

## INCLUSION including SEND Policy

### **Introduction**

At Maple Tree Lower School, all pupils, regardless of their particular needs, are offered inclusive teaching, which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community. We offer a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory or physical needs. We have high expectations of all children and staff and we believe that it is the entitlement of all children to have the opportunity to achieve their full potential.

During the Summer Term 2014 a full review of the Special Educational Needs (SEN) Policy was carried out in the light of the Special Educational Needs and Disability Code of Practice 0-25 years in published June 2014. This new Code of Practice supports the changes in the Children and Families Bill and aims to put each young person and their family at the centre of discussions about the SEN support offered. We also have due regard for our duties under the Equality Act 2010 and the SEND Policy reflects our duties to promote equality of opportunity.

The main changes from the SEN Code of Practice (2001) are as follows:

- The new code now covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.
- There is a clearer focus on the participation of children and parents and their role in decision-making at individual and strategic levels.
- There is a stronger focus on high aspiration and on improving outcomes for children.
- For children with more complex needs, an Education, Health and Care Plan (EHC Plan) will replace the Statement of Educational Need to promote co-operation between education, health services and social care. (Transfers from Statements to EHC plans should be completed within three and a half years and most likely at main transition points.)
- 'School Action' and 'School Action Plus' have been replaced by a single 'Special Educational Needs (SEN) Support'.

### **Definition of 'SEND'**

According to the Code, a child has Special Educational Needs/ Disability (SEND) if they have a learning difficulty or disability which calls for special education provision to be made for them due to:

- a significantly greater difficulty in learning than the majority of others of the same age
- a disability which prevents or hinders them making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The definition of disability in the Equality Act states children with a physical or mental impairment that has a 'substantial' and 'long term' (more than 12 months) negative effect on their ability to do normal daily activities, and this includes children with asthma, diabetes, epilepsy, and cancer. Schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

There are four broad areas of need:

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

When children are assessed and identified with SEND, we will ensure that their needs are met and additional support is given where required, either within school or in collaboration with specialist external agencies. Children with SEND will be taught and managed sensitively with a view to promoting their inclusion in all school activities as far as this can be reasonably arranged and also to promote their independence.

### **Inclusion at Maple Tree Lower School**

- The provision for children with SEND is the responsibility of the whole school and we ensure every member of staff accepts and embraces this responsibility.
- Class teachers are responsible for every pupil in their class and the teaching, learning and progress of all pupils, including those with SEND who are supported by specialist staff.
- We recognise the need to work in partnership with parents and value the contribution parents make to their child's education. Children will be consulted about their views on their special educational provision and their views will be valued.
- We recognise the individuality of each child and strive to help them to achieve their full potential. Every child is valued regardless of race, culture or religious beliefs and whatever their abilities or needs.
- All children have the ability to learn and progress and we endeavour to provide an environment where all children are valued, their potential is met and their achievements are celebrated. All children should have access to a challenging curriculum, which is broad, balanced, relevant and differentiated.

- If additional specialist advice and support, beyond what is offered in school, is necessary, we will contact the appropriate external agencies and work closely with them to promote the child's well being and development.

### **Inclusion Leaders**

At Maple Tree Lower School, the Head Teacher and SENCo, take the lead for coordinating and implementation of the Inclusion policy.

The role of the SENCo is regularly reviewed as part of the whole school self-evaluation and review process. It currently includes the following:

- With the Head Teacher and the Board of Governors, the strategic development of the SEN policy and provision within the school.
- Overall responsibility for and co-ordination of the SEN policy and provision in the school.
- The provision of professional guidance to colleagues and collaboration with staff, parents and other agencies.
- Maintaining the SEN register and school provision map and ensuring record keeping is up to date.
- Regularly liaising with and advising class teachers regarding the identification, assessment and support of children with special educational needs, including developing Provision Maps and support.
- Meeting with parents regularly to discuss provision and agree support and targets, as well as ensuring children's views are sought and valued.
- Managing Learning Support and Classroom Assistants who are working with children with SEND and providing appropriate training, resources and support.
- Liaising with outside agencies to determine appropriate programmes of work and strategies as well as the Local Authority.
- Providing training and INSETs for teaching staff and support staff both at a whole school and individual level as required, as well as ensuring all new staff are inducted. In order to ensure the most effective 'SEND' provision, the SENCo will have the following procedures in place:
  - Meetings with the Headteacher when necessary.
  - The opportunity to update/discuss current issues with the SLMT, during weekly leadership meetings
  - Regular termly meeting with the Governor responsible for SEND.
  - Regular meetings with all Class Teachers to discuss children on the SEN register and their provision, as well as further meetings and discussion as required.
  - Meetings with the Learning Support Assistants and TAs as required.

### **Identification of 'SEND'**

If parents have any concerns about their child they should contact their class teacher in the first instance. Alternatively, they may make an appointment to see the SENCo or the Head Teacher.

Some children arrive at Maple Tree Lower School with identified SEN, in which case the SENCo and new class Teacher, will liaise with the previous school, nursery or special unit to ensure there is a smooth transition and continuity of provision.

