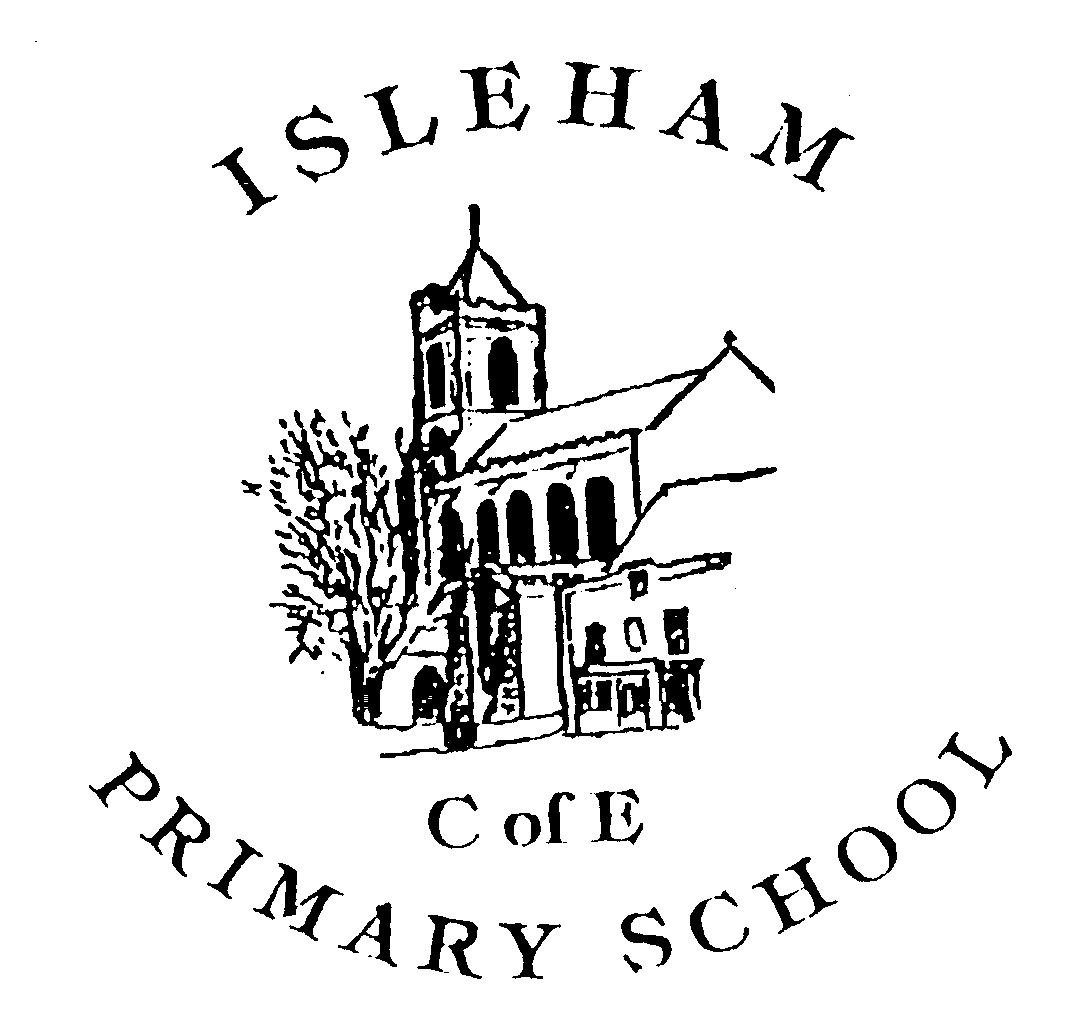
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**SEN & Inclusion Policy**

Isleham Church of England Primary School

September 2021

# At Isleham C of E Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability, however this policy covers all of these pupils.

The Children and Families Act 2014 defines special educational needs as when a child or young person has a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

* has a significantly greater difficulty in learning than the majority of others of the same age.
* has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

We are committed to inclusion and believe that all children should be equally valued in school whatever their age, gender, ethnicity, impairment and background. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish, feel safe and achieve.

# **Aims of our SEN policy:**

* to identify pupils with special educational needs and disabilities (SEND) and ensure that their needs are met.
* to secure good outcomes for pupils with SEND by having high expectations and aspirations.
* to ensure that children with special educational needs and disabilities join in with all the activities of the school through differentiated planning by class teachers, SENCo, and support staff as appropriate.
* to ensure that all learners make the best possible progress.
* to ensure parents are informed of their child’s special needs and provision and that there is effective communication between parents and school.
* to ensure that learners and their families express their views and are fully involved in decisions which affect their education.
* to promote effective partnership and involve outside agencies when appropriate.
* to ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
* to ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
* to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
* to provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as requiring SEN Support.
* 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.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to *cognition and learning, communication and interaction, social, emotional and mental health difficulties* or *sensory and physical difficulties.*

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We aim to identify pupils’ needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

**Agreed procedure:**

The success of the school’s SEN policy will be judged against the aims set out above. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year, in response to identified need is detailed in the School Information Report.

