



“Every teacher is a teacher of every child including those with SEND”.

Key Persons:

Headteacher: Mr Andrew Ross

SENCo: Mrs Kelly Sweeney

SEND Governor: Mrs Susan Edwards

Inclusion Statement

“At Rudheath Primary Academy we believe that all children have the right to an inclusive learning curriculum and have equality of opportunities regardless of need.”

We believe in:

- effective assessment and provision for children with SEND
- effective working partnerships with children, parents, external agencies and the local authority
- developing pupils' self-esteem, confidence and independence in preparation for the future

Rationale

Rudheath Primary Academy values the abilities and achievements of all its pupils and is committed to providing for each pupil the best possible environment for learning.

The purpose of this document is to ensure that the school experiences of children with Special Educational Needs and Disabilities (SEND) are positive and supportive and allow them the opportunity to develop educationally, socially and emotionally. In implementing this policy we believe that all children will be helped to overcome their difficulties.

Aims of our Inclusion Policy:

- To ensure that all pupils have access to a broad and balanced curriculum
- To ensure that pupils receive a differentiated curriculum appropriate to the individual's needs and ability
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To ensure that pupils with SEND are included as far as possible in all school activities.
- To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment.
- To ensure that pupils with SEND are involved, where practical, in decisions affecting their future SEND provision.
- To review regularly the progress of children, to evaluate the provision in place, set SMART targets and work in collaboration and partnership with outside agencies as outlined in the SEND code of practice (2014)

The policy has been written with regard to the school's policy on equal opportunities ensuring that every child has an equal access to all areas of the curriculum and all aspects of school life regardless of race, gender or additional educational needs.

The policy builds on our School Inclusion Statement which recognises the entitlement of all pupils to a balanced, broad curriculum. Our policy reinforces the need for teaching that

is fully inclusive for all pupils. The Governing Body will ensure that appropriate provision will be made for the changing needs of all pupils.

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in that:

“All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with Special Educational Needs but without statements must be treated as fairly as other applicants for admission(CoP 1:33) (See Admission Policy)

Objectives:

Through achieving these objectives the school will try to meet the needs of its pupils.

- To provide the best possible support necessary to fulfil the educational needs of all children.
- To ensure that all children have access to a broad, balanced curriculum and inclusive National Curriculum
- To ensure that pupils will have the opportunity, and be expected, to contribute to the work and life of the school.
- To develop pupils' self-confidence, self-esteem and respect for individual differences.
- To foster an environment where diversity is valued and respected.
- To follow a specific school and “Code of Practice” procedure for identifying, monitoring and maintaining appropriate SEN support in line with the New Code September 2014.

Definition of Special Educational Needs

(See Disability and Equality Scheme and Accessibility Plan September 2014)

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA

Special Educational Needs is divided into 4 types:

1. Communication and Interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
2. Cognition and Learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
3. Social, Mental and Emotional Health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration or have unmet attachment needs.
4. Sensory and/or Physical Needs - this includes children with sensory, multisensory and physical difficulties.

Some children are also identified as being Gifted, Talented or More Able. We recognise that many children may have a variety of Special Educational Needs at some time during their school life.

Behavioural difficulties, slow progress and low attainment do not necessarily mean that a child has a SEN and should not automatically lead to a pupil being registered as having SEN.

English as an additional language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required through a mother tongue assessment.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

1. We must not directly or indirectly discriminate against, harass or victimise disabled children
2. We 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. This duty is anticipatory – it requires thought to be given in advance to what disabled children might require and what adjustments might need to be made to prevent that disadvantage.

Rudheath Primary Academy will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs and ensure that parents are notified when SEND provision is being made for their child. This is through Individual Education Plan meetings and structured conversations for children at School Support or deemed Vulnerable.

Early Identification (see school offer)

Early identification of pupils with DSEN is a priority. Early identification is key wherever possible to provide the correct level of support to meet the needs of individuals.

