

# Little Missenden CE Infant School

## Inclusion Policy



Policy Name	Inclusion Policy
Review Cycle	Annually
Date	Autumn 2024
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Person responsible	Headteacher
Headteacher	<i>M. Green</i>
Chair of Governors	<i>A. Evans</i>

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# Little Missenden CE Infant School

## INCLUSION POLICY

Autumn 2024

### A. RATIONALE

Little Missenden Church of England Infant School is committed to ensuring all pupils achieve their full potential. We recognise that some children may require additional support at some point within their learning journey.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity. This does not mean that we treat all learners in the same way, but we respond to learners in ways which take account of their varied life experiences, strengths and needs.

### B. AIMS

We believe that each pupil has individual and unique needs which means that some pupils will require more support than others to reach their full potential. We are committed to working in partnership with families and professionals to identify SEND and make reasonable adjustments to enable all pupils to achieve their full potential. We acknowledge that some pupils may require support and intervention throughout their time in school, whilst others may need a little extra support for a short period to help overcome a particular barrier. We aim to provide all pupils with strategies for overcoming their barrier to learning in a supportive environment, giving them meaningful access to our curriculum and all aspects of school life.

We aim to provide a differentiated curriculum which:

- enables every pupil to experience success
- provides a variety of stimulating, engaging and enjoyable learning activities which challenges all pupils appropriate to their individual needs and ability levels

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- responds to pupils' diverse learning needs and encourages all children to be independent and self-motivated learners
- promotes individual confidence and a positive attitude
- ensures that all pupils receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- gives all individuals and groups of children equal opportunities to take part in all aspects of the school's provision, as far as is appropriate

We aim to provide a happy and safe school by:

- safeguarding the health, safety and welfare of pupils
- listening and responding to the concerns of children and parents

### C. PERSONALISED LEARNING

Pupils are grouped into two classes according to age and there is a wide range of ability in each class. Our curriculum is differentiated with the aim of making it as accessible as possible to all pupils, whatever their stage of development. At times during their education, some children will be identified as requiring some extra support in a particular curriculum area which is over and above what is ordinarily available to all pupils. These pupils may have special educational needs.

Any pupils with additional needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a member of staff to acquire, reinforce or extend skills more effectively. Provision for all pupils is intended to enable them to make the greatest possible progress in the context of the National Curriculum and within their own personal development.

### D.SPECIAL EDUCATIONAL NEEDS (SEND)

#### D1. DEFINITION

A pupil has Special Educational Needs if they have a barrier or disability which calls for special educational provision to be made for them. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age, a social or an emotional need that impacts on their learning, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the

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same age in mainstream schools (*Education Act 1996*). We also consider evidence that a pupil may have a disability under the Equality Act 2010 and make reasonable adjustments as needed.

## **D2. ROLES AND RESPONSIBILITIES FOR SEND**

Provision for all pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide differentiated tasks for all pupils, including those with SEND, in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs. The SENDCo and SEND Teacher support the teachers with all of the above.

The Governing Body in co-operation with the Headteacher has a legal responsibility for determining the policy and provision for pupils with SEND – it maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school. Governors have statutory responsibilities outlined in the Code of Practice for Special Educational Needs and they report to parents on the fulfilment of the schools Inclusion Policy through the Governors' Annual Report to parents. Governors play a major role in school self-review and ensure that SEND provision is an integral part of the School Development Plan.

The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the Governing Body informed about SEND issues
- working closely with the SENDCo and SEND Teacher
- the deployment of all special educational needs personnel within the school
- she also has overall responsibility for monitoring and reporting to the Governors about the implementation of the school's Inclusion Policy and the effects of inclusion policies on the school as whole.

The SENDCo is responsible for:

- ensuring that an agreed, consistent approach is adopted
- liaising with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents

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- maintaining the school's SEND register and SEND records
- assisting in the monitoring and evaluation of progress of pupils with SEND using existing school assessment information.