At Isleham Primary School we pay particular attention to the provision for, and the achievement of different groups of learners:

* girls and boys
* minority ethnic and faith groups, Travellers, asylum seekers and refugees
* learners who need support to learn English as an additional language (EAL)
* learners with special educational needs (see definition above)
* learners who are disabled
* those who are looked after by the local authority
* others such as those who are sick; those who are young carers; those who are in families under stress
* any learners who are at risk of disaffection and exclusion

The named SEN coordinator for the school is Miss Nicola Sikyta (senco@isleham.cambs.sch.uk)

The SENCo is responsible for:

* overseeing the day to day operation of the SEN policy
* coordinating provision for children with SEN
* ensuring there is liaison with parents and other professionals in respect of children with SEN
* advising and supporting other practitioners in the school
* contributing to the CPD of the staff
* ensuring that appropriate interventions and target setting are in place, and that relevant background information about children with SEN is collected, recorded and updated
* liaising with external agencies
* All staff are responsible for children with SEN and are responsible for planning and providing suitable provision for them.
* The SENCo instigates and coordinates formulating the policy. The draft is evaluated and amended from the comments received from teachers and governors.
* Multi-disciplinary/interagency cooperation is in place to ensure provision meets the needs of the children with SEN. We work on a regular basis with the following:

Social Services

Educational psychologist service

Education Welfare Service

School Nurse

Community Pediatrician

Speech Therapy service

Physiotherapy

Occupational Therapy

Specialist teaching service

Health professionals

Early Years support team

Locality Team including Parent Support Advisers (PSAs)

Family Intervention Partnership (FIP)

\* The SENCo Maintains the school’s special needs register and oversees the record keeping by class teachers on all pupils with special educational needs.

\* The SENCo will be alerted to newly arising concerns through discussion with class teachers.

\*Targets arising from Pupil Progress meetings or target setting meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, communication support and varied teaching styles.

\* The SENCO monitors planning for SEN support, and each term records the provision of this support on a whole school provision map.

The school endeavours to make decisions about additional support, using a person centred approach which makes the child and their family central to the decisions made around target setting, and provision made to meet learning needs. Parents and carers are consulted and permission is gained if any outside agency is involved.

The SEN Governor is Mrs. F. Borley

SEN support is primarily delivered by class teachers and teaching assistants in an inclusive classroom environment. This is a vital part of everyday provision for children with SEN. Key features of this support are outlined in the School SEND Information Report. Additional support programmes are also provided by teaching assistants throughout the school. The support timetable is reviewed regularly, jointly by the SENCo, as part of the leadership team, in line with current pupil needs. Additional support is funded through individual allocations from the Local Authority.

**SEN identification:**

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with The Children and Families Act 2014. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the child is not making the expected progress, the class teacher will consult with the SENCo in order to decide whether special educational provision, namely provision that is different from, or additional to that normally available to pupils of the same age.There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Parents will be informed when the school is making special educational provision for a child.

**SEN support** isdeemed appropriate where there is evidence that:

There has been little or no progress made with existing differentiation or reasonable adjustments. Additional support is required to develop cognition and learning skills.

Additional support is required for emotional, behavioral or social development.

A child has social, emotional or mental health difficulties, which regularly and significantly interfere with the child’s or others’ learning.

Additional support is required for sensory or physical impairments.

A child has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service.

Additional support is required for communication or interaction needs.

A child continues to have communication and interaction needs that interfere with the development of social relationships, and act as a barrier to learning.

A child is receiving support from outside professionals (for example Speech and Language therapists).

A child continues to make little or no progress in the areas of concern.

A child continues working at National Curriculum levels substantially below that expected of children of the same age.

The responsibility for planning for children with SEND remains with the class teacher.

A child receiving additional support will be given targets which will be set and reviewed by the class teacher, alongside child and parents, and in consultation with the SENCo. This process may also involve consultation and advice from external agencies*.*

For pupils who have an Education, Health Care Plan (EHCP), in addition to the on-going review of their targets, their progress and the support outlined in their plan will be reviewed annually and a report provided to the Local Authority.

Individual targets will be set for each child and will detail:

* the short-term targets set for or by the child
* the teaching strategies to be used
* the provision to be put in place
* pupil voice
* when the plan is to be reviewed
* success criteria
* the time scale of the plan
* record of signatures – where possible

As part of the cycle of ‘Assess, Plan, Do, Review’, targets will be reviewed each term and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents/carers will be invited to participate in the review process.

**Allocation of Resources to and amongst Pupils**

Each term we map our provision to show how we allocate resources to each year group.