The school will use appropriate screening and assessment tools, and identify children:

- A graduated response in line with the local authority guidelines.
- Information collated from parents and carers.
- Evidence obtained by teacher observation/ assessment.
- Their attainment judged against end of year expectations.
- Rate of progress children make over a period of time towards the end of year expectations.

- Standardised screening or assessment tools.
- Diagnostic testing.
- Previous data following transitions.
- P Levels and Ages and Stages Document.
- Identifying children who make little or no progress even when teaching approaches are targeted, particularly in an identified area of weakness.
- Signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Persistent social, behavioural and emotional difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Identifying children who demonstrate sensory or physical problems, and continuing to make little or no progress despite the provision of specialist equipment and advice.
- Identifying children with communication and/or interaction difficulties, who continue to make little or no progress despite the provision of a differentiated curriculum.

On entry assessment

On entry to our Academy each child's attainment will be assessed. This will help to inform the Academy of a child's aptitudes, abilities, and attainments, and will be used to provide continuity in learning. This and any other records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENCo/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum.
- Identify the need for support within the class.
- Assess learning difficulties.
- Ensure on-going observations/assessments provide regular feedback on achievement / experiences, for planning next steps in learning.
- Involve parents in a joint home-school learning approach.

At Rudheath Primary Academy we have adopted a whole- school approach to Inclusion. The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support.

Quality First Teaching

The key characteristics of this are:

- Highly focused lesson design with sharp objectives.
- High demands of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate pupils.

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. Quality First Teaching, differentiated for individual pupils, is the first step in

responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of quality first teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, work scrutiny and pupil progress meetings.

Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and Quality First Teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

The first response to such progress should be Quality First Teaching targeted at their areas of development. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap widening.
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- Equals or improves upon the pupil's previous rate of progress.
- Ensures full curricular access.
- Shows an improvement in self-help and social or personal skills.
- Shows improvements in the pupil's behaviour.

Where teachers decide that a pupil's learning is unsatisfactory or they deem that the child may require additional support, they must follow the school procedures.

The SENCo and teacher will evaluate and review the strategies and identify possible unmet need. Where support additional to that of normal class provision is required, we endeavour to provide it through the funding provided by the school

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more

frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children. This is known as a graduated response.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs through the Pupil Profile. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO, in partnership with the parents, should contact them.

Plan

Where it is decided to provide a pupil with SEN support, the parents must be notified. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with appropriate skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the school's pupil progress monitoring cycle. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes and inform pupils and parents. Where a pupil has an Education and Health Care plan (EHCP), the local authority, in cooperation with the school, must review that plan as a minimum every twelve months. The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Leadership Team.

- Analysis of pupil tracking data.
- Monitoring of procedures and practice by the SEND governor.
- School Self-Evaluation document.
- Local Authority moderation process and OFSTED inspection arrangements.
- Meetings of parents and staff, both formal and informal.

Managing pupils needs on the register.

All new children on the SEND Register will have a Pupil Profile, which details important information about the child, including their areas of strengths and development, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the Pupil Profile where necessary.

The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child. Review meetings will take place, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child.

Record keeping

The school will record the steps taken to meet pupils' individual needs. The SENDCo will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from previous school/phases.
- Information from parents.
- Information on progress and behaviour.
- Pupil's own perceptions of difficulties.
- Information from health/social services.

The SENCo reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

There are three levels of support for pupils with SEND:

- Universal level: Good quality universal provision will reduce the need for deployment of more expensive resources.
- Targeted level: Additional educational provision for learners with SEND will be provided from schools' notional SEND budget.
- Specialist or personalised level: This is provided on a per pupil basis by the Local Authority placing the pupil.

It is important to note that the level and combinations may change over time. Specialist Support Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

Additional Support at School

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher will seek help from the SENDCo. The class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme i.e. interventions that are additional to or different from those provided as part of the school's usual differentiated approach to learning. Where appropriate, advice from specialist agencies will be sought. Parents will always be consulted and kept informed of the action taken to help the child and of the outcome of this action. Children with a statement of educational need and those on School Support with high complex needs will have access to an individualised assessment plan, focusing on the holistic needs of the child with the parents having a greater say in the provision and future needs of their child. Provision maps are in place, identifying the intervention that the child is accessing and specific targets to ensure that the gap is narrowed. These are time limited and reviewed half termly and adjustments made as required. Progress will be reviewed at least termly in line with the school's policy for tracking progress of all pupils and the information will form part of the termly pupil progress meeting.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support. Education, Health and Care Needs Assessments

Statutory Assessment and Education Health and Care Plans (EHC Plans)

Where the school resources and funding fail to adequately meet the children's severe, complex and long term need, the school will make a submission asking the LA to consider the need for formal assessment through close partnership with external agencies. If the submission is successful, the child will continue to be supported through School Support, while the LEA Statutory Assessment Service prepares an Educational Health and Care Plan.

Integration within the school of pupils with SEND

At Rudheath Primary Academy, children with SEND are fully integrated within the school as a whole. Extra support is given in the classroom, if deemed necessary, so that they work alongside their peers for the majority of the time and generalise the skills they have learnt. Learning Support Assistants work closely with class teachers in planning and delivering the curriculum and in monitoring and reviewing progress. These are time limited and reviewed half termly. Risk assessments are carried out for children who have a statement of educational or are identified as being vulnerable. This included individualised risk assessments for educational visits. Children with statements or EHC plans or are vulnerable also have a PEEP (Pupil Emergency Evacuation Plan).

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register then all records will be kept until the pupil leaves the school (and passed on to the next setting).

Supporting Pupils and Families

Support for parents and families is outlined in our school's Local Offer ([see our website](#)) Class teachers, in partnership with the SENCo, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCo will liaise with the class teacher to assess pupils' eligibility for access arrangements.

Supporting children with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips 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 a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

The Academy has a policy for Supporting Pupils at School with Medical Conditions, which can be obtained from the office.

Training and Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development where appropriate. All teachers and support staff undertake induction on taking up a post and this 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 pupils. Staff training needs will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND. The school's SENCo regularly attend focus-trust network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Principle, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- Parents are notified if the school decides to make SEND provision for their child they are fully informed about SEND issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

The Principle is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENCo.
- The deployment of all special educational needs personnel within the school.
- Monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.

The Special Educational Needs Co-ordinator (SENDCo) is responsible for:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating the provision for pupils with special educational needs.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.
- Helping staff to identify pupils with special educational needs.
- Carrying out assessments and observations of pupils with specific learning problems.
- Supporting class teachers in devising strategies, drawing up Pupil Profiles (PPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of pupils with SEND alongside class teachers, 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 register and records.
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year tests, SATs, etc.
- Contributing to the in-service training of staff.
- Liaising with the SENDCo's in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.

Class teachers are responsible for:

- Providing high quality teaching for all children.
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCo, parents and pupil).
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND.

Teaching Assistants (TAs) should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedure for giving feedback to teachers about pupils' progress.
- Work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class.

They play an important role in implementing Pupil Profiles and monitoring progress.

Storing and Managing Information and Transition

Documents relating to pupils on the SEND register will be stored securely. SEND records will be passed on to a child's next setting when he or she leaves Rudheath Primary Academy. The SENCo from the receiving secondary school will be invited to review meetings to share information and to draw up a transition plan. The most vulnerable children may be offered further transition to ensure that they are more secure when they move on. We may also request advice from special schools in the local authority. Secondary Schools will sign a data transfer document to show that they have received the records. The school has a Data Protection Policy and Transfer of Records Policy which applies to all written pupil records.

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, places a duty on all schools to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Accessibility Plan forms part of our Equality Plan and Policy, which can be obtained from the school.

Complaints

The Academy has a complaints procedure which applies to complaints about SEND provision. This can be found on the Academy's website under the "Policies" tab. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014) · The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

REVIEWING THE POLICY

This policy will be reviewed by governors on an annual basis.

RATIFIED September 2019

REVIEW DATE September 2020