

SEND & Inclusion Policy



Mission statement

“giving wings to fly”

INTRODUCTION AND RATIONALE

The Children’s and Families Bill 2014 and the publication of a New SEND Code of Practice has led to the updating of the statutory framework and procedures for SEND. This Inclusion policy is designed to assist Eatock Primary School in the implementation of its statutory duties.

OBJECTIVES

- The child is at the centre of the process.
- To ensure early identification of children with special educational needs and/or disabilities and inform parents/carers.
- To ensure children’s special needs and/or disabilities are met through a graduated response.
- To provide all pupils with access to the National Curriculum and school curriculum (indoors and outdoors), delivered in the most integrated way possible and differentiated to needs and abilities. The school should exploit best practice.
- To ensure progress is regularly assessed and recorded.
- To regularly review and revise provision made for children with special educational needs and/or disabilities.
- To actively involve parents/carers in planning support and reviewing progress, and to take account of their views.
- Opportunities for pupils with SEND to negotiate and reflect upon their own learning and progress are essential.
- To involve outside agencies where appropriate and enhance co-operation between professionals, parents/carers and pupil.
- To develop an effective SEND resource base.
- To provide all staff with SEND and Inclusion INSET opportunities.
- To review and revise the Inclusion policy at regular intervals as an integral part of the School’s plan and with the involvement of the school staff and governors.
- To review all Educational Health Care Plans annually (under 5s require reviews twice a year).

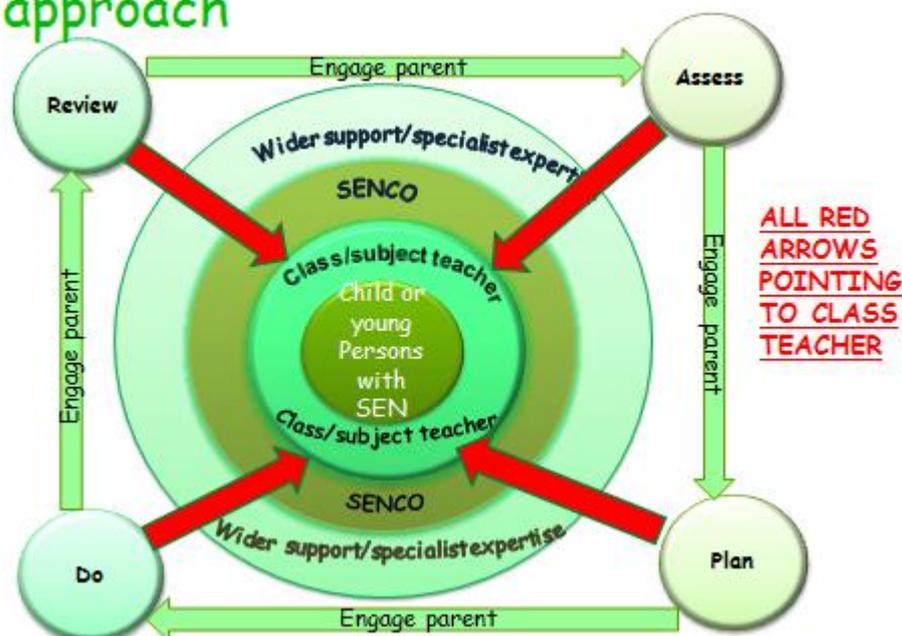
School admission and Inclusion

Pupils with special educational needs and/or disabilities must be treated as fairly as all other applicants for admission. Eatock School in conjunction with the LA will not refuse to admit a child because it feels unable to cater for their special educational need or disability. There is a general assumption that with the right strategies and support, most children with SEND can be included successfully at a mainstream school. However, it is not reasonable or practical to expect all schools to provide for every possible type of SEND. It is right to consider: what parents want; an individual school’s suitability to provide for the needs of the pupil; the impact their inclusion would have on the resources and the efficient education of

others. Eatock, as an inclusive school, will endeavour to provide all children with equal opportunities to access the National Curriculum and School Curriculum.

ROLES AND RESPONSIBILITIES

The reform vision: A whole school approach



School

Provision for children with SEND is a matter for the school as a whole. Further, the school plays a vital role in developing positive and constructive relationships with parents/carers and pupils.

The Governing Body

- Must have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- Must publish information on the school's websites about the implementation of the governing body's policy for pupils with SEND.
- Must ensure that there is a qualified teacher designated as SENCO.
- Must cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Must ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Inclusion Lead/SENCO

- Must oversee day-to-day operation of school's SEND policy.
- Must coordinate provision for children with SEND.
- Must liaise with the designated teacher where a Looked after Child has SEND.
- Must advise on graduated approach to SEND Support.
- Must advise on the use of the delegated budget/ other resources.
- Must liaise with parents of children with SEND.
- Must maintain links with other education settings and outside agencies.
- Must liaise with potential next providers of education.
- Must ensure that SEND records are up to date.

