



Policy - Inclusion

School motto

Dream, believe, achieve together.

Persons with Responsibility

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Governors

Linked Policies

All curriculum policies

Next Review: February 2023

Westwood Park is an inclusive school. All policies should be seen in the light of overcoming barriers to learning for example: dyslexia, dyspraxia, ASD, emotional, behavioural and learning difficulties.
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Introduction

The school provides a broad and balanced curriculum for all children. The National Curriculum is the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

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

Children may have special education needs either throughout or at any time in 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.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However not all children defined as disabled will require this provision. A child with Asthma or Diabetes, for example may not have special educational needs but may still have rights under the Disability Discrimination Act. We will assess each child as needed and make the appropriate provision based on their identified needs.

Aims

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 each child are identified, assessed and accounted for.
- To make the expectations of all partners in the process.

- To identify the roles and responsibilities of staff in providing for pupils' special educational needs.
- To enable all pupils 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 pupils have a say in this process.

Educational Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this by removing barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. 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 their 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 children 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 other children of the same age.

Many of the children who join us have already been in early education. In some cases children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Action. 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 SENCO, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will record, in an Individual Education Plan (IEP), the strategies used to support the child. 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 once a term. Parents play a significant part in this process which is discussed at Parents' meetings. Sometimes pupils may have a group IEP if their needs can be met this way.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in School Action. This enhanced level of support is called School Action Plus. External support services will provide information for the child's new IEP. The new strategies in the IEP will, wherever possible, be implemented within 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 LA (EHCP). A range of written evidence about the child will support the request.

Similarly, if a child has behavioural difficulties a comparable process is followed with relevant actions from the class teacher, Learning Mentor, SENCO, Behaviour Manager and outside agencies. An IBP (Individual Behaviour Plan) would form a key part of this. Parents are involved at all stages.

In our school the SENCO

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- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes 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 has identified a governor to have specific oversight of the school's provision for pupils with special educational needs (Susan Robinson). The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

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 SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher, SENCO and EP meet weekly to agree on how to use funds directly related to statements and how to best support pupils.

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 and the SENCO assess and monitor the children's progress in line with existing school practices. This is an on-going process.

The SENCO supports teachers/parents 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 SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before making a formal Educational Health Care Plan. 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 them to:

- understand the relevance and purpose of learning activities;

- experience levels of understanding and rates of progress that bring feelings of success and achievement.

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Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down attainment into finely graded steps and targets, we ensure that children experience success. All children at both School Action and School Action Plus have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to 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. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

Children are involved at an appropriate level in setting targets in their IEPs/IBPs and in the termly review meetings. Children are encouraged to make judgements about their own performance against their IEP/IBP targets. We recognise success here as we do in any other aspect of school life.

Monitoring and review

The SENCO monitors the movement of children within the SEND system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

This policy is reviewed bi-annually.