

Pulham CE (VC) Primary School  
**SEND\* and Inclusion Policy**

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\* Special Educational Needs and Learning Difficulties & Disabilities

## **Introduction:**

This policy is a statement of the arrangements for Inclusion and SEND at Pulham CE (VC) Primary School. It compliments our SEN Policy and has been written to make the arrangements for inclusion explicit and to ensure continuity of practice throughout the school.

## **Principles and Objectives:**

At Pulham School, our objective is to ensure that through a whole school approach we address the barriers to learning. We are committed to the process of inclusion and endeavour to provide full access to the EYFS / National Curriculum for all. We will seek to identify differing needs and respond with appropriate teaching strategies in a differentiated curriculum. We recognise and support the value of the child's view in meeting their needs.

Children will be identified on the whole school provision map according to individual need and required intervention; this then informs the allocation of support staff and school resources.

In line with the Disability Act we aim to include all children e.g. by making all reasonable adjustments to accommodate a child where their physical needs demand.

The specific objectives of this SEND and Inclusion Policy are:

- to identify children with SEND and ensure that their needs are met.
- to ensure that children with SEND are fully included in school life.
- to ensure that all learners make the best possible progress.
- to ensure that parents/carers are informed of their child's special needs and provision.
- to ensure effective communication between parents/carers and school.
- to ensure that learners, where appropriate, express their views and are fully involved in decisions which affect their education.
- to promote effective partnerships and involve outside agencies, when appropriate.

## **Information about SEND and Inclusion:**

### *Definition of Special Educational Needs.*

Pupils may have either a long term or transient need within the following areas:

- communication and interaction
- cognition and learning
- behavioural, emotional and social development
- sensory and/or physical

We have regard to the definition of SEN stated in the "SEN Code of Practice" 1:3, 2001.

Pupils have SEN if they have a *learning difficulty* which calls for *special education provision* to be made for them.

Pupils have a *learning difficulty* if they:

- a) have significantly greater difficulty in learning than the majority of the pupils of the same age, or
- b) have a disability which prevents or hinders the pupils from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the LA, or
- Are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

*Special education provision* means:

- for a pupil of two or over, education provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LA, other than special schools, in the area.
- for pupils under two, educational provision of any kind.

We believe that educational inclusion is about equal opportunities for all learners, whatever their **age, sex, sexual orientation, gender orientation, race**, impairment, attainment and background. This includes the provision for and achievement of different groups of learners:

- girls and boys.
- minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Learners who need support to learn English as an additional language (EAL).
- Learners with Special Educational Needs/Learning Difficulties and Disabilities (LDD)
- Learners who are disabled.
- Those who are gifted and talented.
- Those who are looked after by the local authority.
- Others, such as those who are sick, those who are young carers, those whose families are under stress
- Any learners who are at risk of disaffection and exclusion.

The needs of the more able are addressed in a separate policy.

### **Co-ordination of SEND and Inclusion Provision:**

The Special Education Needs / Inclusion Co-ordinator is Miss Farrer.

The SENCO is responsible for:

- overseeing the day-to-day operation of the SEND and Inclusion Policy.
- coordinating provision for pupils with SEND.
- ensuring there is liaison with parents and other professionals in respect of pupils with SEND.
- managing learning support assistants.

- advising and supporting other practitioners in the school.
- contributing to the CPD of the staff.
- ensuring that appropriate IEPs are in place and that relevant background information about pupils with SEN is collected, recorded and updated.
- liaising with external agencies including the LA's Educational Psychology Services, Health and Social Services and voluntary bodies.
- reporting to the Governing Body on current issues.

The SENCO instigates and co-ordinates formulating our policy. During reviews amendments are made through consultation with relevant parties.

### **Arrangements for Co-ordination of Provision:**

"Provision for children with SEN is a matter for the school as a whole, in addition to the governing body, the school's headteacher, the SENCO and all other members of staff have important day-to-day responsibilities. ALL teachers are teachers of children with SEN." SENCOP 2001

At Pulham Primary, we endorse this statement and consider all staff and parents/carers a valuable resource for meeting a child's individual needs. Pertinent training for teachers and support staff will be made available as funding permits. This will be in line with priorities in the School Improvement and Development Plan, as well as identified Professional Development for individual staff.

Parents/Carers will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.

Pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress, with regular and frequent careful monitoring of their progress, which will involve parents/carers and pupils working in partnership with the school.

All pupils will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved.

At Pulham School, we have high expectations of all our children. In keeping with the three principles of inclusion and our school's aims and objectives, we are committed to providing our children with the best education in order to reach their potential.

All pupils with SEND play a full part in the daily life of the school and are encouraged to participate in all activities. If additional provision is necessary, parents/carers are always informed.

Pupils with a Statement of Special Educational Needs are admitted into school and fully integrated unless it would be incompatible with the efficient education of other pupils and there are no reasonable steps that can be taken to prevent that incompatibility.

