

Inclusion Policy:

Supporting Children with Special Educational Needs and Disabilities

What are our aims?

In our school we try our best to make sure that we:

- Value the differences in children
- Help children to make the best progress that they can in their learning
- Work with parents/carers and children
- Keep our staff well trained
- Give all our children a wide range of experiences
- Help all our children to join in with the social life of the school

How does the school support children who need extra help?

At school we:

- Identify the needs of children as early as possible
- Give children who have greater needs and more difficulties with learning individual consideration and make special plans for them
- Give all pupils an equal chance to join in with all activities in school
- Celebrate the contribution that different children can bring to the school
- Make sure that all children join in with the learning in school so that they get the best from their education
- Work together with parents/carers and pupils to support their learning
- Encourage all children to become independent and take responsibility within school
- Make sure that we train our staff and encourage them to work closely together in order to share what they know with each other

The school has a 'graduated response' to providing help for the pupils with special educational needs as recommended by the LEA and detailed in the Special Educational Needs and Disability Code of Practice (2014).

A 'graduated response' means that we follow the steps below to work with parents/carers and children to identify those children who need extra help to access learning.

Step 1 – The class teacher, parents/carers and children plan for their learning. We make sure that all our children are supported in school in the best way for them. This may include individual arrangements for children.

Step 2 – If step 1 is not enough, we will ask for help from specialists outside the school to help us plan for their learning. This may include the specialist teaching team, educational psychologists or occupational therapists amongst others. We record children who need this level of support as 'SEND Support'. Together we will agree, record in writing and regularly review targets around their learning (Assess, plan, do & review).

Step 3 – If step 2 is not enough support for a child, we will work together to ask for an Education and Health Care plan to be put in place. An Education and Health Care plan gives details of the support that a child is entitled to and may come with funding for this.

Who do I speak to if I think my child needs extra help with their learning?

The school has an Inclusion Co-ordinator, Sophie Evans. It is her job to make sure that children who need extra help with their learning are getting it. You can ask the school office how to contact the governor who checks that this is working well.

Who is responsible for special education needs and disability in school?

Class teachers make sure that they:

- Know which children need extra help
- Plan and teach what each child should learn
- Supervise any Teaching Assistants involved in the learning
- Assess and record learning that has taken place
- Follow advice and recommendations from external professionals

The Inclusion Co-ordinator makes sure that they:

- Oversee the school's special needs policy
- Advise teachers on the planning for children, setting targets and getting help
- Co-ordinate the extra help that happened in the school
- Keep the school's special needs register up to date
- Lead the Teaching Assistants
- Work with the parents/carers of children with special educational needs and disabilities
- Help train the staff and governors
- Work with external experts
- Buy equipment needed to support children with special education needs and disabilities

The Head teacher is the 'responsible person' and makes sure that they:

- Are responsible for the running of the policy, for assessment and for the extra help that children get
- Tell governors about this policy
- Respond to complaints

The Governors make sure that:

- They decide what resources are needed
- This policy is in line with the 2014 Special Educational Needs and Disability Code of Practice: 0-25 years
- They join in with training when needed
- They do what the law says for pupils with special educational needs and disabilities
- Sophie Evans, Inclusion Leader involves Social Care, Health, the Local Authority and Voluntary Organisations when needed. This is done to meet the needs of children with special educational needs and disabilities and their families.

How do parents/carers of children with special educational needs and disabilities apply for a place at school?

Parents/carers of children with special educational needs and disabilities apply for places in the same way as for all children. No child will be refused admission simply because she/he has special educational needs or disabilities. Year 6 children with an EHCP will be supported to apply for a secondary school place through the annual review process, starting in Year 5.

How are staff trained to be able to support all children?

All staff receive regular training to support special educational needs and disabilities. This training is organised to make sure that we can meet the needs of all the children in our school.

How does the school check that this policy is working well?

The governors will want to know what parents/carers of children with special educational needs and disabilities think about:

- How their child is learning and if they are getting the help that they need
- How well they think that their child is involved in school life
- How independent their child is
- How well their child is taking on responsibility around the school
- How school money has been spent to support all children

Governors will also want to know the details of how many children are on the special needs register, how many applications for Education and Health Care plans have been made and how many visits from specialists have taken place.

What do I do if I am not happy with how the school is supporting my child?

We want to know if you are not happy with the support for your child. If this is the case you should follow the school's complaints procedure:

1. Contact Sophie Evans, Inclusion Leader to talk about your concerns
2. Contact Ben Tull, Headteacher to discuss the matter if you are still unhappy
3. Write to David Maher, Chair of Governors, if you feel that your concerns have not been sorted out
4. Write to the governors asking for a group of governors to look into your concerns if steps 1, 2 and 3 have not worked for you

Please ask at the school office for a copy of our leaflet on making a complaint.

Revised Sept 2014 – BT/SE

Reviewed by Curriculum Committee – Nov 2014

Revised Feb 2016 SE

Reviewed and Approved by Curriculum Committee – 10th February 2016

Reviewed – March 2017

Reviewed – October 2019

Reviewed - April 2021