



INCLUSION POLICY

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) and SEND Green Paper 2022. 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 and disability 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

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 cooperation 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 / pupil passport for each child on

the SEND register is drawn up to have a better understanding of the child and to ensure consistent strategies.

The person responsible for co-ordinating the provision at Polegate School is Miss Amie Ashdown (SENCO). The SENCO's role is responsible for co-ordinating the day-to-day provision of education for pupils with Special Educational Needs and Disabilities.

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
- * 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
- * updating Governors on all children with an EHCP
- * ensuring all statutory requirements are met for children with SEND
- * ensuring that parents are notified of a decision by the school that Special Educational Needs provision is being made for their child

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) and Green paper (2022) when carrying out their duties towards all pupils with SEND

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

*Ensure 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

FLESS-Flexible Learning Education Support Service

Polegate School is a 3 form entry 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. Polegate School is a modern school including a 2 floor extension with Lift. The rest of the school is on one level with access for wheelchairs. 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.

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.

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. This shows clearly whether a child is making the expected, or required, progress during the year. Progress is monitored through Pupil progress meetings, Assess Plan Do Review cycles and relevant meetings. Staff can also make internal referrals for any concerns that are raised.

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). The responsibility for meeting their needs is that of the Class Teacher. The child's Assess Plan Do Review plan will be reviewed at least 3 times a year. If a more comprehensive plan is needed a child may have an Additional Needs Plan which is also reviewed 3 times a year. Occasionally a child may need additional support 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 co-production planning meeting will be called with all relevant parties (parents, school, iSEND team and external agencies involved) and the plan is drafted. When all parties are in agreement the final EHC plan is drawn up.

All pupils with SEND are integrated as fully as possible into the activities of their class and peers. All reasonable adjustments will be made to ensure inclusivity. 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. 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, additional support may be delegated to care for the physical and/or medical needs of a child during the school day 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.

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 maintained the Inclusion Quality Mark award for Flagship status.

This policy was updated by A Ashdown 02.09.2024

Ratified by *Governors*.....Sept 24.....

Review due.....Sept 25.....

Head teacher: Mrs Debbie Jones

Special Educational Needs Co-ordinator: Miss Amie Ashdown

Chair of *Governors*: Elizabeth Latter