The Class Teacher

Classroom teachers are at the heart of the new SEND Support system, driving the movement around the four stages (assess, plan, do, review) of action with the support guidance of the SENDCO and specialist staff.

The classroom teacher should:

- **Focus on outcomes for the child:** Be clear about the outcome wanted from any SEND support.
- **Be responsible for meeting special educational needs:** Use the SENCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- **Have high aspirations for every pupil:** Set clear progress targets for pupils and be clear about how the full range of resources is going to help reach them.
- **Involve parents and pupils in planning and reviewing progress:** Seek their views and provide regular updates on progress.

Teaching Assistants

Teaching Assistants are part of the whole school approach to SEND working in partnership with the classroom/subject teacher and the SENCO to deliver pupil progress and narrow gaps in performance.

TA's can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

Parents

Parents have a key role to play in their child's education at Eatock Primary School. We work in partnership with all parents and actively involve them in their child's learning.

We encourage parents to:-

- Play an active and valued role in their children's education.
- Have difficulties identified early with appropriate intervention to tackle them.
- Have a real say in the way in which their child is educated.
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision, including transition planning.

ALLOCATION OF RESOURCES

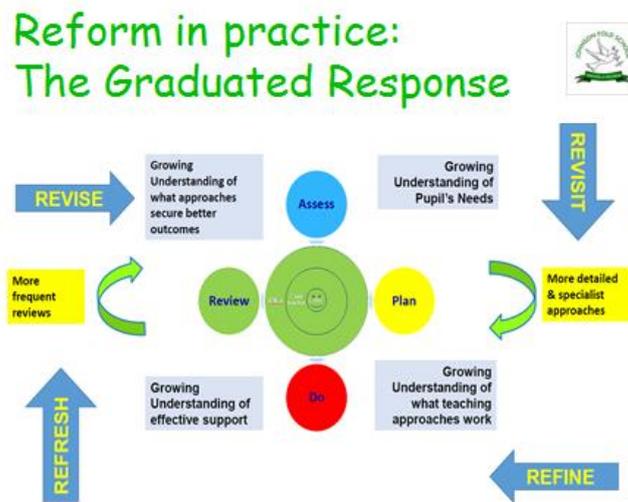
The SEND budget is managed by the Senior Leadership Team. It is allocated to fund the provision of interventions as identified on the school provision map.

COMPLAINTS PROCEDURE

Any complaint made by pupils, parents/carers or staff about SEND provision, or any other SEND issue, will be heard by the class teacher, Inclusion Lead, Head Teacher or outside agency, as the complainant wishes in accordance with the school's complaints procedures. (See Complaints Policy)

If the LA refuses to make a statutory assessment of a pupil's needs, the parents/carers must be informed by the LA of the reasons for such a decision and of their right of appeal to the SEND Tribunal, and the availability of parent partnership and disagreement resolution services. This right also applies if there is a complaint about the provision detailed in a statement.

A GRADUATED RESPONSE



ASSESSING AND REVIEWING PROGRESS

Classroom or subject teacher working with the SENCO should assess where a child is not making adequate progress, despite high quality teaching targeted at an area of weakness.

They should draw on evidence from a clear analysis of pupil's need such as:

- The teacher's assessment and experience of the pupil.
- Information on pupil progress, attainment, and behaviour.
- An individual's development in comparison to their peers.
- The views and experience of parents;
- The child's own views.
- Advice from external support services.

POLICY EVALUATION

The school's Inclusion Policy should be evaluated annually by the Governing Body, Head Teacher and SENCO.

It will be deemed successful if:

- The school ensures that any child's SEND are identified early.
- The culture, practice, management and deployment of resources are designed to ensure all children's needs are met.
- The school exploits 'best practice'.
- Those responsible for SEND provision take into account the views of the parents and (usually) the child.
- SEND provision, recorded in teachers' weekly or daily teaching plans, is judged effective.
- Provision and progress is monitored and reviewed at least termly.
- There is co-operation between all agencies.
- EHCP are clear and detailed, specify monitoring arrangements and are reviewed annually.
- SENCO and staff receive appropriate inset training.
- The Governing Body is kept informed of SEND issues.

Outside Agencies

Agency	Address	Tel. No.
Educational Psychology Service	Castle Hill Centre	8060
Behaviour Support Service	Roscow Fold	8133
Speech and Language Service	Brightmet Health Centre	01204 462670
Ladywood Outreach Service	Ladywood School	01204 332016
NHS – School nurse	Castle Hill Centre	01204 463569
Health Visitor	Avondale Health Centre	01204 463407
Parent Partnership	COG Lowndes Street	491085
Inclusion Statutory Assessment	Paderborn House	01204 332016
Early Interventions (Attendance)	Early Interventions	01204 334220

Policy reviewed and revised by E. Cunliffe (SENCO)
 Ratified by A.Flannery (Headteacher) and Curriculum and Pupil Inclusion Governors
 Committee
 Adopted February 2015
 Reviewed September 2016
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 Reviewed September 2018