



## INCLUSION POLICY

### Learning without Limits

#### Introduction

All children at Polegate School are valued equally and our vision encompasses this. The school provides a broad and balanced curriculum for all children. We believe that the aims of education for children with special educational needs and disabilities (SEND) are the same as those for all children-without limits. Therefore, our provision for children with SEND is an extension of Polegate School's best practice and is based upon the guidance as set out in the Special Educational Needs and disability Code of Practice (2014). Every child is entitled to have his/her particular needs recognised and addressed while any special provision made will relate to the individual needs of that child. It is the responsibility of all the teachers at Polegate School to identify and meet the special educational needs of the pupils. They will draw upon the resources of the whole school, parents and outside agencies where appropriate.

All children with SEND at Polegate School will be given the opportunity to access a broad, balanced and relevant education, based on the National Curriculum. Appropriate resources will be provided and children with SEND will be taught with their peers for much of the time. Such children may need additional or different help from that given to other children of the same age. Some individual work may take place in or outside the classroom.

#### Inclusion

We aim to offer high quality teaching and learning to all of our children, whatever their ability or needs. We have high expectations of all of our children. We aim to achieve this through the removal of barriers to learning and increased participation. We want all of our children to feel that they are a valued part of our school community.

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

**The objectives of the Governing Body in making provision for pupils with Special Educational Needs and disabilities, and a description of how the governing body's Special Educational Needs and Disabilities Policy will contribute towards meeting those objectives.**

The Warnock Committee estimated that 20% of pupils will have Special Educational Needs during their time at school, the vast majority being taught in mainstream schools. A child may have a special educational need - or barrier to 'Learning and participation'- if he/she has a significantly greater difficulty in learning than the majority of children of his/her age, is particularly gifted, has an emotional or behavioural difficulty, or a medical or physical disability.

The aims of education for children with difficulties and disabilities are the same as those for all children including those from ethnic minority groups, asylum seekers, or children whose family language is not English. They require the greatest possible access to a broad and balanced education including the National Curriculum in order that they have the opportunity to achieve their potential.

Children will work primarily from Key Stage appropriate plans, but materials from earlier key stages will be used where necessary as part of individualised programmes which will also serve to monitor and review progress. For those that are gifted and talented further opportunities and extension experiences will be sought.

In order to fulfil this, it is important that identification, assessment and provision are implemented as soon as a need becomes apparent and to ensure that barriers to learning and participation are reduced.

In most cases, provision will be made by the school, working in partnership with the child's parents/carers, but in others it may be necessary to draw on the expertise and close co-operation of other agencies.

It is important that the child's needs are met in a way which will allow them to be taught with their peers for as much time as possible and to promote success. The educational provision will be most effective when the staff ascertain the wishes of the child, considered in the light of his/her age and understanding are taken into account. A pupil voice and pupil passport for each child on the SEN register is drawn up to have a better understanding of the child and to ensure continuity of strategies.

## **2. The person responsible for co-ordinating the provision**

At Polegate School Special Educational Needs and Disability is co-ordinated by Una Holbrook (SENCO) and supported by Mrs. Linda Lord as the Inclusion Assistant. The SENCO's role is responsible for co-ordinating the day-to-day provision of education for pupils with Special Educational Needs and Disabilities. Children who are considered Gifted and Talented are co-ordinated by the Head Teacher with close links with the SENCO and Senior Leading Teachers.

## **3. Arrangements made for co-ordinating the provision of education to pupils with Special Educational Needs and disabilities at the school**

The SENCO is responsible for:-

- overseeing the day to day operation of the school's Special Educational Needs Policy
- liaising with and advising fellow teaching and support staff
- monitoring and co-ordinating provision for children with Special Educational Needs
- maintaining the school's Special Educational Needs register and overseeing the records of all pupils with Special Educational Needs and disabilities
  - contributing to the in-service training of staff
- liaising with external agencies
  - Liaising with parents

### **The Governing Body**

The governing body will:-

- do their best to secure that the necessary provision is made for any pupil who has special educational needs and disability
- ensure that – the head teacher or the appropriate governor has been informed by the Local Education Authority that a pupil has an EHC plan and those needs are made known to all who are likely to teach him or her
  - ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND
- ensure that the pupil joins in the activities of the school together with pupils who do not have SEND, so far as is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the education of other children in the school and the efficient use of resources
- have regard to the Special Educational Needs and Disabilities Code of Practice 0-25 yrs (2014 ) when carrying out their duties towards all pupils with SEND
  - ensure that parents are notified of a decision by the school that Special Educational Needs provision is being made for their child.

### **The Head Teacher**

The Head Teacher will have the overall responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND and Gifted and

Talented. She will keep the governing body fully informed. At the same time, the Head Teacher will work closely with the school's SENCO.

Governors' Curriculum Committee

The Governors' Curriculum Committee is responsible for overseeing the development of the various curriculum areas within the school with reference to SEND. Mrs Miranda Thorpe is the designated Governor for SEND. Mrs Una Holbrook will report to Head Teacher and Governors about progress of SEND pupils.

