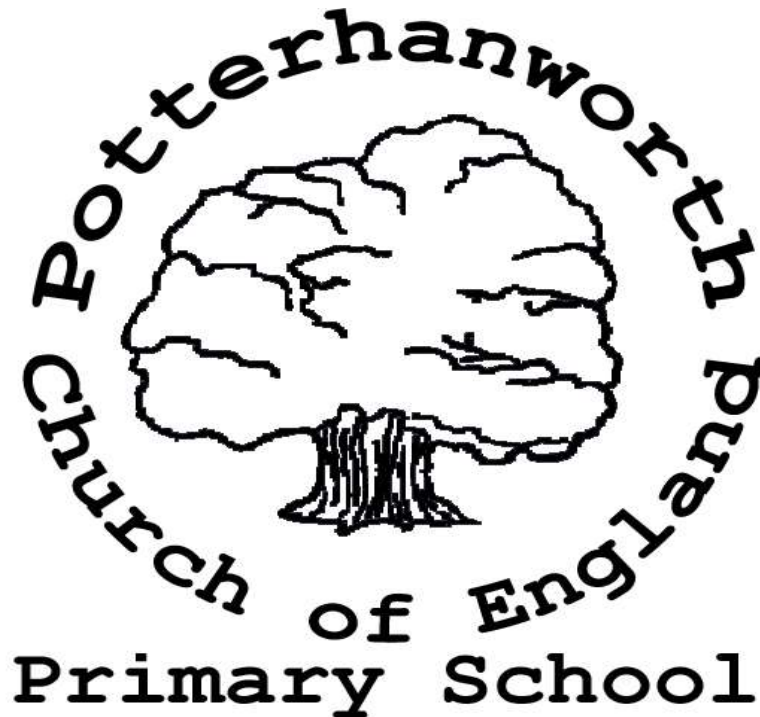


Potterhanworth Church of England Primary School
Educational Inclusion including
Special Educational Needs and Disability Policy
(this is part of the Equality and Diversity Strategy)



Our Christian Values

Our Christian values are respect, fairness, commitment, trust, friendship and responsibility.

Equality and Diversity Statement

At Potterhanworth Church of England Primary School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.

In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found appropriate action will be taken immediately.

Signed by the Chair of Governors: _____

To be read in conjunction with the following school policies:

- Attendance
- Behaviour
- Anti-Bullying
- Homework
- Home/School Agreement
- Disability Equality Scheme
- Accessibility Plan
- PSHE & Citizenship
- English as an Additional Language
- Equal Opportunities
- Gifted and Talented Children
- Racial Equality
- Guidance for Lunchtime Staff

Aims

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different individual and groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs and disability;
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.
- children who receive the Pupil Premium Finding(PPF) and Service Premium.

The National Curriculum 2014 is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children;
- commitment to 'Extended School' provision.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation and closing the gap. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;

- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers and other support staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Teaching and Learning Style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress and teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

When the attainment of a child falls significantly below the age related expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the age related expectation expected level of attainment, teachers use materials to further extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

Teachers ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- participate fully, regardless of disabilities or medical needs.

Children with Special Educational Needs and Disabilities

We aim to meet the definition of Special Educational Needs and Disability (SEND), as stated in the new SEND Code of Practice dated July 2014.

Special educational provision means: educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school. At any point in their school life a child may have Special Educational Needs or/and Disability.

This policy ensures that curriculum planning and assessment for children with special educational needs and/or disability takes account of the type and extent of the difficulty experienced by the child.

The Equality Act 2010 identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

We are as committed to meeting the needs of children in our school who have disabilities as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended *Equality Act* that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment, within its resources, that allows disabled children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We use specialist desks, chairs and other furniture/equipment as and when necessary for pupils with specific physical needs. Our Equality and Diversity Strategy (including Disability Equality Scheme and Accessibility Plan) identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both

to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;

- uses assessment techniques that reflect their individual needs and abilities.

Commitment

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs and Disability Coordinator (SENDCO), if not already involved, will become

involved if the teacher and parents feel that the child would benefit from further support. The SENDCO will then take the lead in further assessments of the child's needs.

We will record, in a Personal Education Plan (PEP), the strategies used to support the child. The PEP will show the short-term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place three times a year.

If the PEP review identifies that support is needed from outside services; we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new PEP. The new strategies in the PEP will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for an Education, Health and Care Plan statutory assessment will be made to the County Council. A range of written evidence about the child will support the request.

The role of the SENDCO is to:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with special educational needs;
- act as the link with parents;
- act as the link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision, and report to the governing body;

- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contribute to the professional development of all staff.

The Role of the Governing Body

The governing body has due regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs and disabilities. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs and disabilities. The governing body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs and disabilities. The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with an EHCP is aware of the nature of the statement.

The SEND governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Allocation of Resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHCP.

The Headteacher informs the governing body of how the funding allocated to support special educational needs and disabilities has been used.

Assessment

We recognise that the identification of a child's need can be made by a number of people including G.P., Health Visitor, previous teacher/educator, parent.

- Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- The SENDCO works closely with parents and teachers to plan an appropriate programme of support.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- The County Council seeks a range of advice before raising an EHCP. The needs of the child are considered to be paramount in this.

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;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Personal Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with Parents

The school works closely with parents in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs and disabilities.

The school prospectus contains details of our policy for special educational needs and disabilities, and the arrangements made for these children in our school.

We have regular meetings each term to share the progress of the SEND children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs and disabilities.

The school shares extensive details with our parents of our SEND provision on our school website under 'Local Offer'.

Pupil Participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school. Children are involved at an appropriate level in setting targets in their PEPs and in SEND review meetings. Children are encouraged to make judgements about their own

performance against their PEP targets. We recognise success here as we do in any other aspect of school life.

Monitoring and Review

The Special Education Needs and Disability Coordinator (SENDCO) monitors the movement of children within the SEND system in school. The SENDCO provides the Headteacher with regular summaries of the impact of the policy on the practice of the school.

The SENDCO is involved in supporting teachers involved in drawing up Personal Education Plans for children. The SENDCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold meetings annually.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENDCO reports the outcome of the review to the full governing body.

G:\Staff Only\OFFICE\POLICIES\Aspect\ESSENTIAL CYCLE A\E Access Plan
Dis Equal Dive\SEND Policy