Class teachers are responsible for:

- making themselves aware of the Trust's SEND Policy and procedures for identification, monitoring and supporting pupils with SEND
- taking steps to remove barriers to learning so that pupils with SEND are, as far as possible, included in all aspects of school life.
- ensuring lessons are planned to address potential areas of difficulty and delivering an appropriately scaffolded curriculum.
- making regular assessments of progress for all pupils
- using high quality teaching strategies and ordinarily available provision to address areas of need
- creating and using Support Plans (APDR)
- meeting with the SENDCo for support, advice and strategies
- involving parents of pupils with SEND in planning and reviewing progress
- listening and including pupil voice.

Teaching assistants work as part of the team alongside the teachers. They support pupils' individual needs and help with inclusion of pupils with SEND within the class.

### **D3. IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS**

The SEND Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual curriculum and strategies.

The code of practice defines 4 broad categories of need:

- Communication and Interaction – which includes language & Autistic Spectrum Disorders (ASD)
- Cognition and Learning – which includes specific learning difficulties e.g. Dyslexia
- Behaviour, Emotional and Social development – which includes conditions such as ADHD

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- Sensory and /or Physical – which includes physical disabilities e.g. hearing and visual impairments and sensory processing disorders

We recognise that children are individuals and that their needs may overlap between categories. The purpose of identification is to plan what action the school needs to take, not to fit a pupil into a category.

Pupils with SEND are identified and their needs determined and reviewed through liaison with previous schools and settings, through teacher assessment and observation, through close communication with parents and carers who know the child well and through universal screening procedures and diagnostic checklists.

## **E: THE GRADUATED APPROACH TO SEND SUPPORT**

The SEND Code of Practice 2014 defines the Graduated approach as a model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

At Little Missenden CE School we do our best to ensure that the necessary provision is made for any pupil who has SEND and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those with SEND, allowing all children to participate in all aspects of school life.

In line with the SEND Code of Practice (2014) we adopt a graduated approach to our SEND provision, with four stages of action: Assess, Plan, Do and Review (APDR).

- **Assess**

Following the raising of a concern, we will carry out an analysis of the child's needs based on pupil progress data and information received from the child's parents and any practitioners working with the child. This assessment is reviewed regularly to ensure support is matched to need. If provision is not bringing about improvements in the child's progress, we will, with

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parental permission, seek specialist assessment and input from outside professionals and agencies as appropriate.

- **Plan:**

Having identified the need for SEND support, we will notify parents and place the pupil on our SEND register. In partnership with parents, and based on our assessments of need, we will then set long term outcomes for the pupil. Taking account of both parent and pupil voice, we will create a termly SEND Support Plan which will identify short-term targets alongside the adjustments, interventions and support needed to reach these targets. We recognise that 'high quality first teaching' should always remain the primary strategy for SEND support.

- **Do**

The Class Teacher remains responsible for the progress and well-being of all pupils in their class including those with SEND. The SENDCo and SEND Teacher will support class teachers in meeting the needs of SEND pupils through 'ordinarily available provision', adapted teaching strategies and targeted interventions as detailed on the SEND Support Plan. As far as possible children should remain in class, but intervention may be delivered in small groups or on an individual basis outside of the classroom as needed. In the case of more complex needs, an individualised curriculum and timetable may be required.

- **Review .**

With the support of the SENDCo and/or SEND Teacher, Class Teachers will review the child's Send Support plans each term (3 times per year) to evaluate the effectiveness of the support and its impact on the child's progress. Any changes to outcomes, targets and provision will be agreed with parents and made in consultation with all practitioners involved in the child's education. It is recognised that the SEND Support plan is a 'live' document and, if necessary, changes can be made to the SEND Support Plan outside of the termly review meeting to ensure provision remains effective. The pupil will also be involved in these reviews at an age-appropriate level.

## **F: LEVELS OF PROVISION**

- **Watch List**

Pupils are placed on the Watch List when teachers or parents highlight a barrier to learning or raise a cause for concern relating to the child's progress or well-being. The SENDCo will work with the Class Teacher to identify opportunities for providing targeted support through ordinarily available provision and adapted teaching strategies. The SENDCo will monitor the child's progress and may choose to carry out observations in class.

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If, after a half-term of support concerns for that child remain, they will be placed on the school's SEND Register at SEND Support level. This should be recorded as 'K' on the school's information management system (SIMS).

