



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 21/11/16

It is due for review on 21/11/17 (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 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 Support Plans, 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 Inclusion Leader and Senior Leadership Team through staff performance measures.

2. ROLES AND RESPONSIBILITIES

The Headteacher, Governors, Senior Leadership Team (SLT), including the Inclusion Leader and the Able Children Coordinator (AbCo) are responsible for the inclusive provision in the school.

The Headteacher 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 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 Cassiobury Infant School and 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 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 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 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:

- 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 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 will be sought by the Class teacher in the first instance.

Where further strategies need to be put in place, the Inclusion Leader 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 however we are obliged to follow all of the information and guidance provided by other professionals within the NHS.

5. PROVISION

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

Quality First Teaching

At Cassiobury Junior School, we strive to create a dynamic and inclusive learning community with excellent standards of teaching and learning and a creative approach to the curriculum. We enable pupils to make good learning progress and develop the confidence, thinking and communication skills needed to live happy and fulfilled lives and to reap maximum benefits from their educational opportunities. (See Quality First Teaching Policy for more information).

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 Inclusion Leader 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 Inclusion Leader 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.

Special Educational Needs and Disabilities

Support Plans and One Page Pupil Profiles

If deemed appropriate for children on the SEND register, they will have a One Page Pupil Profile. This includes a Support Plan where the needs and views of the child will be at the heart of it. 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 reviews and updates will be made to the Support Plan. On-going support may be recorded using a Provision Map. If appropriate, Pastoral Support may be agreed with pupil, parents and school and written as a Support Plan.

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). An EHCP does not equate to funding.

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.

The local authority may want to ratify any private diagnosis as part of the EHCP process inviting other professionals from the local authority to observe and consult on the needs of the child.

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

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

Resource Allocation

The Inclusion Leader and Headteacher 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, Emotional and Mental Health	Speech and Language	Other
Lift Off Programme (Phonics by Laurance Haines)	More able Maths with Ms Sanderson	We have a pastoral Leader who works closely with some children on a one to one basis.	Y3/4 ELKLAN group	Dyslexia friendly books and equipment
Write Away Together (Laurance Haines)	Jigsaw Maths (Laurance Haines)		Y5/6 ELKLAN group	
Word Wasp / Hornet (Spelling)	Numicon	The pastoral Leader also works with groups of children in every year group, as identified by the class teacher, in social skills groups.	ELKLAN is a Speech and Language intervention.	Self-regulation equipment such as fiddle toys
SNIP Literacy Programme (Spelling)	Plus 1 and the Power of 2			Use of sand timers and voice recorders
More able English with Mrs Bell				Visual aids
				Sensory breaks
				Supervised room at break time

See Appendix 1 - Waves of Provision.

Evaluation of Provision

The success of the school's Inclusion 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 Plans

6. SPECIAL PROVISION

Special facilities include:

- Inclusion Leader's room is available for teaching small groups, as well as small group rooms in the Year 3 and 4 building and in the Year 5 classrooms.
- Medical Room
- Pastoral Room
- Three 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 (Hertfordshire County Council)*
- Sliding wall in dining room provides a partitioned quiet learning environment
- Year 6 Transition Programme working with Chessbrook Education Support Centre

7. ACCESS ARRANGEMENTS

Some children may be identified, by class teachers, as requiring access arrangements for assessments in school. 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 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 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.

If their concerns remain, they 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'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*

Appendix 1 - Waves of Provision

