



Norton St Nicholas CofE (VA) Primary School

Norton Road, Norton, Letchworth Garden City,
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Inclusion Policy

To be read in conjunction with the Equality Policy and the School Offer/SEN Information Report.

School Mission:

To educate and nurture our children, recognising their uniqueness, inspiring them to reach their full potential and enabling them to live a caring and successful life, guided by God's love.

Introduction

The policy has been drawn up as a result of staff discussion and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of the whole school community.

Objectives

1. To ensure relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for all, and to eliminate prejudice, discrimination, harassment and victimisation against all children with protected characteristics or those who are associated with an individual with a protected characteristic.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum* through differentiated planning by class teachers, INCo, and support staff as appropriate.

(*Except where there is the need for a reasonable adjustment. We aim to offer the full curriculum to all our pupils.)

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN.

6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Role of the pupil

- To be fully engaged in the SEN process and take an active role in their learning and progress, with the support of all relevant adults.

Role of the parent

- To fully engage with all relevant professionals involved in their child(ren)'s SEN provision.
- To attend regular meetings about their child(ren), where relevant.
- To sign and return all agreed relevant documentation involving their child(ren).
- To actively support their child(ren)'s learning at home.

Role of the class teacher

- To be 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.
- To provide high quality teaching, differentiated for individual pupils.
- To identify training needs and inform their line managers.
- To identify resources needed to ensure the progress of all children with SEN.
- To be part of regular meetings about pupils in their class with SEN.
- To fully engage with all relevant professionals involved with pupils with SEN in their class.
- To assist the Inclusion Manager in keeping full and accurate records of children in their class with SEN.

Role of the Inclusion Manager

- To determine the strategic development of the Inclusion policy and provision in the school, in liaison with the Headteacher and the governing body, as part of the Senior Leadership Team of the school.
- To have day-to-day responsibility for the operation of the Inclusion policy and coordination of specific provision made to support individual pupils with SEN,

including those who have Educational Health Care (EHC) plans.

- To provide professional guidance to colleagues and work closely with staff, parents and other agencies.
- To be aware of the provision in the Local Offer and work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.
- To liaise with the relevant Designated Teacher where a looked after pupil has SEN.
- To advise on the graduated approach to providing SEN support.
- To advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- To liaise with parents of pupils with SEN
- To liaise with all agencies involved with children with SEN
- To liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- To work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- To prepare, organise and lead INSET when necessary with the support of the Head Teacher.
- To record the provision made for children with SEN and monitor its impact and the progress made by the pupils.
- As part of provision management to strategically work with the Senior Leadership Team to monitor and evaluate the impact of interventions across the school and adapt or change these accordingly.
- To liaise termly with teachers about the children in their class, in terms of their progress and inclusion needs and reasonable adjustments.
- To inform the Senior Leadership Team about the overall strengths and areas for improvement of Inclusion.
- To write an improvement plan each year that will feature in the School Development Plan.
- To keep the Inclusion Governor informed of progress or changes to the policy.
- To inform Governors of the progress that has been made each year via a written SEN Report
- To inform the Senior Leadership Team of any resources that would enhance the subject, aiding any reasonable adjustments that need to be made.
- To lead and develop the team of TAs in implementing additional provision, in collaboration with the class teacher.

Role of the Head Teacher

- Monitor the implementation of this policy.
- Monitor the quality of learning through analysis conducted by the subject leader.
- Deploy support staff to maximize the support for this policy.
- Ensure that the Inclusion Manager has sufficient time and resources to carry out their role. This should include providing the Inclusion Manager with sufficient administrative support and time away from teaching to enable them

to fulfil their responsibilities in a similar way to other important strategic roles within a school.

The role of the governors

- To appoint a designated governor responsible for Inclusion within the school.
- To liaise regularly with the Inclusion Manager regarding provision and the effectiveness of the provision.
- To report on an annual basis to the governing body regarding Inclusion.
- To publish information on their website about the implementation of the governing body's policy for pupils with SEN. The information published is updated annually and any changes to the information occurring during the year is updated as soon as possible.
- To ensure that there is a qualified teacher designated as Inclusion Manager for the school who is a qualified teacher working at the school. A newly appointed Inclusion Manager must be a qualified teacher and, where they have not previously been the Inclusion Manager at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment.
- To monitor the effectiveness of spending on pupils with SEN and / or Pupil Premium Group children (PPG).

Arrangements for coordinating SEND provision

1. The INCo will meet with the rest of the Senior Leadership Team and each class teacher (from Nursery to Year 6) and teaching assistant / key worker three times a year in Pupil Progress meetings to review the levels of each child and discuss additional needs concerns and individual protected characteristics. Using the 'How is SEN identified at Norton St Nicholas' flow chart' (See Appendix 1) consideration is given to those children who may require SEN support. This is also when the SEND register, Provision Passports, and provision is reviewed.
2. At other times, the INCo will be alerted to newly arising concerns through 'Cause for Concern' forms (See Appendix 2). These forms can be completed by school staff or parents.
3. Once a child is identified as having SEND, they will be invited with their parents to a person centred meeting and a Provision Passport - including a one-page profile and a personal provision plan- will be developed.
4. The INCo, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation, learning walks provision passport scrutiny and review of targeted levels.

