

Bickerton Holy Trinity Church of England Primary School



Additional Needs and Inclusion Policy

Person responsible for policy:

Karen Fletcher (SENCO)

Approved:

13 February 2023

Signed:

Claire Carman, Chair of Governors

To be Reviewed:

FGB 3 2024

'Life in all its fullness' John (10:10)

Our School Prayer

This is our school,
Let peace be here,
Let it be full of happiness.
Let love be here.
Love of one another,
Love of everyone,
Love of life itself,
And love of God.
Amen

Our Mission Statement

Respect for oneself and others is central to our mission of giving every child in our school the highest standard of education and care within a Christian community.

Our School Rules

Respect and take care of each other.
Treat others how you would like to be treated.
Share and use the school's equipment and environment carefully.
Listen to each other and to adults at school.
Help others to learn.

SECTION A: POLICIES

General

This section contains the policies that the governing body has decided shall apply to the school. Procedures specified by the head teacher to implement these policies are detailed in Section B.

The following terminology is used in this Section:

“may” indicates a suggestion by the governing body to the head teacher

“should” indicates a recommendation by the governing body to the head teacher and indicates what the governing body considers to be best practice

“must” indicates a mandatory requirement determined by the governing body

Where the head teacher is unable to implement any mandatory requirement specified in this section he must report the fact to the next meeting of the governing body and, in urgent matters, to the chair of governors.

Introduction

Bickerton Holy Trinity Church of England Primary School is an inclusive school. The Christian ethos of our school underpins all of our work and emphasises mutual respect for everyone at our school. It is central to our inclusive ethos. Every child in our care is special. We must aim to give every child the best education we can and to have high expectations of every child so that each may live life in all its fullness. Our Additional Needs and Inclusion Policy is based on this inclusive ethos and provides the framework for how we meet the needs of children who have special educational needs and disabilities (SEND). We use the term ‘additional needs’ to mean special educational needs and disabilities.

We provide a broad and balanced curriculum for all of our children based on the National Curriculum and the Early Years Foundation Stage Curriculum. Teachers plan work that meets the specific needs of individuals and groups of children. Some children have barriers to learning which mean they have additional needs requiring particular action by the school.

Such children may need additional or different help from that given to other children of the same age, which may be provided by the teacher or a teaching assistant.

Children may have additional needs throughout or at any time during their school career. At our school, we consider children to have additional needs if they have significantly greater difficulty in learning than the majority of children of the same age, or if they require significantly different provision to be made to enable them to access the curriculum. This policy ensures that curriculum planning and assessment for children with additional needs takes account of the type and extent of the difficulty experienced by the child, while frequent review informs appropriateness of provision and helps parents to understand their child's progress.

This policy reflects the SEND Code of Practice 2014. This policy makes explicit our commitment to the inclusion of all children, including those with additional needs, in all aspects of our school and curriculum by: clearly identifying the roles and responsibilities of staff; creating an environment which meets the needs of every child; ensuring identification and assessment of additional needs and provision to meet those needs; and involving parents in supporting their child's education.

We aim to raise the aspirations of, and expectations for all children with additional needs. Our school provides a focus on outcomes for pupils to ensure they achieve their potential, become confident individuals living fulfilling lives and make a successful transition to high school and into adulthood. Every child accesses the full curriculum.

To put into practice our aims, we:

- identify, at the earliest possible opportunity, barriers to learning and participation for children with additional needs;
- ensure that every child experiences success in their learning and achieves the highest possible standard they can;
- enable all children, whatever their additional needs, to receive appropriate educational provision through a full, broad and balanced curriculum which is appropriately differentiated;

- enable all children to have full access to all elements of the school curriculum and school life;
- involve parents in planning and supporting their children at all stages of their child's development;
- ensure that children with additional needs have a voice and are given opportunities to express an opinion and that this opinion will be taken into account in matters affecting them;
- work closely with external support agencies, where appropriate, to support the needs of individual children;
- ensure that all staff have access to training and advice to support quality first teaching and learning for all children.