## **Facilities:**

The school has a specifically adapted "wet room", equipped with specialised resources such as a shower, hoist, seat and alarm system, in order to meet the physical needs of future disabled pupils.

There is also a designated teaching area within the library for 1-1/small group SEND teaching and support.

## **Identification, Assessment and Review:**

### *Resources:*

Some pupils in our school have Statements of Special Educational Needs. The needs of past and current statemented pupils are as below:

- Specific Learning difficulties SPLD
- Moderate learning difficulties MLD
- Physical difficulties PD
- Speech, Language & communication difficulties SLCN
- Behaviour, Emotional and Social Difficulties BESD

A proportion of our budget is allocated for resources, which includes identified materials for use to support pupils who need additional or different activities.

The provision of additional support is made as appropriate from the designated SEND budget.

We intend to develop our resources to support pupils with SEND that link with priorities stated in the School's Development Plan.

## **Early Identification:**

We are committed to the early identification of "areas of concern" and use a range of formal and informal methods of assessment. We will consult the views of the child, where appropriate, and seek the partnership of his/her parents/carers in the process. Children in the Foundation Stage 1 (Pulham's Playgroup and other pre-school providers) are included in the SEN Code of Practice (2001) and the setting SENCO/Early Years Area SENCO will have initiated appropriate interventions and strategies. This information is forwarded to the school on transition and entry in Foundation Stage 2 (Year R). On entry to school, all children will be assessed using the Bury Infant Check. This, combined with the Early Years Foundation Stage Profile will help inform planning for learning. The child's age on entry will play a significant part in deciding whether identified difficulties are age related and developmental or a possible special educational need. Later entry to school will be assessed through previous school records and teacher observation and assessment against NC levels.

## **Graduated Response:**

The Code of Practice 2001 defines the mechanism in which we identify and provide for SEND. It involves differentiated intervention and is not linear in progression, recognising that there is a continuum of needs. The SENCOP advocates a Graduated Response to SEND, dependent on the needs of the progress made by individuals.

The importance of early intervention is highlighted along with the need for parents/carers to be fully involved at all times and for pupils to be consulted about the help they are receiving.

All teachers will differentiate the curriculum to meet the needs of the range of learners in their class and put this into practice on a daily basis.

*School Action* – if a teacher identifies a pupil who may have SEND, it may be necessary to plan/introduce additional support. This will be recorded as part of the teacher's planning. The teacher liaises with the parents/carers and SENCO and involves them in target setting and strategies/actions to be implemented. Where appropriate, these are shared with the pupil and are reviewed termly.

Further advice and support from professional support is sought and implemented as is considered necessary for the individual needs of the pupils.

*School Action Plus* – if adequate progress is not made despite the support offered through *School Action*, the SENCO will ask for help and support from outside support services provided by Children's Services – the School Support Team (SST) are consulted at termly meetings with the SENCO and by other agencies such as health. This will often involve the child being observed by the Educational Psychologist and/or Advisory Specialist Teacher and an *Individual Education Plan* (IEP) written which identifies strategies/actions/resources to be used which are in addition to and different from the usual curriculum.

*Statutory Assessment* – in a very few cases, where progress remains unsatisfactory and the school can provide evidence of having implemented an appropriate programme or strategy for a reasonable period of time, a *Request for Statutory Assessment* can be made to ascertain the pupils needs. If the pupils needs are considered to be severe and complex, a *Statement of Special Educational Needs* may be issued by the authority. This is a legal document that outlines the pupil's needs, how they can be met and the provision and resources necessary to achieve this.

### **Review:**

The SEND and Inclusion will be subject to a regular cycle of monitoring, evaluation and review. The policy should be read in conjunction with the policies for Behaviour, Equal Opportunities and the Accessibility Plan as they are all directly linked.

### **Pupil Participation:**

Those pupils who are capable of forming views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the pupils in school are given due weight according to their age, maturity and capability.

Pupils participate where possible, in all the decision processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.

We encourage all pupils to participate in their learning by:

- inviting them to talk about and reflect on their experiences as learners
- adopting teaching strategies which encourage initiative and independent learning.
- providing them with opportunities to evaluate their progress and aptitudes and contribute to their own learning and personal targets.

**Professional Development:**

The SENCO attends relevant training and disseminates the details to all the staff as is appropriate.

Individual staff can access training that is necessary for their professional development.

All staff, teachers and support assistants are part of the school cycle of performance management, enabling them to identify necessary and pertinent training needs.

All staff training needs are linked to the priorities identified in the School Development Plan.

The SENCO is to implement an induction procedure for Newly Qualified Teachers (NQT's) and new staff into the school's policy and procedures for SEND and Inclusion.

SEND and Inclusion issues are discussed on a regular basis.