



Cassiobury Junior School Inclusion Policy

Policy Review

This policy will be reviewed in full by the Governing Body annually.

The policy was last reviewed and agreed by the Governing Body on XXXXXX

This is the draft update, due for review by governors on

Signature
Head teacher

Date

Signature
Chair of Governors

Date

Inclusion Policy

Written in consultation with staff, parents and governors.

To be read in conjunction with the SEND Information report available on the school website. LEA guidelines and the DfES SEN Code of Practice (2014) have been taken into consideration in the formulation of this policy

“The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.” (Warnock Report, 1.4)

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1. INTRODUCTION

‘Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation’ (Index for Inclusion – Booth and Ainscow 2000)

Successful inclusion should ensure all pupils feel safe, confident and happy at school. We seek to identify and nurture personal qualities and preferred learning styles and we recognise the importance of educating the whole child.

Purpose of an Inclusion Policy

To inform staff, parents, volunteers and governors about the school’s responsibilities for inclusive education for all.
To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Aims and Objectives

Provide a broad, balanced curriculum which is differentiated to the individual needs of the pupils, where all staff share the responsibility to support children who require SEN support.

Target support using a One Page Profile and Provision Maps.

Help every child value their achievements and promote their self-esteem by involving them in the planning of their needs.

Identify, at the earliest opportunity, all children who need support to make good or better progress holistically.

Ensure every child is fully included in all school activities, promoting the highest levels of achievement whilst encouraging independent learning and challenge to all learners.

Review the policy and arrangements regularly, to ensure most efficient use of resources for the benefit of the children.

Provide guidance and support for staff in implementing support strategies.

To ensure the Equality Act 2010 is implemented and adhered to.

Develop partnerships with pupils, parents and other professionals, enabling us to work together to achieve

maximum benefits for the children and to support our commitment to inclusion.

Mission Statement

We at Cassiobury Junior School, are committed to meeting the special educational needs of pupils by providing all children with a high quality, inclusive education.

Implementation, Monitoring and Review of the Inclusion Policy

The policy will be reviewed annually by the governing body. It will be implemented through the school's induction and training programme, and as part of day to day practice. Compliance with the policy will be monitored by the Assistant Head of Inclusion and SEND Coordinator and through staff performance measures.

DRAFT

2. ROLES AND RESPONSIBILITIES

The Head teacher, Governors, Senior Leadership Team (SLT), including the Assistant Head of Inclusion, who is also the Special Educational Needs and Disabilities Coordinator (SENDCo) are responsible for the inclusive provision in the school.

The Head teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with SEND
- Keeping the governing body informed about Inclusion issues
- Working closely with the Inclusion personnel within 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 SENDCo/Assistant Head of Inclusion will:

- Monitor the Inclusion Policy and report annually to the governing body on its effectiveness.
- Monitor the progress through Pupil Progress Meetings and attainment of identified vulnerable groups termly and use the analysis to inform provision
- Track vulnerable groups including Pupil Premium
- Identify barriers to learning and support teachers and support staff to ensure there are appropriate strategies and resources to support children
- Purchase resources as appropriate
- Organise interventions
- Arrange and attend Pupil Progress meetings
- Manage Inclusion Staff and conduct Appraisals
- Liaise with Outside Agencies
- Liaise with other schools
- Liaise with parents/carers
- Share inclusive expertise and encouraging professional development of teachers and support staff
- Identify training needs for staff and ensure opportunities for professional development in these areas.

The SENDCo will have the National Award for Special Educational Needs Coordination, or will complete the qualification within the first twelve months of taking on their post.

Class Teachers will:

- Provide Quality First Teaching (QFT) which includes highly differentiated tasks, a range of teaching styles to enable all learners to access the teaching for example

visual or practical aids, on-going monitoring and assessment and the use of Support Plans to target support.

- Monitor progress through on-going assessments and some formal assessments termly.
- Facilitate an appropriately differentiated curriculum, drawing on the SENCo/Assistant Head of Inclusion for advice on assessment and strategies to support inclusive education for all.
- Be available to meet with parents to discuss the needs of their children during the term as well as during four specified Parent Consultation Evenings across the year.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Teaching Assistants will:

- Deliver interventions under the guidance of the class teacher and the SENCo/Assistant Head of Inclusion
- Work with the class teacher to enable children to access an inclusive learning environment.
- Develop resources which will support individual needs such as word banks, writing frames and other visual aids.
- Liaise with the class teacher about on-going assessment for children and next steps for learning.
- Liaise with the SENCo/Assistant Head of Inclusion with regard to specific assessments and strategies for children requiring SEND Support in the classroom.