5. SEND support is primarily delivered by class teachers through differentiated teaching methods). Additional support is provided by the INCo and by trained teaching assistants (TAs) and LSAs throughout the school. The support timetable is reviewed termly, by the INCo, and the Senior Leadership Team, in line with current pupil needs, educational initiatives and the budget. Additional support is funded through the application for individual or cluster exceptional needs funding, if successful.
6. Support staff, class teachers, INCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

Identification and Assessment Arrangements, Monitoring and Review Procedures

- The schools system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The schools system includes reference to information provided by:

- Baseline assessment results
- Progress is measured against ARE (Age Related Expectations) for each year group
- Progress measured against the P level descriptors on PIVATs
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHCP (Educational Health Care Plan)
- Assessments by a specialist service, such as Educational Psychology, identifying additional needs
- Another school or LEA which has identified or has provided for additional needs
- Analysis of Assessment Manager 7 and Raiseonline data

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Where high quality teaching through differentiation does not result in progress for the child the procedures outlined in the flow chart below are used.

See flow chart (Appendix 1)

SEN Support / Register

A child who is working with outside agencies or is receiving support above and beyond normal classroom practice, is placed on the school's SEN register, under the categories below:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or Physical Needs

Provision Passports - Assess, Plan, Do, Review Documents (APDRs)

Once a child has been placed on the school's SEN register, a Provision Passport-including a one-page profile and a Personal Provision Plan- is created involving the pupil, their parents/carers, staff and external agencies (where appropriate). At this meeting a date is also set to review the child's progress in the next term. Parents and pupils receive and sign a copy of the Personal Provision Plan which is drawn up at these meetings.

At the review meeting, 3 options are available:

1. Outcomes have been achieved – child no longer requires additional support and will be taken off the SEN register to be closely monitored or have reasonable adjustments made.
2. Some progress has been made towards achieving the outcomes – child continues with the Personal Provision Plan and remains on the SEN register.
3. No progress has been made to achieving some, or all of the outcomes and a referral is made to appropriate external agencies via a Service Request (SR) or through Families First

Educational Health Care Plans (EHCPs)

Following significant input from the school and/or advice from external agency(ies), no progress has been made towards the outcomes, then the parent or external agency or school may request an EHC assessment from Hertfordshire. Targets on EHCs are worked on through the implementation and review of three Personal Provision Plans in one EHC cycle. Personal Provision Plans are reviewed termly through a Team Around the Child (TAC meeting). This meeting involves the child's parents, staff working with the child and relevant external agencies.

Record Keeping

- The provision made for pupils with SEN is recorded accurately and kept up to date through the use of provision maps. Provision maps also detail the impact that additional provision has made.
- The school uses pupil progress meetings, Assessment Manager 7 and Raiseonline data to monitor the progress and development of all pupils.
- Details of SEN, outcomes, teaching strategies and the involvement of specialists are recorded in provision maps and Provision Passports/ Personal Provision Plans.

The Schools Arrangements for SEN and Inclusion In-Service Training

- The INCo attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the schools long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the INCo, other members of staff and / or relevant external agencies.
- All staff have access to professional development opportunities through Performance Management and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level. This may be limited by the budget.
- Support staff are encouraged to extend their own professional development and the Senior Leadership team will identify training needs through Performance Management.

The use made of teachers and facilities from outside the school, including support services

In circumstances where a child is making no or limited progress in any of the four areas of need, then the school will make a request to specialists at any point in the school year. Specialist services include, but are not limited to:

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- Therapists (including speech and language therapists, occupational therapists and physiotherapists)

The Inclusion Manager and class teacher, together with the specialists, and involving the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

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

Links with other schools/Transfer arrangements

- SEN support includes planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school should share information with the school or other setting the child or young person is moving to. Schools should agree with parents and pupils the information to be shared as part of this planning process.

Medical Needs

See Medical Policy

Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision is planned and delivered in a coordinated way with the healthcare plan.

Admission arrangements

- Children with an Educational Health Care Plan (EHCP) are considered as first priority under the school's current admissions policy.
- Prior to starting school, parents/carers of children with an EHCP will be invited to discuss the provision that can be made to meet their identified needs and plan a thorough transition for the child.
- A parents' wish to have their child with an EHCP educated in the mainstream should only be refused in the small minority of cases where the child's inclusion would be incompatible with

the efficient education of other children.

Equality Act 2010

- The school will seek to make reasonable adjustments to ensure that all stakeholders can access the school and its provision.

Funding

- The Headteacher, Inclusion Manager and governing body use budget planning, to determine how resources are used to support the progress of pupils with SEN. Through this approach they consider how to meet the requirement of children with SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.
- When more expensive SEN provision is required, the school will provide support which costs up to the nationally prescribed threshold, per child, per year. School will then seek additional funding from the responsible local authority.

The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Norton St. Nicholas CofE (VA) Primary School are used for complaints about provision made for special educational needs.

