

# Wheatfields Infants' and Nursery School

## Inclusion Policy

**Date Ratified: June 2017**

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Created by Wheatfields Infants' and Nursery School



**Signed:**  
**Position:**  
**Date:**

## **Wheatfields Infants and Nursery School INCLUSION AND SEND POLICY**

Inclusion is a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work.'

Miller & Katz (2002)

Wheatfields Infants and Nursery School is committed to providing an appropriate and high quality education to all the children at our school. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Wheatfields is committed to inclusion and strives to create an environment where all children can flourish and feel safe.

Wheatfields Infants and Nursery School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. This is outlined, in detail, in our School SEND report published on our school website. The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment.

### **We believe that educational inclusion is about equal opportunities for all learners:**

- ✓ **Girls and boys,**
- ✓ **Minority ethnic and faith groups, travelers, asylum seekers and refugees**
- ✓ **Learners who need support to learn English as an additional language (EAL)**
- ✓ **Learners with special educational needs**
- ✓ **Learners who are disabled**
- ✓ **Those who are gifted and talented**
- ✓ **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**
  
- ✓ **Summer born**
- ✓ **Children from families eligible for free school meals**
- ✓ **Children of service families**

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning or emotional or social 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 believe that many pupils, at some time in their school career, may experience difficulties which affect their learning; we recognise that these may be long or short term.

At Wheatfields Infants' and Nursery School we aim to identify these needs as they arise and to looking at what additional provision we need to make to provide teaching and learning contexts which enable every child to achieve to his or her full potential.

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September, 2014) 3.65 and has been written with reference to the following guidance and

documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (June, 2014)
- Schools SEN Information Report Regulations (2014) and School Report 2014
- Statutory Guidance on Supporting pupils at school with medical conditions, April 2014
- The National Curriculum in England: Key Stage 1 and 2 framework document, September 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012
- Intimate care Policy
- Restrictive and positive Handling policy
- Behaviour Policy

Copies of the Inclusion Policy and School Offer can be found online at

[www.wheatfieldsinfants.herts.sch.uk](http://www.wheatfieldsinfants.herts.sch.uk)

The Hertfordshire SEND Local offer can be found online at

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

Alternatively, a copy of either document can be requested from the School Office.

### **Objectives**

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
  - To ensure the view/interests of parents /carers and children are central to the process.
  - To ensure early identification of children whose learning is affected by SEND and to provide carefully planned learning opportunities, rigorous assessment and regular review
  - To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children and young people 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 full access to the curriculum setting carefully differentiated and inspirational learning challenges.
  - To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having Special Educational Needs.
  - To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
  - To ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND.
  - To enable children and young people to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of everyday life and/or employment and/or further education.

### **Arrangements for coordinating SEND provision**

- The SENCO/Assistant Head will meet with Year group teams during Pupil Progress Meetings half termly to discuss SEND provision.
- Concerns can be passed on to the SENCO/Assistant Head directly.

- Meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The SENCO/Assistant Head and Head teacher will monitor the quality and effectiveness of provision for pupils with SEND through classroom, small group and 1:1 observations, planning and book scrutiny and Environment walks
- SEND support is primarily delivered by class teachers through quality first teaching using differentiated teaching methods. Additional support is provided by the Assistant Head for Behaviour and safeguarding/Inclusion Lead and by trained learning assistants (LAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed half termly, by the SENCO/Assistant Head in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LEA.
- Support staff, class teachers, SENCO/Assistant Head and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **SEN Support in school**

Wheatfields Infants and Nursery school is committed to continuous assessment of all pupils with a view to early identification of a child's special educational needs and provision of appropriate support.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. They seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to such progress will be high quality teaching targeted at their areas of weakness. At this stage interventions will be recorded on the class provision map.

Where progress continues to be less than expected the class teacher, working with the SENCO/Assistant Head will assess whether the child has SEND. Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND Support will take the form of a four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach.

At this stage parents/carers will be invited to a meeting to agree targets and support for your child. These will then be written into a Personal Learning Plan which will be discussed with the child along with their own views of school and learning.

Records are kept of these meetings and copies are available to parents. Thereafter, parents/carers are invited to a meeting at least each term to review progress made, set targets and agree provision for the next term. This provision will be recorded on the whole school provision map to enable monitoring, planning and budgeting for SEND Support in

school.