3. INCLUSIVE EDUCATION – Who is it for?

- SEND Code of Practice (2015)
- Supporting Pupils at School with Medical Needs (2014)
- Teachers Standards (2013)

Special Educational Needs

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, or*
- *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.*

(SEND Code of Practice, 2014, xiii and xvi)

A child or young person who has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. These needs may fall into at least one of four areas, many children will have inter-related needs.

- Communication and Interaction e.g. Language, Autistic Spectrum Conditions
- Cognition and learning e.g. Moderate and Specific Learning Difficulties
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

(Categories of SEND as defined in the 2014 SEND Code of Practice, Chapter 6.28)

More and Most Able (previously known as Gifted, Able and Talented)

More able learners are those children who achieved at greater depth in the curriculum when assessed with a combination of teacher assessment, standardised testing, on-going classroom assessment and discussions with colleagues and parents.

The curriculum aims to provide more able pupils with opportunities to develop their skills at greater depth even further.

English as an Additional Language

The term English as an Additional Language (EAL) is used to refer to pupils whose main language at home is other than English.

Children with EAL will have varying degrees of difficulty in accessing the curriculum and in achieving their full potential.

Our main aim is for all pupils with EAL to become confident in speaking, listening, reading and writing which will enable them access to the full curriculum and enable them to communicate effectively with their peers and other adults.

Pupil Premium Group

“The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers” (DfE 2014). There are three categories of children that qualify for pupil premium:

- Children who are eligible for free school meals (FSM)
- Looked after children
- Armed forces children

Schools will decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils for whom they are responsible. The Pupil Premium is allocated to schools with pupils on roll in January 2013 that are known to have been eligible for free school meals (FSM) at any time in the last six years.

Looked After Children

The term “looked after” refers to a child who is either:

- Accommodated (whereby the local authority provides for the child on an agreed basis with the person who has parental responsibility) or
- Is subject to a care order (whereby a court order grants shared parental responsibility to the local authority in order to protect and promote a child’s welfare).

Children in both instances could be living with foster carers, in a residential unit, in a residential school, with relatives, or even with parents on a part or full time basis.

The term “looked after” was introduced by the Children Act 1989.

4. IDENTIFICATION OF NEEDS

Cassiobury Junior School has a clear approach to identifying and responding to SEN.

‘The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.’ SEND code of practice (2015: 97)

‘The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.’ SEND code of practice (2015: 94)

Any of the following may trigger a concern. The child and parent/carer are involved throughout.	
❖ Parents/carer	❖ Base line assessments
❖ Child	❖ SAT results
❖ Class teacher assessment	❖ Records of achievement
❖ Response/ length of time on SEN register	❖ Pupil tracking
❖ Other professionals	❖ Records – transferred from another school

Process of Identification

Class teachers will make on going assessments of the children in their class. If your child is having difficulties accessing the curriculum, the class teacher will make reasonable adjustments to the teaching and learning environment to help address those needs. If we feel the child requires further support, advice from the SENDCo/Assistant Head of Inclusion will be sought by the Class teacher in the first instance.

Where further strategies need to be put in place, the SENDCo/Assistant Head of Inclusion will invite you to a meeting to discuss the needs of your child further. A support plan may be written with your consent which will provide targets to be met by your child with additional support by the class teacher or teaching assistant. This support is reviewed every 6 weeks to enable more accurate target setting.

NHS Diagnosis Vs Private Diagnosis

- In order to receive support from other professionals, we are required to complete a Service Request form which must be signed by parents. The school is then contacted by Hertfordshire County Council to arrange a time to come in for a consultation. This process can take a number of weeks.
- As a school, we are educators and unable to provide medical diagnosis for Special Educational Needs. Parents are advised to seek referrals for medical diagnosis from their GP.
- We are able to make referrals to the Educational Psychologist, Speech and Language Therapists, and CAHMS.
- On occasion, parents have chosen to seek diagnosis and support from a private professional. We will endeavour to follow some of the key recommendations provided by Private diagnosis.

5. PROVISION

Our provision is committed to providing equal opportunities for all our community.

