



Braunston C of E Primary School

INCLUSION POLICY

Incorporating Special Educational Needs Information Report

in compliance with Statutory Instrument :

Special Educational Needs (Information) Regulations (Clause 65)

and

Special Educational Needs and Disability Code of Practice (2014)

INCLUSION POLICY FOR BRAUNSTON C OF E PRIMARY SCHOOL

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this *may* lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The SENCO is responsible for reporting regularly to the headteacher and the governor with responsibility for SEN on the ongoing effectiveness of children with SEN.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The Designated Teacher for Children who are looked after, has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the Ethnic Minority Achievement Co-ordinator: *Nikki Sawyer* nsawyer@braunston.northants.sch.uk

The name and contact details of the Designated Teacher for Children who are Looked After *Nikki Sawyer* nsawyer@braunston.northants.sch.uk

Braunston CE. School Primary School SEN INFORMATION REPORT

(Special Educational Needs and Disability (SEND) Information Report)

What kinds of special needs are provided for in this school?

At Braunston CE. Primary School, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum.

We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child and encourages them to achieve their full potential.

This encompasses the four main areas of SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Braunston CE. Primary School's SEND Information Report is written with full regard to the United Nations Convention on the Rights of the Child.

How will my child be welcomed into the school?
How will my child be supported to be part of the school?

Where can I find out about what is available locally for my child, my family or me?

Northants Local Offer can be accessed via :

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/schools-and-education/Pages/default.aspx>

We believe that every child is an individual and should be valued. We believe that all children should have their needs met and should be given an equal access to the curriculum.

Our aim is to provide individual and small group provision for those children with Special Education Needs and or Disability, whatever those needs may be so, that they can reach their full potential.

We feel that their contribution to school life should be valued and we seek to build their self-esteem.

Please view details of our school admission procedure.

Who is involved?

Classteacher

Responsible for:

- The progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENCO as necessary.
- Writing children's Provision Maps, monitoring impact and keeping them up to date.
- Working in partnership with the children to create a one page profile and set targets.
- Tracking pupils progress, reviewing and modifying support and challenge.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

SENCO Mrs Nikki Sawyer

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that you are:

- Involved in supporting your child's learning
- Kept informed about the support your child is getting
- Involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapist, Educational Psychologist, etc.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are detailed records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Monitoring the impact of policies and the effectiveness of provision in the school.
- Working with the Local Authority and External Consultants to implement and monitor our provision.
- Ensuring all staff take advantage of continued professional development to understand the diversity of needs within their cohort.

Headteacher: Mrs Lianna Willis

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEN Governor: Mrs Chris Spriggs

Responsible for:

- Monitoring and oversee the effectiveness of SEND provision in the school.

Additional Staff and Additional Support

A Teaching Assistant (TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.

Of course, as a school we welcome daily dialogue between parent/carers and TAs on how a child's day has been and we do actively encourage this regular feedback.

How will teaching be adapted to meet the needs of my child?

The teacher will have the highest possible expectations for your child and all pupils in their class.

- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child or specific strategies.
- All lessons are differentiated to meet the needs of your child and the class.
- Grouping of ability, mixed and independent work is used to support all pupils.

We ensure activities outside the classroom and school trips are accessible and available to all.

- Risk assessments are carried out for each and every trip and suitable numbers of adults are made available to accompany the pupils, with 1:1 support if necessary.
- Parents and carers are invited to accompany their child on a school trip if this ensures access or safety.
- After school clubs are available to all pupils. Vulnerable pupils are accommodated by adjustments being made to support their participation.
- Health and safety audits are conducted appropriately.

What extra-curricular activities can my child participate in?

How will my child be involved in their own learning?

How will my child manage tests?

Children are involved every day in their own learning. They are actively involved in their learning, the marking of their own, and their classmates work. The children are encouraged to talk about their learning in pairs and small groups. They are asked to evaluate both learning and teaching in a constructive and productive manner.

Children's targets are discussed with them and they take ownership of them, create a one page profile and regularly appraise their own progress.

All children with SEND will have their tests needs met by determining which access arrangements best suit the needs of each individual child.

This may include:

- Different test room
- Additional time
- Having a scribe
- The use of a computer
- Increased font size, coloured scripts
- Supplementary rest breaks

How accessible is your school?

Our school is in a rural setting with a single story building. The Key Stage 2 playgrounds is currently accessible via steps from the school building. The Key Stage 1 Playground is wheelchair accessible. Teachers in school adapt the classroom layouts and equipment to cater for children with special needs and/or disabilities.

- Wheelchair access is viable through the front entrance of the school and the Reception plus Year 1 classrooms.
- Alternative coloured paper is available for pupils and staff with dyslexia.
- Children who benefit from the use of electronic equipment to aid their learning, have access to lap-tops and iPads.
- Additional resourcing such as writing slopes, writing grips, alternative scissors (e.g. loop scissors) coloured overlays, are readily available for children to use.
- Additional resourcing of specialist support programmes for specific needs are provided to support particular learners.

What skills do the staff have to meet my child's needs?

- The SENCO's job is to support the class teacher in planning for children with SEND. The SENCO has the NASENCo Award (an accredited SENCO certification) and has experience in behaviour management, having previously provided support for schools in this field.
- The school's development plan includes training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school.
- There is whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- Mrs Becky Craig is Pastoral Lead, Mental Health Champion and is a trained and qualified provider of the specialist Drawing and Talking programme.

How is behaviour managed?

Behaviour in school is based upon respecting others and their rights, motivation, self-esteem. Our Christian values underpin the high expectations we have for all future citizens.

- Children know what is expected of them, and why.
- They witness good models of behaviour from all adults.
- Staff have an agreed common approach across the school, working together to ensure good relationships between all members of the school community.
- This approach is based on reward and reinforcement of good behaviour and attitudes and the sharing of success.
- More detailed information about our procedures to promote positive behaviour can be found in our behaviour policy.

