

Langrish Primary School Inclusion Policy



Article 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Policy approved and adopted: Full Governing Body

Date of Adoption: September 2021

Due for Review: September 2022

This policy is reviewed annually and updated in line with the revised Code of Practice.



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Langrish Primary School aims to offer excellence and choice to all children, whatever their ability or needs. There are high expectations of all children. This is achieved through the removal of barriers to learning and participation. All children feel that they are a valued part of the school community.

These requirements are likely to arise as a consequence of a child having special educational needs (SEN). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. 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 and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- 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 ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Educational inclusion

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.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special educational needs

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

Many of the children who join school have already attended an early education setting. In many cases children join with their needs already assessed. All children are assessed upon entry, so that their learning can be continued. We use this information to provide starting points for the development of an appropriate curriculum for all children.

If assessments show that a child may have a learning difficulty, a range of strategies are used that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Inclusion Leaders and SENCO, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The Inclusion Leaders or SENCO will then take the lead in further assessments of the child's needs.

Strategies are recorded within an Individual Education Plan (IEP). The IEP will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place every half term.



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If the IEP review identifies that support is needed from outside services, parents will be consulted prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies being used. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence about the child will support the request.

In our school, the Inclusion Leaders and SENCO:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with special educational needs including those with a Personal Education Plan (PEP);
- act as the links with parents;
- act as a link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision and report to the governing body;
- manage a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contribute to the professional development of all staff.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEND provision is being made for their child.

The headteacher and SENCO ensure that all those who teach a pupil with an Education Health Care Plan (EHCP) are aware of the nature of plan.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The Inclusion Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The Inclusion Leaders and SENCO are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.

In liaison with the Inclusion Leaders and SENCO, the headteacher informs the governing body about how the funding allocated to support special educational needs has been deployed, and its impact.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher, Inclusion Leaders and SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The school works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the Inclusion Managers and SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.



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The Local Education Authority (LEA) seeks a range of advice before completing an EHCP. The needs of the child are considered to be paramount in this.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessments are used to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach-are used, when necessary, to break down the existing levels of attainment into finely graded steps and targets, to ensure that children experience success.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation. There are times, though, when to maximise learning, that children work in small groups, or in a one-to-one situation outside the classroom.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. The school encourages an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school's SEND Information Report contains details of our policy for special educational needs, and the arrangements made for these children in our school.

Regular meetings are held to share the progress of special needs children with their parents. Parents are informed of any outside intervention, and the process of decision-making is shared by providing clear information relating to the education of children with special educational needs.

Pupil participation

Children are involved at an appropriate level in setting targets in their Individual Education Plans and in review meetings. Children are encouraged to make judgements about their own performance against their targets.

Monitoring and evaluation

The Inclusion Leaders and SENCO monitor the movement of children within the SEND system in school. They provide staff and governors with regular summaries of the impact of the policy on the practice of the school.

The Inclusion Leaders and SENCO are involved in supporting teachers involved in drawing up Individual Education Plans for children. The Inclusion Leaders and the named governor with responsibility for special needs also hold regular meetings.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The Head teacher, SENCo and Inclusion Leaders reports the outcome of the review to the full governing body.

Endorsed by all staff and Governors

September 2021