Identifying Special Educational Needs and Disabilities

The Code of Practice identifies four main areas of need:

- Cognition and learning
- Communication and interaction
- Emotional, social and mental health
- Sensory and / or physical

The purpose of identification is to work out what action the school needs to take for the child to make progress. At Bickerton we identify the needs of pupils by considering the needs of the whole child. Progress may include areas other than attainment – for example a pupil may need more support developing social and emotional skills than their peers.

It is important to point out circumstances which are not classed as SEN, but which may hinder progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium

- Being a looked after child
- Being a pupil of a serviceman / woman
- Having behavioural difficulties where an underlying cause has not been identified.

The Graduated Approach to SEND Support

At Bickerton we use a graduated response to support pupils with additional needs. At the heart of each class is a continuous cycle of assessment and planning which takes account of the wide range of abilities, aptitudes and interests of the children. All teachers are responsible for and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. We currently use the Cheshire East Toolkit for SEND to support our graduated approach.

Early Identification

Teacher Monitoring

Regular assessments of a pupil's progress will allow early identification of pupils who are making less than expected progress given their age and individual circumstances. Progress also includes areas other than attainment – for example a pupil may need more support developing social and emotional skills than their peers.

Early identification of children's additional needs is vital; the earlier we identify additional needs the sooner we can put in place provision which will help to tackle any difficulties a child experiences. This early identification is a central pillar of inclusion in our school. The class teacher is in a good position to identify potential additional needs. The class teacher makes an initial identification, collates evidence and reports their concerns to the SENCO. If this happens, we involve parents immediately, sharing our thoughts and enlisting their active support and participation at home. Records of these discussions are kept on CPOMS. Sometimes, it is the children's parents who inform us that their child has additional needs. Again, parental involvement is encouraged and can be a very positive means of helping children's learning.

At Bickerton, our first response when a pupil is not making the expected progress is to target quality first teaching at their area of weakness, differentiated in a variety of different ways to meet the child's particular needs.

Assess

If progress continues to be less than expected, then consideration of whether special educational provision is required should start with the desired outcomes for the pupil, including the expected progress and attainment. The class teacher, working with the SENCO, will informally gather evidence and consider all of the information about the pupil's progress, alongside national data and expectations of progress. This will take into account any concerns raised by the parent and will include the child's views and where appropriate include advice from other professionals. At this stage the pupil will be identified as **First Concerns** on any provision map or tracking documentation. The child's progress will be carefully monitored and will be reviewed half-termly or termly depending upon the individual child. Parents will be consulted and asked to sign the first concerns form.

Some children may be in a position where their progress stalls for a little while or where they do not make the progress we want. If a child is still not making expected progress, despite support, a higher level of support will be given additional to and different from that which most children receive. This support will be tailored to the individual needs of the child and may take the form of: further and significant differentiation, targeted group work, individual support programs, adaptations to the environment, an individualized curriculum. At this point, with the permission of parents, specialist advice may be sought from other agencies such as: Educational Psychologist, Speech and Language, Cheshire East Autism Team, Community Paediatrician or CAMHS.

Where something different and additional is required, the pupil will be identified as having SEND. A **School Support Plan** will be created to support their specific needs. The SENCO will work closely with the parents, teacher and child to produce 'smart' targets and outline the strategies to be used to meet these. Parents will be formally informed of this decision.

Where a pupil is identified as having SEND, action will be taken to remove all barriers to learning and to put effective special educational provision in place. This SEND support will

take the form of a four-part cycle (ASSESS-PLAN-DO-REVIEW) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the pupil making good progress and securing good outcomes.

Three times a year, in the alternate half terms to school parents' evenings, a formal review of progress towards agreed outcomes will be held with parents and pupils. The review will assess the effectiveness of the support and interventions, and will feed back into the analysis of the pupil's needs. The support will be revised in light of the pupil's progress and development. Changes to the support will be made in consultation with parents and the pupil.

Education Health and Care Plan

Where the child's needs are found to be significant and complex and he or she has not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the child's needs, the school will consider requesting an Education, Health and Care (EHC) needs assessment.

