Local Authority (LA) Psychology Service
- Liaising with the LA health and Social Services
- Ensuring that the statutory annual review of EHC plans take place as notified by the LA. Statutory reviews for pupils in year five will take place in the summer term to consider transition arrangements at the end of year 6.

Role of Teaching Assistant

- Teaching Assistants support within a class
- Teaching Assistants to liaise with class teachers to ensure that intervention is effective
- Some Teaching Assistants may be involved in additional provision running interventions
- Some Teaching Assistants may be allocated to work for a specified number of hours with a specific pupil.

Monitoring and Evaluation

- SEND provision is an integral part of the School Development Plan
- Regular reports are made to the Governing Body by the Inclusion Coordinator
- Children's progress is recorded in the monitoring section of the SEND target plan
- Parents are involved in feedback for SEND target plans
- Children's progress is monitored through the marking and feedback of written work by teachers and Teaching Assistants.

Admission Policy

St Peter's School strives to be a fully inclusive school. The school's Admission Policy determines all requests for admission.

School Premises

There are two cloakrooms for the physically disabled and there is wheelchair access to the majority of rooms within school although longer routes may be involved in order to avoid steps. (The staff room is inaccessible).

Hearing and Physical Impairment support is centrally funded and specialists visit school as necessary.

Allocation of Resources

Funding is paid directly into the budget by the LA to meet the needs of SEND children. The Governors have employed teaching assistants to offer additional specific support or general support within class. The Inclusion Co-ordinator has some non-contact time to carry out the administrative role. Funding to buy resources is made available to the Inclusion Co-ordinator these are used by teachers and Teaching Assistants to support learning. Locality funding is available through application to the local authority for extra funding on top of the notional funding.

Inclusion for SEN pupils in all activities

HC/Inclusion Coordinator/Reviewed May 2017

Governors reviewed/accepted 29Nov17

Next review: Autumn Term 2018

All pupils are entitled to equality of opportunity and full access to the curriculum and extra curricular activities. St Peter's School aims to engage in inclusive cultures, policies and practices regardless of ethnicity, religion or gender.

Governors

It is the responsibility of the school to notify parents of a decision by the school that their child has SEND. The named governor with Inclusion responsibility is Serienne Goring. She is responsible for implementing, monitoring and reviewing SEND provision and working with the Inclusion Co-ordinator to ensure that the needs of all children having SEND are met. The Inclusion Co-ordinator reports at a termly meeting to the named governor and termly written report is given to the head and the governors. The Annual Report to parents by the governors includes information about SEND provision in the school.

Complaints Procedure (Regulation 12)

Any parent of a child with SEND, who feels that provision is unsatisfactory, should speak to the class teacher followed by the Inclusion Co-ordinator or Headteacher. Parents can contact the Inclusion Governor who can refer the matter to the Governing Body. Parents can write to the Director of Education for the LA and the Inclusion team at the LA.

In-Service Training

Arrangements for in-service training for teachers and Teaching Assistants are made through the Senior Leadership Team.

Links with the Support Service

When necessary the advice of the Inclusion Advisors is sought. The Inclusion Co-ordinator regularly attends network meetings led by the Inclusion Officers.

Parent Involvement

- The Inclusion Co-ordinator attends the meeting for parents of new children about to start at the school. Parents of all our children are welcome at school
- Parents of SEND children are invited to termly review meetings to discuss SEND target plans as well as the usual arrangements for parents' evenings. The management of SEND target plans is explained by the teacher and agreed by the parents. There should be no more than three or four targets on a SEND target plan
- Parents are invited to contribute to the targets
- When a child needs to be assessed by the Educational Psychologist the parents are informed and invited to meet the Educational Psychologist to discuss the child's needs. The Educational Psychologist informs parents by letter following the assessment
- If parents of children with SEND have concerns at any time they should make arrangements to see the teacher, Inclusion Co-ordinator or the Headteacher
- Parents of children with an EHCP plan also have regular review meetings, at least annually where other professionals, for example the support teacher and Teaching Assistant, are involved
- The Inclusion Co-ordinator notifies parents and other professionals of the date and time of the meeting and invites the appropriate professionals to come.

Transition from Infant School (Regulation 16)

- Any child coming to St Peter's will have any needs identified through the completion of a transition sheet. (See appendix 3) Any identified SEN children will be followed up by the Inclusion Co-ordinator either through a visit to the current school or phone calls between professionals. Records are forwarded and read by the class teacher and Inclusion Co-ordinator
- The Inclusion Co-ordinator will attend the last review meeting at the Infant School for children with an EHC plan (If invited)
- For pupils with a SEND target plan their targets will be discussed between the infant teacher and the junior teacher so that appropriate differentiation and intervention can begin in a timely manner
- Where children have additional support from outside agencies arrangements will be made before the child enters school, where possible, so that support is in place on transfer.

Transition to Secondary School

A statutory review of the EHC plan will take place in the summer term of year 5. When the revised EHC plan has been issued, the Inclusion Co-ordinator will liaise with the Inclusion Co-ordinator of the school to which the pupil is going. If appropriate, these pupils will make extra visits to the new school in the summer term of year 6. The secondary Inclusion Co-ordinator will be invited to the final review meeting for a child with an EHC plan.

The Inclusion Coordinator will also inform the secondary schools of other children with SEND at a meeting or by telephone. Records will be forwarded to the appropriate school.

Transition to other Primary School

Arrangements will be made to pass on information about pupils with SEND who move school at other times.

Outside Agencies (Regulation 17)

The school may need to liaise with or seek advice from outside agencies in relation to SEND provision. These agencies could include the following:

Child Health/Social Services/Education Welfare Officers
 Educational Psychologists
 Clinical Psychologists
 Advice for learning and behavioural difficulties
 Advice and training for teaching assistants
 Speech and Language Therapists (SLT)
 Occupational Therapists (OT)
 School Nurse
 School Doctor
 Parent Partnership Services
 Language support services.