If, during a child's time at Maple Tree Lower School, teachers have concerns about a pupils needs, progress or attainment, parents will be contacted to discuss these concerns so they can share their views.

There will be a period of monitoring and review, including an analysis of the child's needs and progress compared with national data and expectations of progress. Following this, and in consultation with all relevant staff at school and the child's parents, a child may be identified as having SEND and they will be put on the SEND register.

Many children stay on the register for a short time, receiving time-limited and targeted interventions until they have progressed sufficiently to work at age-related expectations or their needs be met.

### **'SEND' Provision**

Once a child is put on the SEND register, discussions will be had about the desired outcomes, including the expected progress and attainment for that child. The views and wishes of the child and their parents will be central to these discussions. A Provision Map, IEP or annotated timetable will be written, implemented and reviewed half termly, to remove barriers to learning and put effective special educational provision in place.

Parents are invited to discuss their child's progress and the provision map, support and set targets on a termly basis. Class teachers and the SENCo are also available for appointments at any time.

At Maple Tree Lower School, we have a graduated approach to SEND:

*Wave 1:* Initially, children receive inclusive quality first teaching for all, which may include the provision of differentiated classwork, equipment or teaching approaches. Some children at this level may be on our Monitor list as we are carefully tracking and reviewing their progress.

*Wave 2:* If concerns continue or increase, a 'Cause for Concern' file will be created for this child and they may receive additional, time-limited and targeted interventions to accelerate their progress to help them meet their needs or to work at age-related expectations. Parents will then meet with the class teacher and SENCo, to discuss support required and how their child's needs can be met. These interventions may involve group or one-to-one teaching. The SENCo and class teachers will work closely with any teaching assistants or specialist staff to plan and assess the impact of the support and interventions and to link them to classroom teaching. At this stage children may be put on the SEND register.

*Wave 3:* Where a child continues to make less than expected progress, despite interventions, they will receive highly personalised interventions to accelerate their progress and enable them to achieve their potential, with the possibility of specialist outside agency support. The SENCo, Head Teacher, class teacher, support staff and parents will work with specialists to select effective teaching approaches, as well as appropriate equipment, strategies and interventions in order to support the child's progress. Children at this level will be put on the SEN register and a pupil friendly IEP will be put in place.

### **Statements of Educational Need/ Education, Health and Care Plans (EHCP)**

Statements of Special Educational needs are being replaced with Education, Health and Care Plans. The Department for Education are also introducing Personal Budgets to accompany these plans, which may give parents more control over the support their children receive.

However, if the child's progress is still of significant concern, the school, after consultation with parents and other professionals, will consider requesting a Education, Health and Care needs assessment from the Local Authority. Parents can also request an EHC needs assessment.

If the Local Authority agrees to conduct an EHC needs assessment it will include the parents in the assessment from the start and make them aware of opportunities to offer views and information. If it decides not to conduct an assessment it will give parents the right to appeal that decision.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child or young person's needs without an EHC plan.

When the Local Authority does issue an EHC plan it will notify the child's parents and give the reasons for its decision and the final plan will be issued. The purpose of an 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. EHC are forward looking documents that outline the provision required to meet assessed needs to support the child.

### **Home School Partnership:**

- At Maple Tree Lower School, we recognise that parents know their children best. Parents are always welcomed and their views are respected. At all stages of the SEN procedure the parents' concerns and views are respected and will be taken into account.
- The parents of all children at Maple Tree have termly consultations with their class teachers as well as an annual report once a year.
- Parents of children identified as having SEND will also be invited to additional meetings with the class teacher, at which their progress and termly provision map/IEP/Annotated timetable (detailing the additional support or interventions given) and targets will be discussed and agreed. This is also an opportunity to discuss additional support and help that may be available or that parents can give at home.

- In addition, we may hold parent workshops, coffee mornings and parenting classes to share information and advice with parents.
- Parents are welcome to make an appointment to meet with the class teacher and SENCo at any time.
- Parents of children with SEND will also receive information and invites to meetings held by Bedfordshire Parents Partnership services.

We value the input that parents bring to both the school and more specifically to the SEND meetings. We promote a positive home school partnership where parents, teachers and pupils see themselves as part of a virtuous circle supporting the child.

**Pupil Views:**

- Children's views matter to us at Maple Tree
- Children on the SEND register are aware of their termly targets and are encouraged to self-review against these. They are also asked about their views on their strengths and the areas in which they feel they would like to develop and the support they would like to receive.
- Children with Statements of SEND or EHCPs are also asked more formally about their views about their learning, their targets and the support and interventions they are given by the SENCo for their annual review.

**Staff Development:**

At Maple Tree Lower school we are committed to providing INSET and staff development and SEND is a regular part of this. We monitor, review and develop all teachers and support staff's understanding of strategies to identify and support pupils with SEND'.

**Conclusion:**

As stated it is our intention at Maple Tree Lower School to provide the opportunity for all children with SEND to progress towards achieving their full potential. The partnership between home and school is highly valued and pupil views are listened to.

**Whole School Issues**

This policy document will be reviewed every two years. It will be updated and amended by the SENCo and presented to staff and governors for discussion and ratification.

Signed.....  
Chair of Governors.

Date .....