The Graduated Approach

‘Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes.

This is known as the graduated approach where the school will Assess, Plan, Do and Review support. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.’ (SEND Code of Practice 2015:100)

- **Assess** – taking into consideration all information from parents, the child, the class teacher, support staff and assessments. This is where we identify the barriers to learning and establish a baseline for measuring impact.
- **Plan** – this stage details what additional support will be provided to overcome the barriers. Decisions will be recorded on provision maps and will form the basis for termly review meetings.
- **Do** – this stage details where the planning is carried out. Support for a child will be provided as set out on the class provision map. The class teacher and SENDCo/Assistant Head of Inclusion are responsible for monitoring the quality of the intervention/support through observations, work scrutiny and discussions with pupils.
- **Review** – this stage is where we measure the impact of support provided. Children, parents, teachers, support staff and the SENDCo contribute and changes may be made to the provision. Pupil Progress Meetings with the class teacher and a member of the Senior Leadership Team are also held 6 times per year and are part of the review stage.

Disability

“Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.”

(SEND Code of Practice, 2014, xiii and xvi)

When we are notified of a new pupil with a disability joining the school, the SENDCo/Assistant Head for Inclusion will meet with parents and child to discuss the child’s needs and requirements ahead of their start date.

From here, the SENDCo/Assistant Head for Inclusion will inform and work with the Senior Leadership team and class teachers to provide necessary adjustments to the physical environment in order to enable the child to fully participate in all areas of the class timetable.

One Page Pupil Profiles and 4+1 Joint Planning Meetings

If deemed appropriate for children to be identified on the SEND register, they will have a One Page Pupil Profile which outlines key information as described by the child. The 4+1 Joint Planning Meeting is held once every term where parents, children and teachers are invited to work with the SENDCo/Assistant Head for Inclusion to look at progress and provision. The key here is that the needs and views of the child are at the heart of our discussions and planning. The intended outcomes for that child will also be of the upmost importance, with clear steps detailed as to how those outcomes will be achieved. On-going support may be recorded using a Provision Map.

Request for Statutory Assessment for an Education Health Care Plan (EHCP)

Any child who goes through the statutory assessment process will be applying for an Education Health Care Plan (EHCP) which takes 20 weeks.

“An education, health and care plan (EHCP) is a legally binding document that:

- describes all of the special education, health and care needs of the child or young person which relate to their disability*
- sets out all of the extra help and support they will need to overcome barriers to learning*
- identifies meaningful education and other outcomes they would like to achieve as they prepare for adult life.*

Most children and young people with additional needs don't need an EHCP. Nurseries, schools and colleges have a duty to put support in place to make sure their pupils with additional needs are learning and developing along with their classmates. They regularly evaluate the support they provide to make sure it's working. When a child's needs are more complex and can't be met by their nursery, school or college, you can then request an EHC assessment, to see if an EHC Plan is the next step.”

(Hertfordshire Local Offer)

There is a child and family focus on the assessment process, with all parties involved in every aspect of the child's life working much sooner and collaboratively together.

When a child is admitted to the school, EHCPs are maintained where appropriate.

Please see <https://www.hertfordshire.gov.uk/microsites/Local-Offer/Education-Health-and-Care-Plans/Education-health-and-care-plans-EHCP.aspx> for further information on EHCPs.

Resource Allocation

The SENDCo/Assistant Head for Inclusion and Head teacher organise and plan the amount of additional support required by children and provision is allocated from the schools existing budget.

Please note – currently no funding is allocated to a child's EHCP within Hertfordshire, however this is changing. This policy will be updated to reflect this once plans are finalised by Hertfordshire County Council.

What Interventions Are Currently Available?

English	Maths	Social	Other
Lift Off Programme (Phonics by Laurance Haines)	Jigsaw Maths (Laurance Haines)	We have Pastoral Support, who works closely with some children on a one to one basis.	Dyslexia friendly books and equipment
Write Away Together (Laurance Haines)	Turn Tables		Self-regulation equipment such as fiddle toys
Word Wasp / Hornet (Spelling)		Our Pastoral Support also works with groups of children in every year group, as identified by the class teacher, in social skills groups.	Use of sand timers and voice recorders
Skate Park Spelling (SpLD base)		The Talkabout Series	Visual aids
Alpha to Omega (Spelling)		The School also funds an Art Therapist to work in school one day a week	Sensory breaks / Movement Breaks
Inference Training – Reading programme			Touch typing club – invite by teachers only.
Language for Thinking			

Evaluation of Provision

The success of the school's Special Educational Needs policy and provision is evaluated through:

- Monitoring of classroom practice by the Senior Leadership Team and Subject Leaders
- Analysis of pupil tracking data and test results for both individual pupils and cohorts using TA results after an initial benchmark has been established on entry to the school.
- Monitoring of procedures and practices by the appointed SEND Governor who makes regular visits and reports to governors at full governing body meetings termly.
- Feedback from parents, pupils and other professionals.
- Individual Behaviour Management Plans.