To inform their decision about whether an 'EHC needs assessment' is necessary, the Local Authority will consider evidence that the student is not making progress, despite the provision put in place by the school. This involves the school collating reports from other professionals along with our own assessments, summarising the provision we have put in place to meet the child's additional needs and its impact, and putting the case along with the child's parents for the school to receive additional funding to support the child's learning.

Managing Pupils' Needs on the SEND Record

Pupils and pupils' needs differ from year to year and the provision to support these pupils at Bickerton will vary according to need. The following outlines the procedures in place to monitor students on the SEND Record:

- All students identified as having SEND have either a First Concerns Plan or a School Support Plan, which is drawn up in conjunction with staff, parents and pupils. This details their specific special educational needs, their strengths, strategies which can be used to support them in the classroom and desired outcomes. It is the class teacher's responsibility to maintain and update the pupil targets with the guidance of the SENCO.

- Parents of students on a School Support Plan are invited in 3 times a year to discuss their child's progress towards agreed outcomes and review the plan. These meetings are timetabled at the beginning of the year to take place during the school day in the alternate half term from parents' evenings. Parents are encouraged to set the date aside in their diaries. Every effort is made to accommodate parents' timing requests, but these cannot always be met, in which case a time will be given as close to the requested time as practical. The review will assess the effectiveness of the support and interventions and feed back into the analysis of the pupil's needs. The support plan will be revised in light of the pupil's progress and development. Changes to the support provided and the expected outcomes will be made in consultation with parents and the pupil.
- Pupils who are on the SEND First Concerns register have their progress and attainment monitored 3 times a year by the SENCo at the end of each term.
- Class provision mapping will document provision which is additional to and different from that which is offered and provides a basis for monitoring the impact of support.
- The School's Offer documents the provision offered to students.
- Parental permission will always be sought before any other professional advice or opinions are sought.

Criteria for exiting the SEN register

- If, following a review of the School Support Plan with the pupil and the parents, it is agreed that the child is making significant progress and no longer fits the criteria for SEN, the child exits the SEN Record.
- Pupils who exit the SEN Record will be tracked closely to ensure progress is sustained in all areas.

Supporting pupils at school with medical conditions

At Bickerton, we recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school visits and physical

education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed.

If a child is diagnosed with a medical condition or disability, the school will organise a multidisciplinary meeting to bring together all the professionals involved in the care of that child, plus their parents. The purpose of the meeting is to discuss the impact of that condition or disability upon their education and access to the curriculum at school. Actions will be generated from the meeting, such as a Health and Safety Risk Assessment, to ensure the smooth and safe inclusion of the child into Bickerton School.

Monitoring and Evaluation of SEND

At Bickerton, provision for pupils with SEND in the classroom is the responsibility of class teachers. Teachers are 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.

All staff are responsible for following the school's procedures for identifying, assessing and making provision to meet those needs.

Training and Resources

The training needs of staff are identified through appraisal and planned for through CPD and mentoring throughout the year. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training, development and regular CPD.

All teachers and support staff undertake induction on taking up a post which includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual children.

The school's SENCo regularly attends SENCo network meetings in order to keep up to date with local and national updates in SEND.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable them to understand the relevance and purpose of learning activities, and to experience levels of understanding and rates of progress which bring feelings of success and achievement. All children in our school access the full curriculum.

Teachers use a range of strategies to meet children's additional needs. Lessons have clear learning objectives which are shared with the children so that they know what they are learning and can assess their own progress towards meeting those objectives. Teachers' planning caters for children's different learning styles, making lessons 'dyslexia friendly' whenever possible, and making sure that there is a good balance of visual, auditory and kinaesthetic approaches in their lessons.

Whenever possible, children's additional needs are met within the classroom. However, there are occasions when, to maximise learning, an individual child or group of children work with an adult away from the class base. This is particularly the case if the need is associated with difficulties with concentration or if particular resources are required. Every effort is made to ensure that any such interventions do not limit the child's access to the full curriculum. Children with additional needs are entitled, in the same way as all children in our school, to the rich and full curriculum which emphasises the importance of all subjects and does not devalue any.