#### **4. How Special Educational provision is regarded in the strategic management of the school**

When a need arises, in whatever form, the school will endeavour to meet that need in the most appropriate way, and as quickly as possible, within the constraints of the school's resources.

#### **5. Admission arrangements for pupils with Special Educational Needs who do not have a statement or EHCP in so far as they differ from the arrangements of other pupils**

When we are informed that a child with Special Educational Needs and Disability is likely to be admitted, consideration would be given to:

the class in which he/she should be placed, any additional provision necessary, any provision of support staff if necessary and any additional physical and medical needs i.e. wheelchair access etc.

Information would be gathered from all relevant agencies

i.e. ESBAS (attendance and behaviour support)

CAHMS-Child and Adolescent Mental Health Service

Educational Psychology service

Early years support service

CITES- children's integrated therapy support

CLASS- children's language and autism support service

SCNS – sensory needs service

TEALS- teaching English as an additional Language service

FLESS-Flexible Learning Education Support Service

South Downs Outreach service

SALT- speech and Language therapy service

COPES- therapeutic service to support families

#### **6. The kinds of provision in Special Educational Needs in which the school specialises and any special units**

The School is a mainstream school with no specialised units. It does have staff trained in a range of areas dyslexia, autism, Thrive and Lego therapy and seeks to support all pupils. Refer also to the school SEND offer.

## **7. Facilities for pupils with Special Educational Needs including facilities which increase or assist access to the school by pupils who are disabled**

Polegate School is a modern school, and its building is all on one level, with wide doors. Ramps have been provided at main doors to provide wheelchair access and fire escape. The front entrance to the school is easily manageable by wheelchair users, and access to outdoor areas is accessible by other doors. The swimming pool area can be accessed by children with physical disabilities although there is no hoist available for children who are unable to negotiate the steps into pool. There is a medical room with full disabled capability.

## **8. How resources are allocated to pupils with Special Educational Needs and disabilities.**

The governors of the school consider that Inclusion should be funded as fully as is possible within the available resources. The funds are allocated by the local authority to make up the school budget and resources are allocated for staff, training and additional resources from there. The governing body delegates the administration of the funds to the Head Teacher. Governors are also able to observe the use of this provision, during their visits. The SEND information report and Pupil premium reports indicate how funding have been used.

## **9. How pupils with Special Educational Needs are identified and their needs determined and reviewed**

It is important that any child who has Special Educational Needs is identified and assessed as early as possible in order that the appropriate provision can be made. In order to facilitate this, when concern is expressed that a child is showing signs of having Special Educational Needs, the Inclusion Team is informed and advice sought. The child and the child's parents/carers are consulted and evidence and information gathered in order that an initial assessment of the child's needs can be made.

In addition, the following points will be taken into account:-

- language and communication skills, oral and written
- numeracy skills
- strengths and weaknesses in particular subject areas
- perceptual and motor skills
- general study skills
- social skills, self-image, self-esteem, relationships, confidence
- special physical/sensory needs
- attitudes and motivation, reaction to failure
- behavioural and emotional development
- patterns of absence or loss of schooling
- medical history
- pre-school agencies or records from a previous school
- cultural differences

The school currently uses a range of assessments and screening processes to build up a wider picture of a child's strengths and weaknesses:-

Children's progress is monitored every term using target tracker (yr1-yr6) and Tapestry and e- profile (Reception). This shows clearly whether a child is making the expected, or required, progress during the year.

Although our school follows the guidance in the New Code of Practice 2014 we monitor some children as 'Vulnerable to Under Achievement'. Their progress and the progress of our SEND children is monitored three times a year and shared at Pupil Progress Meetings. Interventions are put in place to support learning. Pupil Progress meetings allow us to discuss any concerns. The Inclusion Team have a referral form that they expect teachers to complete if they suspect a child has additional needs. The Inclusion team then investigate and explore this further to ensure that this identification is accurate and suggest strategies or refer to agencies.

Children whose needs require sustained intervention strategies additional to, or different from those differentiated approaches normally provided, meet the criteria to be put on the register at SEN support (k). They have a Provision Map and their work is noted in the teachers' planning. The responsibility for meeting their needs is that of the Class Teacher. The child's Provision Map will be evaluated at least three times each year by the Class Teacher. The delivery of the Provision Map remains the responsibility of the Class Teacher although the SENCo will monitor the impact of provision and support being put in place.

If a child

- continues working at levels considerably lower than expected despite the provision
- has behavioural, emotional, social difficulties which considerably interfere with his/her learning (or that of his/her peers) despite a behaviour management programme
- has sensory or physical needs and requires significant intervention of a specialist agency
- has on-going communication or interaction difficulties which cause barriers to learning
- has significant input from an outside agency
- Requires sustained support
- requires a school based plan

Then statutory assessment maybe sought

The local authority will follow the procedures set out in the Code of Practice (2014) using the East Sussex Matrix guidelines which will

- use the assessment process to allow children to show what they know, understand and can do, as well as identify any learning difficulties
- the required paperwork and evidence is then sent to East Sussex County Council who make a decision whether stage 2 statutory assessment is appropriate. Parents and school are kept informed of any decisions that are made.
- Should an EHCP be appropriate for the child a planning and assessment meeting will be called with all relevant parties (parents, school, SEND team and external agencies involved) and the plan is drafted. When all parties are in agreement the final EHC plan is drawn up.