6. SPECIAL PROVISION

Special facilities include:

- Small group rooms in the Year 5/6 building and in the Year 3/4 classrooms
- Medical Room
- Pastoral Support Room in the Year 5/6 block
- Two disabled toilets
- External ramped pathway to dining room and hall
- All doorways wide enough for wheelchair access
- External wheelchair access door to Classroom 1 and 8
- Reference Accessibility Plan
- Sliding wall in dining room provides a partitioned quiet learning environment
- Garden Room provides a quiet space

7. ACCESS ARRANGEMENTS

Some children may be identified, by class teachers and the Senior Leadership Team, as requiring access arrangements for assessments in school. These arrangements can only be agreed if they have been part of **normal classroom practice** over a significant time. These may include the following:

- 25% extra time
- A reader (can only read exactly what the question asks)
- A scribe (someone to write for them)
- Visual aids such as a coloured overlay or enlarged print
- Separate rooms
- Modified texts for children with Visual Impairment

8. PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

In Service Training (INSET)

Staff will attend courses that will enable them to develop skills in working with children with special educational needs. Newly Qualified Teachers (NQTs) have access to induction programmes, which include arrangements for children with special educational needs.

The SENDCo/Assistant Head for Inclusion attend Local Authority training to update personal knowledge and information in line with the requirements of their role.

Working in partnership with parents

We seek to work in close cooperation with parents. We recognise the importance and value of parental knowledge and expertise in relation to their children. The school has an “Open Door” policy and parents are encouraged to speak with their child’s class teacher, SENDCo/Assistant Head for Inclusion and Head teacher if they have any concerns regarding inclusive educational provision.

Links with other schools and Other Professionals

- We work with Cassiobury Infant and Nursery School with particular focus on the transition of children with special educational needs.
- We are able to request support from Colnbrook School, Chessbrook Education Support Centre and The Acorn Centre.
- We liaise with secondary schools receiving children from our school, who may experience on-going special needs and require support in the transition to secondary school.

The school receives advice and support from the:

- Health professionals including the school nurse and speech and language therapists.
- Integrated Services for Learning
 - Educational Psychology Team
 - SEND Team
 - Attendance Team
 - Communication and Autism Team
 - Access to Education Team for Refugees and Travellers
 - Hertfordshire Steps (Behaviour)
 - Physiological and Neurological Impairment Team (PNI)
 - Education Support Team for Medical Absence (ESTMA)
 - Visual Impairment Team (VI)

9. COMPLAINTS PROCEDURE

Any complaints regarding the Special Educational Needs Policy or the provision made for children with special educational needs should be addressed in the first instance to the class teacher.

If further advice is needed, parents are invited to arrange a meeting with the SENDCo/Assistant Head of Inclusion.

If the concerns remain, parents should ask for a meeting with the Head teacher.

Refer to the Cassiobury Junior School Complaints Policy for further information. This Complaints Procedures is in accordance with the Hertfordshire LEA guidelines.

10. STORING AND MANAGING OF INFORMATION

Any information and data regarding children is held in accordance to the School's Confidentiality Policy and the Data Protection Act. Children's SEND files are stored in locked filing cabinets, in the SENDCo's office. Any classroom data and information is stored securely and only shared with adults who have a need to be party to the sensitive nature of the documents.

Supplementary documents that should be read in partnership with this policy:

- *Cassiobury Junior School's SEND Information Report (School Offer -available from the school website)*
- *Hertfordshire's Local Offer (Available from <https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>)*
- *Cassiobury Junior School Provision Map, which outlines the interventions that may be available for pupils at our school - TBA*
- *Equality Act 2010*
- *Special educational needs and disability code of practice: 0 to 25 years (2014)*
- *Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education*