



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 14.06.18

It is due for review on 14.06.19 (up to 12 months from the above date).

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	<p>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.</p> <p>Target support using a One Page Profile and Provision Maps.</p> <p>Help every child value their achievements and promote their self-esteem by involving them in the planning of their needs.</p> <p>Identify, at the earliest opportunity, all children who need support to make good or better progress holistically.</p> <p>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.</p> <p>Review the policy and arrangements regularly, to ensure most efficient use of resources for the benefit of the children.</p> <p>Provide guidance and support for staff in implementing support strategies.</p> <p>To ensure the Equality Act 2010 is implemented and adhered to.</p> <p>Develop partnerships with pupils, parents and other professionals, enabling us to work together to achieve</p>

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 Inclusion Coordinator and SEND Coordinator and through staff performance measures.

2. ROLES AND RESPONSIBILITIES

The Head teacher, Governors, Senior Leadership Team (SLT), including the Inclusion Leader with responsibility for Special Educational Needs and Disabilities Coordination (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 Inclusion Leader/SENDCo 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
- 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
- Track vulnerable groups including Pupil Premium
- 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 Inclusion Leader/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 Inclusion Leader/SENDCo 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 Inclusion Leader/SENDCo.
- 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 Inclusion Leader/SENDCo 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)

Gifted, Able and Talented

Gifted refers to students who achieve, or have the ability to achieve, significantly above average in one or more of the National Curriculum subjects other than art, performing arts or physical education.	'Able pupils' refers to students who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.	Talented refers to those students who achieve, or have the ability to achieve, significantly above average in art, performing arts, physical education.
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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)

<p><i>Any of the following may trigger a concern. The child and parent/carer are involved throughout.</i></p>	
<ul style="list-style-type: none"> ❖ <i>Parents/carer</i> ❖ <i>Child</i> ❖ <i>Class teacher assessment</i> ❖ <i>Response/ length of time on SEN register</i> ❖ <i>Other professionals</i> 	<ul style="list-style-type: none"> ❖ <i>Base line assessments</i> ❖ <i>SAT results</i> ❖ <i>Records of achievement</i> ❖ <i>Pupil tracking</i> ❖ <i>Records – transferred from another school</i>

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 Inclusion Leader/SENDCo will be sought by the Class teacher in the first instance.

Where further strategies need to be put in place, the Inclusion Leader/SENDCo 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 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 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 Inclusion Leader/SENDCo will meet with parents and child to discuss the child’s needs and requirements ahead of their start date.

From here, the Inclusion Leader/SENDCo 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 Inclusion Leader/SENDCo 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 utmost 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

A Statement of Special Educational Needs is no longer issued for children with the severest and most complex SEND. Any child who goes through the statutory assessment process will be applying for an Education Health Care Plan (EHCP) which takes 20 weeks.

“The overall purpose of the EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood” (HGFL 2016: Online).

The criteria for this document remains the same as for a Statement but the new documents are intended to be much more child and family focused, 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, Statements or EHCPs are maintained where appropriate. Examples of triggers indicating the need for intervention are included in Appendix B.

Please see http://www.thegrid.org.uk/learning/sen/pupil/ehc_planning/index.shtml#what for further information on EHCP.

Resource Allocation

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

Exceptional Needs Funding

In some cases, the school can request Exceptional Needs Funding from Hertfordshire County Council. An application must be completed that shows the exceptionality of a child's needs compared to their peers with similar needs. A Cluster Group of colleagues from the local area meet to discuss the cases and a local decision is made as to whether the application warrants extra funding. Following this decision, the Exceptional Needs Panel will further discuss the case and make a decision on whether the child's needs require further funding to enable them to access the curriculum, giving them the opportunity to reach their full potential.

Please see <http://www.thegrid.org.uk/learning/sen/> for further information.

What Interventions Are Currently Available?

English	Maths	Social	Other
Lift Off Programme (Phonics by Laurance Haines)	Early Morning Maths with Ms Sanderson	We have a School Counsellor who works closely with some children on a one to one basis.	Dyslexia friendly books and equipment
Write Away Together (Laurance Haines)	Jigsaw Maths (Laurance Haines)	The School Counsellor also works with groups of children in every year group, as identified by the class teacher, in social skills groups.	Self-regulation equipment such as fiddle toys
Word Wasp / Hornet (Spelling)			Use of sand timers and voice recorders
SNIP Literacy Programme (Spelling)			Visual aids
Inference Training – Reading programme			Sensory breaks
			Touch typing club – invite by teachers.

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 SEN 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
- School Counsellor 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

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

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 Inclusion Leader/SENDCo attends 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 the Head teacher, class teacher and Inclusion Leader/SENDCo 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, Laurance Haines Primary School’s SPLD Base and Chessbrook Education Support 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)
 - Sensory and Physical Impairment
 - Education Support Team for Medical Absence (ESTMA)

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 Inclusion Leader/SENDCo.

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 Inclusion Leader/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 <http://www.hertsdirect.org/services/healthsoc/childfam/specialneeds/>)*
- *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*