Confidentiality

Records are maintained in a confidential manner and are kept on CPOMS, on the school's password protected server or on paper which is kept securely. Parents' permission is always sought prior to involving any external professionals to work with a child, with parents kept fully informed of decisions and advice received. Staff discuss children's needs amongst themselves in a professional manner, sharing information as appropriate. Prior to moving to a new class, teachers in our school will talk in detail about any additional needs a child has.

Prior to transfer to high school, discussion will take place with the high school special needs co-ordinator so that they are aware of the child's needs. Relevant paperwork will be passed on. In some cases, children with additional needs may be invited by the high school to visit the school before they visit with the rest of their class so that they are familiar with the new school and feel confident to go.

Roles and Responsibilities

Governing Body:

- Has due regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with additional needs and has identified a link governor to have specific overview. This governor meets with the special educational needs co-ordinator and head teacher at least once each term;
- Monitors the work of the special educational needs co-ordinator, teachers, teaching assistants and the head teacher through their reports, ensuring that their work has a positive impact on the progress of all children and that it is in line with the Additional Needs and Inclusion Policy.

Head Teacher:

- To work closely with special educational needs co-ordinator and other staff to monitor the progress of children with SEND, and to plan changes in provision to enhance their progress;
- Report on the progress of children with additional needs to the governing body;
- Report to the governing body on the development of inclusive practice within the school, both in terms of the ethos of the school and its impact on children and families.

Special Educational Needs Coordinator:

- Overseeing of the day-to-day operation of the Additional Needs and Inclusion Policy;
- Overseeing the provision for children with additional needs;
- Organising and mapping the work of the learning support assistants and teaching assistants;
- Ensuring that an agreed, consistent approach is adopted;

- Liaising with and advising other staff;
- Helping staff to identify students with additional needs;
- Carrying out detailed assessments and observations of children with specific learning problems;
- Supporting teachers to devise strategies, draw up School Support Plans, set targets appropriate to the needs of the children, and advising on appropriate resources and materials for use with children with additional needs and on the effective use of materials and additional adults in the classroom;
- Liaising closely with parents of students with additional needs 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;
- Maintaining the school's SEND Record and associated files;
- Assisting in the monitoring and evaluation process of students with additional needs through the use of school assessment information;
- Contributing to in-service training of staff;
- Liaising with SENCOs in other schools to help provide a smooth transition from one school to another;
- Developing good practice within a network of schools;
- Producing reports for the governors and an annual report for the 'Governors Report to Parents';
- Ensuring the schools Local Offer is maintained and up-to-date;
- The special educational needs co-ordinator should hold or be working towards the National SENCO Award (with the aim of achieving it within one year of taking up the post).

Class Teachers:

- To plan, differentiate, teach and assess effectively in order to ensure all children's progress;
- To work with teaching assistants to bring about maximum progress for those children with additional needs;

- To ensure that the classroom environment and teaching methods are inclusive, offering the variety necessary to engage all children in their class;
- To work closely with the parents of children with additional needs;
- To set and monitor progress towards clear, achievable targets for all children in their class;
- To use First Concerns and School Support Plans effectively to accelerate progress.

Teaching Assistants:

- To work both under direction from the teacher and independently to implement and develop strategies and curricula to help individuals and groups of children with additional needs to make accelerated progress;
- To assess progress and attainment whilst working with children with additional needs and to share this information with the class teacher;
- Use this knowledge to plan next steps and improvements to interventions;
- To attend training as appropriate.

Equal Opportunities

Our school has an inclusive ethos which does not discriminate on any grounds. This policy should be read in conjunction with the school's Equal Opportunities Policy and with our Attendance Policy. This Additional Needs and Inclusion Policy must be applied to all people according to and in the spirit of our Equal Opportunities Policy.

Related Policies

Our school's approach to inclusion is based on the implementation of many policies including: Health and Safety Policy, Child Protection and Safeguarding Policy, Behaviour Policy, Anti-bullying Policy and risk assessments including those for residential and day visits. All of these policies can be found on the school website.

Policy Review

This policy is reviewed every year in the spring term full governing body meeting. It is reviewed at least annually by the additional needs link governor together with the special

educational needs co-ordinator and the head teacher at one of their termly meetings. Information about the review is included in the additional needs link governor's report about the implementation and impact of this policy for the full governing body.