How will I know how my child is doing?

All pupil's attainment and progress is rigorously tracked by the class teacher, subject leaders, SENCO and Headteacher to ensure that all children are supported and challenged to achieve their best outcomes in learning whilst at Braunston CE Primary School.

What happens if I am worried about my child?

Progress and attainment is reviewed regularly.

Pupils who are not on track to meet end of year expectations will receive additional support through supplementary teacher intervention or in a staged approach via specific programmes of study designed to address their specific needs and delivered in addition to normal timetabled teaching.

Children on the School SEND register will have individual targets which will be regularly reviewed. You will be invited to attend a meeting in order for us to review and set new targets together.

The Leadership Team and SENCO will also check that your child is making good progress with any individual work and in any group that they take part in. A range of ways will be used to keep you informed, which may include:

- Reading Records
- Parents' evenings
- Additional meetings as required.

If you tell us you think your child has a Special Educational Need or Disability, we will discuss this with you and investigate – we will share with you what we find and agree with you what we will do next and what you can do to help your child. We feel that parental partnerships are very important to pupils' self-esteem and welfare.

The school will follow a graduated approach to your child's learning. It will follow the sequence of - Assess, Plan, Do, Review. This way we can constantly make sure that the school is following best endeavours to meet your child's needs.

We implement the procedures in the SEN code of practice.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

How do you identify children who may have special needs?
How do I get to know if my child has SEND?

When children have an identified SEND before they start here, we work with the people who already know them and use the information already available to identify what their SEND provision will be in our school setting.

If our staff think that your child has a SEND we will observe them; we will assess their understanding of what we are doing in school, use tests, or access additional expertise with your permission, to pinpoint what is causing difficulty. We will meet with you to discuss further strategies and support, as we value your involvement and contribution.

How will it work?

Support for children with identified special needs starting at this school:

- Our core purpose is to provide the best opportunities for learning for every child.
- We will first invite you to visit the school with your child to have a look around and speak to staff.
- If other professionals are involved, a meeting will be held to discuss your child's needs, share strategies used, to ascertain and ensure that the provision can be put in place to support your child's needs.
- The SENCO and/or your child's key worker may make a home visit or visit your child if they are attending another provision.
- We will use our best endeavours to secure the appropriate special educational provision in our setting, we may suggest adaptations to the settling in period to help your child to settle more easily.

Children with specific barriers to learning that cannot be overcome through whole class good or better teaching (Quality First Teaching) and intervention groups:

- If your child has been identified as needing more specialist input in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress.
- Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, SEND Specialist Support Service or an Educational Psychologist. This will help the school and yourself understand your child's particular needs better.

The specialist professional will work with your child to understand their needs and make recommendations, which may include:

- Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
- Support to set targets which will include their specific professional expertise
- Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group
- A group or individual work with outside professional
- Further assessment with other professionals when and if appropriate, involving the family.

What if I think my child needs more help than the school can provide?

If you or the school believe that your child needs more support than the current provision set in place either you or the School can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer.

After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are providing.

After the reports have all been submitted to them, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good progress. If this is the case, they will write an Educational Health Care Plan (EHCP). The EHCP will outline support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.

This may be used to support your child with whole class learning, individual programmes or small groups including your child. Each child's programme will vary depending on the needs of the child and the targets set in the EHCP.

We may be able to offer in-house programmes, such as:

- Lego Therapy, Drawing and Talking, Managing our Emotions, Self Esteem Building and Social Skills interventions

We will always use the advice of external agencies e.g. an Educational Psychologist to help develop and review each child's needs.

What if the Local Authority says no?

If the LA decides not to issue an EHCP, they will write to you informing you of their decision. You have the right to appeal. Ask the school to review or continue with the support at the current level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The school budget includes money for supporting children with SEND.

- The Headteacher decides on the budget for Special Educational Needs and Disabilities on the basis of needs in the school.
- The Headteacher and the SENCO discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected
 - deciding what resources, training and support is needed.

All resources, training and support are reviewed regularly and changes made as needed.

How will the school fund the support needed for my child?

How will the school help my child to manage the transitions into the school, into a new class or on to a different school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure that they know about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher.
- All provision maps and one-page profiles will be shared with the new teacher.
- Depending on the needs of the child, a visit to their new classroom can be provided at the start of the new term to help them in their understanding of moving to a new class.
- Books can be made containing photographs of the child's new teachers, classroom, etc. for your child to take home with them over the summer holidays so that they can become familiar with everything whilst they are not in school.

When moving into Braunston CE Primary School during the academic year:

- We will meet with you and your child to discuss their needs and decide how to best transition into our school.
- We will liaise with the previous school SENCO to discuss the provision and obtain records from external agencies.
- We will organise a review meeting with parents within six weeks after starting to discuss the transition and ongoing support.

When moving to Secondary Education:

- We fully support parents and carers in making decisions about the secondary school they choose for their children and work with them to ensure the smooth transition from KS2 to KS3.
- The SENCO will discuss the specific needs of your child with the SENCO of their secondary school, and arrange supplementary specialist sessions for SEND students as appropriate.
- Your child will have opportunities to learn about aspects of transition to support their understanding of the changes ahead.
- Secondary School support workers and staff are invited into school.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

Where can I or my child get further help, information and support?

<http://www.iassnorthants.co.uk/Pages/home.aspx> The Information Advise Support Service can be accessed from the link. (IASS) Offer support for parents of children with SEND in Northamptonshire.

Alternatively, we are pleased to discuss any aspect of learning with you directly. Please contact your child's teacher, the SENCO or Headteacher if you have any concerns about SEND.