### **11. How pupils with Special Educational Needs and Disabilities engage in the activities of the school together with pupils who do not have Special Educational Needs**

All pupils with SEND are integrated as fully as possible into the activities of their class and peers.

Children with physical needs affecting motor skills join in with Physical Education as far as they feel able, after medical advice has been sought, and with support of Teaching Assistants where appropriate. Should it be impossible for a child to participate, alternative activities would be arranged during that time. Groups of children with physical needs or co-ordination problems may also take part in small group activity work called 'Jump Ahead' or 'Sensory circuits'. In class, under the guidance of the Service for Children with Sensory Needs (SCSN) children may be provided with aids, and positioned in class so that they may take part as fully as possible. When appropriate, a support or care assistant may be delegated to care for the physical and/or medical needs of a child during the school day, including play times and lunch times, in order that he/she may be fully integrated. A care plan to meet the child's specific needs will be put in place and reviewed by parents and school staff. Whenever possible, and when appropriate care can be provided, all children with special needs are taken on school trips and residential visits.

Apart from the swimming pool (see section 7) the building presents no problems of segregation for those with Special Educational Needs.

### **12. How the governing body evaluates the success of the education which is provided at the school to pupils with Special Educational Needs**

The Inclusion Policy is monitored regularly and, at least once every academic year. Allocation of staff is considered when new class lists are determined and plans for the next year are being discussed. Further consideration would be given should a need become evident during the year.

Success is measured against progress relating to targets on the Special Needs documentation and by the levels on e-profile or target tracker, and against the names of those on the Pupil Progress sheet for each class. The responsible governor will be kept informed of progress.

### **13. Any arrangements made by the governing body relating to the treatment of complaint from parents with Special Educational Needs concerning the provision made at the school.**

Complaints about special educational provision should follow this procedure:-

Class teacher – Inclusion Team – Headteacher. The complaint will be acknowledged within one working day and dealt with as soon as possible, but at least within a week, by consultation between either the Inclusion Team or Headteacher, outside agency where applicable, and the parent/carer.

### **14. Any arrangements made by the governing body relating to in-service training for staff in relation to Special Educational Needs**

All teaching and support staff are encouraged to attend courses organised by the Local Authority and through in-service training (INSET). Additional training may link with CPD or with a particular need that arises. The Inclusion Team gives additional support and training through advice, liaison, staff and SEN surgery meetings.

#### **15. The use made of teachers and facilities from outside the school including links with support services for Special Educational Needs**

All children's services share a common database called the Children Index. Children on SEN support and those with a Statement/EHC plan will be on that index as having a special educational need. However, no detailed information would be accessed without parents'/carers' consent.

At Polegate school we liaise and have strong link with a number of outside agencies ( see those listed in section 5) where they provide 1.1 work and support and advice for teachers and parents.

#### **16. The role played by parents of pupils with Special Educational Needs**

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of children at least three times each year.
- Provide an annual report for parents on their child's progress.
- offer informal opportunities to share experiences or training through coffee mornings
- The achievement of children who are in public care (Looked After Children - LAC) is often significantly lower than that of their peers. To meet their needs and raise their levels of attainment, a Personal Education Plan will be drawn up to bring about better multi-agency co-operation. This will often be done at the bi-annual LAC review.

#### **17. Any links with other schools, including special schools.**

The provision made for the transition of pupils with SEND between schools or between the school and the next stage of life or education is regarded as very important by all those at Polegate school.

The great majority of children with SEND, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another.

If a child/ young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. (9.179)



Prior to the September annual intake, Foundation teachers and a member of the Inclusion Team visit the pre-schools in the area and liaise with them, and the Early Years Service, to gather information about the children about to enter school. Particular attention is paid to those children with Special Educational Needs.

To ease the transfer at 11, when a year 6 pupil is due to transfer to Key Stage 3, vulnerable children take part in a transition programme which may include extra 'taster' activities in addition to the year 6 taster day. There is close liaison between the teachers of the various schools involved and also between the Inclusion Teams. We also have a Transition TA who supports the Year 6 pupils for half the year at Polegate School and transitions with the students to Willingdon School for terms 1-3 support the year 7 pupils. In addition the Transition TA will run a transition group, support parents and will work between Years 6 and 7.

Transition days and additional transition groups are set up in each year group in the summer term to support children with 'moving on'.

### **Conclusion**

At Polegate School we aim to include all children, recognising and meeting their needs as fully as possible in order to help them overcome any barrier to learning and participation. We have received the Inclusion Quality Mark award for Excellence and are striving for Flagship status.

This policy was updated by U Holbrook

This policy was written 13.11.16

Ratified by Governors.....

Review due.....

Head teacher: Mrs Martin O'Donoghue

Special Educational Needs Co-ordinator: Mrs Una Holbrook

Chair of Governors: Mrs Miranda Thorpe

SEND Governor: Mrs Miranda Thorpe