- **SEND Support**

Pupils identified as requiring SEND Support and placed on the SEND Register will be given a SEND Support Plan and enter the APDR cycle. Some pupils will need this level of support for just a short while in order to accelerate progress in a particular area of their learning. Other pupils will remain on SEND Support for the duration of their learning journey. External and specialist advice may be sought to ensure the school has a good understanding of a child's needs the most appropriate support strategies.

A child identified as needing SEND Support may require up to 13.5 hours support per week including individual and group support both in and out of class.

- **Education Health and Care Plan**

Only a very small proportion of pupils require an Education and Health Care Plan (EHCP). These pupils are likely to have severe or complex needs that require more specialist advice and support. The school can apply to the local authority for an Education and Healthcare Needs Assessment on behalf of a child. If issued, elements of the provision specified on a child's EHCP will be funded by the LA.

An EHCP is a legally binding document that sets out the provision the child must receive to meet his/her SEND needs. An EHCP contains information that seeks to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes.

- **Annual Review Meetings**

For pupils with an EHCP an Annual Review Meeting is held to assess and monitor the child's progress and ensure the plan still meets the needs of the child. The meeting is usually

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chaired by the Headteacher or SENDCo and will involve parents, staff and any relevant outside agencies. The child's view is also sought and included in the process.

Annual Review Meetings must be pupil centered. At this meeting, consideration is given to whether the EHCP should continue, and whether outcomes and provision should be maintained or amended. The Annual Review process should evaluate the progress towards the current outcomes, give all professionals involved with the child and parents the opportunities to share their opinions and be an opportunity to set new long-term outcomes for the pupil if appropriate. Annual Reviews are normally held during the school day and the date is set by the SENDCo in partnership with the local authority.

## **F. EVALUATING SUCCESS**

We assess the success of our provision termly and report to the appropriate Governor.

## **G. ARRANGEMENTS FOR COMPLAINTS**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. If further clarification/advice is required, parents should feel free to speak to the Headteacher. For a problem that might need time to explore fully, parents/carers should make an appointment. In the event of a formal complaint parents are advised to follow the school's complaints procedure.

## **H. PARTNERSHIPS WITHIN AND BEYOND SCHOOL**

### **H1. PARTNERSHIP WITH PARENTS**

The staff will continue to forge home/school links and encourage parents to be partners in the education of their children. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. Parents are consulted before outside agencies are involved and are included as far as possible in any strategies instigated.

Parent consultation meetings are held twice a year, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or school SENDCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English.

### **H2. PUPIL VOICE**

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All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate reflects the pupil's evolving maturity.

Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. We encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to TAs and teachers about their learning
- class and individual reward systems
- through the School Council

### **H3. LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

We are committed to using the expertise and advice of other specialists and professionals beyond the school. We benefit from access to specialist services provided by Buckinghamshire Council which include:

- Half-termly advice sessions with an Educational Psychologist
- Occupational Therapy advice clinics
- Speech and Language advice clinics
- Early Years Inclusion advisors
- Schools SEND advisors
- Pupil Referral Unit
- School Nursing Team

The local authority Specialist Teaching Service also offer support from teachers specialising in:

- Cognition & Learning
- Communication & Interaction
- Visual Impairment
- Hearing Impairment
- Physical Disabilities

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Parents seeking guidance can access Bucks SENDIAS. This service provides free, confidential, impartial information, advice and support on all matters relating to special educational needs and disability.

#### **H4. LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS**

Transfer and links with other schools, notably Great Missenden:

- SEND records are transferred from feeder schools and to secondary schools following county procedures
- A transition support programme is arranged for children needing extra support during transition

Transfer within the school:

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- there are close links between the school KS1 co-ordinator, reception teacher and foundation stage leader to discuss pupils with SEND when they are about to start school

#### **H5. STAFF DEVELOPMENT**

The school is committed to gaining expertise in the area of Inclusion and ensures that all staff have access to relevant CPD training both internally and externally. Whole staff in-service training sessions are arranged in response to specific needs within the school and the SENDCo and SEND Teacher offer advice and coaching to staff as needed. Newly appointed teaching staff meet the SENDCo to discuss Inclusion procedures in the school.

This policy should be reviewed annually and updated when necessary, to take account of:

- Any changes to current guidelines that apply to Inclusion
- Any changes in provision within our school
- Any changes made as a result of monitoring and evaluation of this policy

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