Parents/carers will be invited to termly meetings to discuss progress against targets agreed as set out in the Personal Learning Plan (PLP). A child may be invited to part of the meeting or their views will be sought. During these meetings:

- The effectiveness of interventions and teaching strategies in enabling the child to make progress against their targets will be reviewed using evidence of progress made. It is important to note that this process should involve the views of the child first, then the parents/carers and, finally, the child's class teacher.
- Following this review of assessments, the teacher, child and parents/carers will agree a new plan of action, involving personalised target setting and success criteria to measure progress. This plan must also make clear the contribution to be made by the child, the parents/carers and the school.
- It is the responsibility of the class teacher to ensure that the child is given the opportunities to access resources and/or ensure the child receives the necessary support in school. Where a child continues to make slow progress, despite receiving high quality, targeted support, it may be necessary to conduct further assessments to investigate the root causes of the learning difficulties, so that these barriers to learning may be removed

### **School request for a statutory assessment**

If children fail to make progress, in spite of high quality, targeted support at SEN Support, it may be appropriate to apply for the child to be assessed for an EHC (Education, Health and Care) Plan. Parents and carers should note that the initial part of this process may take up to 6 weeks. There are many reasons to apply for an EHC Plan, including:

- The child is 'Looked After' and therefore additionally vulnerable
- The child has a disability which is life long and means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. The school is required to submit evidence to the LEA whose SEN Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LEA's current criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

There will be an Annual Review, chaired by the SENCO/Assistant Head, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Education Health and Care Plan or to the funding arrangements for the child.

We aim to include 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 unthreatening.

### **Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs.

- We make sure that all parents/carers are given information about our local parent partnership organisation.
  - At review meetings with parents/carers we try to always make sure that the young person's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
  - Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
  - Curriculum workshops are offered for parents/carers to attend.
  - Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
  - Parents are invited to attend Pupil Teacher Target setting meetings termly.
  - Regular communication between school and home will ensure that concerns are promptly acted on.
- The school recognises that there will be a number of disabled parents/carers of children and young people within the school, and we work to try to ensure they are fully included in parents/carers' activities. We make sure that we hold parents/carers' meetings in areas that are accessible.
- We aim to provide user friendly information and procedures and to remove barriers to communication (linguistic, sensory, disability)

### **Pupil participation**

At Wheatfields Infants and Nursery School we promote and support pupil participation and access to all aspects of school life through

- Use of Building Learning Powers-Learning Super Heroes
- Use of person Centred Thinking tools to elicit pupils opinions/views
- Pupil voice at the centre of all assessment and review meetings with parents
- Use of success criteria and self and peer evaluation within lessons to encourage pupils to develop skills to evaluate own progress and next steps/targets
- Pupil Teacher target setting meetings
- School Council
- Sustainable Ambassadors
- Squabble squashers
- Individual arrangements to address specific needs where appropriate

### **The School's Arrangements for SEND and Inclusion Training**

- SENCO/Assistant Head and the Head Teacher attend annual and local cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- In-house additional training is provided through staff meetings by the members of SLT or specialist agencies such as SPLD and ASD Advisory teachers.
- All staff have access to professional development opportunities and are able to apply for additional training where a need is identified either at an individual pupil or whole school level.
- Support staff are encouraged to extend their own professional development and the

school leadership team ensure tailor-made training where this is appropriate.

### **Support Services from outside the school**

- The Educational Psychologist visits the school regularly following discussion with the Assistant Head for Behaviour and Safeguarding as to the purpose of each visit.
- Teachers and Therapists from the Specialist Advisory Teams (Speech, Autism, SPLD, OT) work in school to support children and young people, both with and without Statements or Education Health and Care Plan.
- The SENCO/Assistant Head liaises frequently with a number of outside agencies such as. LINKS, School Nurse, Play Therapy, Speech Therapy, Occupational Therapy, Vista Family Support Worker, Children's Services.

Parents/carers are informed if any outside agency is involved.

### **Links with other schools/Transfer arrangements**

- The SENCO/Assistant Head meets with staff from partner schools prior to pupils starting school and will arrange a further meeting with parents/carers, support agencies and appropriate school staff to try to ensure a smooth transfer.
- The SENCO/Assistant Head will meet with the Deputy Head and SENCo from Wheatfields Junior School to ensure an effective transfer of information and transfer. The SENCo will be invited to attend all statutory review meetings in the summer term for Year 2 children and in addition joint meetings will be held with parents/carers and Inclusion staff from both schools. The Year 2 and Year 3 teachers meet to moderate throughout the year and have allocated time, in the summer term to discuss the learning needs of the children in their classes transferring to the junior school.

### **Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO/Assistant Head, and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed through designated staff
  - Lead: Sarah Fitzgerald
  - DSP: Anna Chase
  - Deputy lead & DSP: Clare Cockburn

### **Admission arrangements**

- Young people with additional educational needs are considered for admission to the school on exactly the same basis as for young without additional educational needs.
- Prior to starting school, parents/carers of children and young people with a Statement of

SEND, Top Up Funding or a pending Education Health and Care Plan will be invited to discuss the provision that can be made to meet their identified needs.

### **Roles and Responsibilities**

At Wheatfields Infants and Nursery School every adult is a teacher of every child, including those with SEND

*Class teachers* are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from Learning assistants or specialist staff. Teachers respond to children's needs by:

- providing quality first teaching that ensures the progress of all children, in line with the Teachers' Standards.
- providing starting points for the development of an appropriate curriculum;
- 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 of varied 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;
- Involving parents in implementing a joint learning approach at home.
- Making themselves aware of this policy and procedures for identification, monitoring and supporting children with SEN.
- Seeking advice for assessment and strategies to support inclusion
- Monitoring impact of interventions undertaken in classrooms

*Learning Assistants* will support the teacher and pupil by:

- Implementing an individual or group of pupils' access to and progress in the curriculum
- Understanding their role in relation to pupils with SEND
- Implementing activities as part of Provision Mapping to enable learners to meet learning targets
- Encouraging and promoting pupil independence
- Liaising with teachers and the SENCO/Assistant Head, giving feedback and suggesting development
- Helping to prepare resources and adapting materials
- Attending planning and review meetings as appropriate

*The SENCO/Assistant Head*

- acts as an advocate for children with SEND and their families.
- manages the day-to-day operation of the school's Inclusion and special educational needs policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- contributes to the professional development of all staff;
- oversees the records of all children;
- acts as the link with parents of children with special educational needs;
- 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.

*The Head Teacher has responsibility for*

- the management of all aspects of the school's work including inclusive provision
- Keeping the governing body informed about all Inclusion issues
- Working closely with the Inclusion personnel across the school
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

*The Governing body* has due regard to the Code of Practice (January 2015) when carrying out its duties toward all pupils with special educational needs and disabilities and ensures that

- The impact of the this policy is reported on annually and that inclusive provision (inc SEND) is an integral part of the school improvement/development plan
- Mechanisms are in place for liaison with the headteacher and the assistant Head for Behaviour and Safeguarding
- There is a named Inclusion governor (Hayley Gilbert)
- Any resource implications are duly considered, including any requirements for building adaptations
- A SENCo is appointed. This person must have QTS and, where they have not previously been the SENCo for a total period of more than 12 months, they must achieve a National Award in SEND within 3 years of appointment
- Report to parents on the implementation of the school's inclusion policies
- Parents are notified if the school decides to make special educational provision for their child
- The school has full regard to the Code of Practice (2015) whilst ensuring full participation of all SEND pupils in school activities.

*The role of parents/carers*

The school works closely with parents in the support of those children with special educational needs. We encourage 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.

A named governor takes a particular interest in special needs and is always willing to talk to parents/carers.

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. During this meeting, we review progress and set new targets for the next term.

*The role of children with SEND*

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. All staff at Wheatfields recognise the importance of children developing social as well as educational skills.

Children have much to contribute to guiding the provision that they receive for their special educational needs. Children are required to engage in the assess--plan-do – review cycle (at an appropriate level for their age and development) and provide evidence of their progress towards the targets set in their Personal Learning plan .

Children are involved at an appropriate level in setting own targets. Children are encouraged to make judgements about their own performance against their personal targets.

#### Additional roles and responsibilities

Designated Teacher with specific Safeguarding responsibility: Sarah Fitzgerald, Anna Chase and Clare Cockburn.

Member of staff responsible for managing Pupil Premium Grant and Looked After Children funding: Sarah Fitzgerald

Member of Staff responsible for managing Sports Premium funding: Clare Cockburn

Member of staff responsible for managing the schools; responsibility for meeting the medical needs of pupils: Caroline Churchill, Sarah Fitzgerald and Anna Chase.

#### **Evaluating Success**

This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets for pupils and the monitoring of pupil progress through termly reviews. In addition evidence will be gathered regarding:

- Staff awareness of individual pupil need (Pupil Progress Meetings)
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Number of exclusions
- Number of children funded by the SEND factor
- Consultation with parents
- Pupils' awareness of their targets and achievements.
- The school meets the statutory requirements of the SEND Code of Practice 2015.

Governors will also have a termly report on SEND provision and progress through the head teacher's report to the governing body.

#### **Storing and managing information**

All SEND documents are stored securely in the school office. The sharing of information regarding SEND is subject to the procedures as set out in the Confidentiality Policy. Parental consent will be sought, where necessary, to share information with external agencies and/or professionals.

#### **Accessibility Statutory Responsibilities**

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their building and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Accessibility plans can be provided, upon request, from the School Office.

#### **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/Assistant Head, who will try to resolve the situation.

- If the issue cannot be resolved, the parent can arrange to meet with Clare Cockburn, the Headteacher.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy.

**Ratified: June 2017**

**Next review: June 2019**