**Links with other schools/Transfer arrangements**

\* When pupils with a Statement or EHCP are due to transfer to another phase, planning for this will begin in the year prior to the year of transfer*.* Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENCo will liaise with the SENCo of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. Extra transition/induction days are arranged where necessary for pupils moving to secondary school from Isleham Primary School to provide support in case of SEN.

\* Reception staff will meet with staff from pre-school and make home visits to each child prior to pupils starting school. Pre-school children will also have transition days where they can come into school. Concerns about particular needs will be brought to the attention of the SENCo after the initial meeting. Where necessary the SENCo will arrange a further meeting to discuss their needs.

\* Class teachers of children joining from other schools/phases will receive information from the previous school on request; if there is an SEN issue the SENCo needs to be informed and where necessary will speak to the previous setting regarding SEN issues to ensure provisions are met.

\*For SEN Children transferring from Isleham Primary School, an SEN folder will be passed on, if requested, that gives details of particular needs and additional provision made by the school. The SENCo will discuss these children with their new school on request.

\*Admission arrangements for disabled children will ensure that they are not treated less favourably.

**Arrangements for SEND/Inclusion Training**

* The SENCo will gain the National SENCo Award within three years of appointment, unless this qualification is already held or not required due to experience.
* The SENCo attends cluster meetings where appropriate and convenient to update and revise developments in SEND and Inclusion.
* 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 by the leadership team and SENCo.
* In-house Inclusion training is provided through staff meetings arranged by the SENCo or leadership team.
* 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.

**Arrangements for partnership with parents/carers**

Isleham Primary School values working in partnership with all parents. We will seek to involve parents in all decisions about their children. The views of parents will be sought at all stages of assessment and provision.

* Targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All targets and reviews will be copied and sent to parents/carers after meetings.
* Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

**Links with Health and Social Services and Education Welfare Services**

* The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCo.
* Social Services and the Education Welfare Service will be accessed through the Social Services Team, the visiting education welfare officer or the locality manager as appropriate. Class teachers will alert the SENCo if there is a concern they would like discussed.

**Inclusion Principles**

* Staff at Isleham Church of England Primary School value pupils of different abilities and support inclusion.
* Within the school, staff and pupils will be constantly involved in the best ways to support all pupils’ needs within the school. There is flexibility in approach in order to find the best provision for each child.
* Within each class, teaching and learning styles, and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

**Access to the Environment**

* Entrance to the building is through the main lobby, which is suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.
* There are shower facilities and a disabled toilet available in the Year 5/6 corridor.
* There is a changing table/ area available to use in the Reception/Year 1 toilet area.
* There are 2 wall bars/supports in 1 of the girls’ toilet cubicles in the Reception/ Year 1 toilet area.
* Children requiring equipment due to an impairment, will be assessed by the relevant professionals as appropriate, in order to gain the support that they require.

**Arrangements for providing access to learning and the curriculum**

* The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum’s program of study is flexible enough to meet every child’s needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion).
* Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
* Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

**Access to Information**

* All children requiring information in formats other than print will have this provided.
* We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
* We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
* We use a range of assessment procedures within lessons (such as recording, role-play and drama, video, drawing, TA support) to ensure children with additional needs are able to demonstrate their achievement as appropriate.

**Admission arrangements**

* Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
* Admission to reception is on a part-time basis for the first week. These arrangements are flexible to cater for individual needs.
* Prior to starting school, parents/carers of children with a Statement of SEN or EHCP (or one pending) will be invited to discuss the provision that can be made to meet their child’s identified needs.

**Incorporating disability issues into the curriculum**

* The PSHE curriculum includes issues of disability, difference and valuing diversity.
* Disabled adults are invited to work with the children, as we believe it is important to have role models.
* The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
* We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

**Listening to disabled pupils and those identified with additional needs**

* We aim to include all children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unintimidating.

**Working with disabled parents/carers**

* Isleham Primary School recognises that there will be a number of disabled parents/careers of children within the school, and we work to try to ensure they are fully included in parents/careers activities. We also make sure that we hold parents/careers meetings in an area that is accessible.
* Isleham Primary School can arrange for information to be accessible to all parents on request from them.

**Disability equality and trips or out of school activities**

* Isleham Primary School tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all upper Key Stage 2 children on a residential trip, and provide additional TA support for individual children as required.
* All children are welcome at our before and after school activities. School will use its best endeavours to make each child with SEN gets the support they need.

**Is this working?**

* Every half term, the SENCo analyses the pupil progress data (using teacher assessment, standardised tests where appropriate, and targets achieved) for those children on the SEN register. This analysis helps us plan our future provision.
* We report progress and attainment to the governing body.
* Are the children suitably challenged and actively involved in their lessons?
* Do targets and reviews show continuity and progress?
* Are all children able to access the curriculum with appropriate differentiation?

**Dealing with complaints**

* If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo or Headteacher, who will try to resolve the situation.
* 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.

This policy is reviewed annually by the SENCo in consultation with staff and Governors.

Last reviewed: 1.9.21  
Date of next review: on or before 1.9.22