We encourage parents to discuss their concerns with: the class teacher or SENCO to resolve the issue before making the complaint formal to the Headteacher. If the complaint is not resolved after it can be considered by the governing body, if the complaint remains unresolved then a disagreement resolution service or mediation service can be contracted.

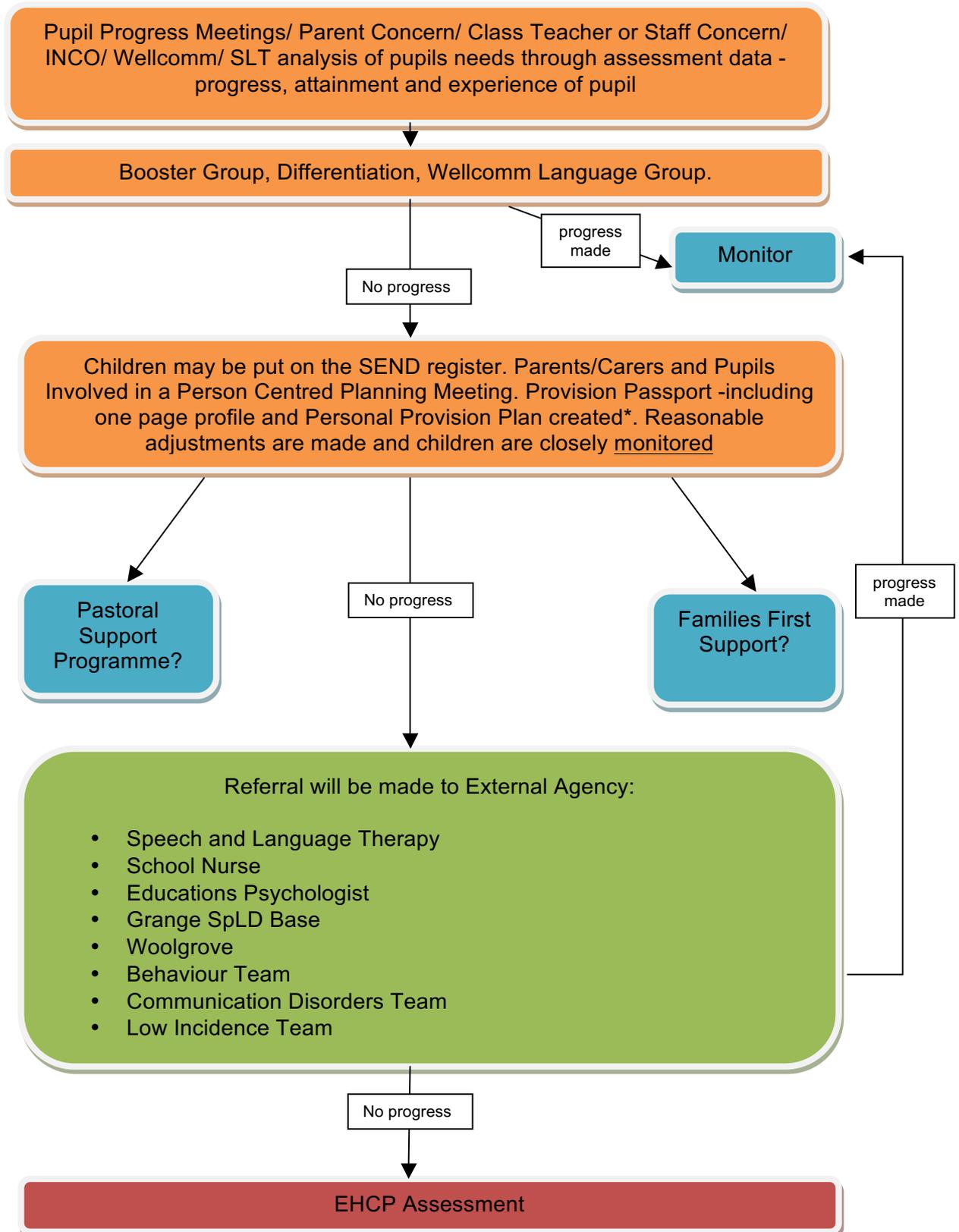
If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases. There are some circumstances, usually for children who have an Educational Health Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Review Date: October 2016
Next Review Date: September 2018

This policy has been reviewed and has been assessed as being compliant with the requirements of the Equality Act 2010

Appendix 1

How are SEN identified at Norton St. Nicholas?



* Children on Wellcomm will not have a Provision Passport until such time as they are on role with Speech and Language Therapy.

Appendix 2



Norton St Nicholas CofE (VA) Primary School

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SEN Cause for Concern Referral Form

Date _____

Name of person making request _____

Class Teacher Signature _____

(Please complete this form with as much detail as possible and return it to Mrs Horner)

Name of Pupil _____ Class _____ DOB _____

1. Please tick which area(s) of SEN is/are of concern for this pupil:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical Needs
- Emotional Social and Mental Health

2. Briefly explain what difficulties they are experiencing in accessing the curriculum

3. Briefly explain what measures you have put in place to help this child to-date i.e keyword cards, boosters, differentiation etc.

4. Please detail any other factors which might be relevant i.e recent conversations with parents.

Action taken by INCO: