

ABBEYS PRIMARY SCHOOL



Aim, Aspire, Achieve @ Abbeys
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Inclusion Policy

Date of policy: October 2022
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Definition and Aims

Abbeys Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. This policy recognises the entitlement of all pupils to a balanced, creative curriculum with rich and relevant learning experiences. Inclusion policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with Special Educational Needs and Disability [SEND]. Abbeys Primary School works under the guidance and principles set out in the Special Educational Needs and Disability Code of Practice January 2015. A copy of this document can be found at

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

THE AIMS OF THE SCHOOL

It is the governors' aim that the policy and procedures set out in this document will enable all pupils with special educational needs and disabilities to:

- have access to a broad and balanced curriculum
- have access to a differentiated curriculum appropriate to the individual's needs and ability.
- reach their potential
- be included fully in the school community
- make a successful transfer to the next stage of education

We will also

- work closely with parents ensuring that there is a positive attitude towards the children's achievement.

The governors will ensure:

- The accurate identification of all pupils requiring SEND provision as early as possible in their school career
- That parents of pupils with Special Educational Needs and Disabilities are kept fully informed of their child's progress and attainment
- That pupils with Special Educational Needs and Disabilities are involved, where practicable, in decisions affecting their future SEND provision
- They are involved in developing and monitoring the school's Inclusion policy and SEND Information Report (see School's website for a copy of these documents)
- are up to date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
- SEND provision is an integral part of the school improvement plan
- the quality of SEND provision is continually monitored.
- The governing body will evaluate the success of the school's SEND policy against its aims.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

In implementing this policy, we believe pupils will be supported and helped to overcome their difficulties by parents, teachers and pupils working together. Children have special educational needs and disabilities if they have a learning difficulty or disability which calls for special educational provision to be made for them. Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children the same age; or have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in school.

Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the same age in school.

The principles of fair and impartial treatment apply equally to all pupils:

Abbeys School will have due regard for the Special Needs and Disability Code of Practice (January 2015) when carrying out our duties towards all pupils with special educational needs and disabilities, and ensure that parents are notified if SEND provision is needed for their child or if there is a possibility of SEND difficulty in the future.

Roles and Responsibilities

THE ROLE OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR [SENCo]

At Abbeys School the SENCo is Mrs Claire Louis-White

The SENCo plays a crucial role in the school's SEND provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the policy.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEND
- Monitoring and updating the school's SEND Register
 - Liaising with the Head teacher and Governing Body to determine the strategic development of the SEND policy and provision
 - Liaising with and giving advice to fellow teachers, including the use of the graduated approach for SEND identification and support
 - Overseeing pupils' records and monitoring their data
 - Liaising with parents
- Making a contribution to INSET
- Liaising with external agencies, LA support services, Health and Social Services and voluntary bodies.
 - To support staff in writing and reviewing SEND plans for individual pupils in consultation with outside agencies, Education and Health Care Plans (EHCPs)
 - Overseeing the transition arrangements for pupils with SEND in to school and on to receiving schools

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEND include:

- being fully involved in developing, monitoring and subsequently reviewing SEND policy and provision
- Ensuring that provision of a high standard is made for SEND pupils
- Establishing the appropriate staffing and funding arrangements
- Ensuring that SEND pupils are fully involved in school activities
- Publishing the school's SEND Information Report on the school's website and ensuring this Report is reviewed annually
- Appointing a governor with particular responsibility for SEND.
- Having regard to the Code of Practice when carrying out these responsibilities

At Abbeyes School the designated Governor for pupils with SEND is Christine Preston

THE ROLE OF THE HEAD TEACHER

The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENCo
- Liaising with external agencies, LEA support services, Health and Social Services, and voluntary bodies
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

THE ROLE OF THE CLASS TEACHER AND TEACHING ASSISTANTS

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- To identify children with SEND
- Carrying out initial assessment of children using the FACT/FACT + document
- Being involved in the development of the school's SEND policy
- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Being accountable for the progress and development of all pupils in their class, including those with Special Educational Needs and/or Disability, through the delivery of high quality teaching, using strategies that will support children's learning.
- Collaborating with the SENCo to decide the action required to assist the pupil to progress in a graduated approach in line with the SEND code of Practice (January 2015)
- Working with the SENCo to collect all available information on the pupil and making a full analysis of their individual needs
- In collaboration with the SENCo, develop Individual Education or Behaviour Plans for SEND pupils that are regularly reviewed and updated
- Working with SEND pupils on a daily basis to deliver differentiated planning and provision that meets their outcomes
- Developing constructive relationships with parents and giving clear guidance for support.
- To ensure smooth transition between settings/key stages including the transfer of paperwork.

- To deploy TA's effectively to meet children's needs.
- To plan and implement effective interventions targeted to the individual pupils needs

Co-ordinating and managing provision

The strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND is co-ordinated and managed by the SENCo and Head teacher. SEND provision is an integral part of the school improvement plan and is measured against success criteria. This is reviewed termly by the Head teacher, SENCo and school Governors.

Admission arrangements

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 2014 Code of Practice: 'The School Admissions Code of Practice requires children and young people with SEND to be treated fairly.

Admissions authorities:

- must consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
 - must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs
 - must not refuse to admit a child on the grounds that they do not have an EHC plan'
- (p.26)

Abbeys School is a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the LA admissions policy.

IDENTIFICATION, ASSESSMENT AND PROVISION

Allocation of resources

Special educational needs and disability provision requires proper resourcing and at Abbeys School we are committed to providing an appropriate level of resource to meet children's needs.

Resources are allocated according to need, and support and provision decided accordingly, in line with the graduated response for pupils. Details of how resources are allocated to SEND provision within the school are included in the reports to the SEND Governor from the SENCo.

Identification, Assessment and Review

The 2015 Code of Practice does not assume that there are hard and fast categories of special educational need, but recognises that a child's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties

- Sensory and/or physical

The SEND Code of Practice 2015 makes it clear that ‘teachers are responsible and accountable for the progress and development of the pupils in their class .’ High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.

(a) All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making adequate progress is seen as a significant factor in considering the need for SEND provision.

(b) EARLY IDENTIFICATION

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher and SENCo through observations/assessment using the schools assessment schedule and the use of Sonar tracking system (In house assessment tool)
- The child’s attainment judged against National Curriculum age related expectations or EYFS profile
- Standardised screening or diagnostic tools
- Reports or observations
- Records from feeder schools/settings
- Information from parents
- Work sampling and pupil conferencing
- Advice from outside agencies/ GPs/ professionals involved with the child.

(c) SEND PROVISION

Early identification helps the school to design appropriate differentiated learning programmes.

For pupils with identified SEND the SENCo/Class teacher will use information to:

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

(d) THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by the class teacher or teaching assistant through a differentiated curriculum
- Periods of withdrawal to work individually or in a small groups to work with an adult.
- In-class support with adult assistance
- Support from specialists within class or outside of class eg occupational therapy, speech and Language Therapy.
- Bespoke therapeutic interventions that take place of site/ dual placements with other settings.

(e) 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.

(f) 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

If a child's class teacher in consultation with parents concludes that a child may need further support to help their progress, the teacher should seek the help of the SENCo. The SENCo and teacher will use the Graduated Approach model to assess the level of individual need and plan to address those needs through SEND support.

Where concerns remain despite sustained intervention, including that from outside agencies, the school will consider whether an Education and Health Care plan is required. The school also recognises that parents have a right to request this statutory assessment.

(g) RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs.

The SENCo will have overall responsibility for the records and ensure access to them.

In addition to the usual school records, the pupil's profile will include:

- Information from parents
 - Information on progress and behaviour
 - Pupil's own perceptions of difficulties
 - Information from health/social services
- Information from other agencies Teaching SEND pupils is a whole-school responsibility.
- Records/ notes from interventions carried out with the child.

Links with other schools and transfer arrangements

Before children with special educational needs transfer to another school care must be taken to ensure:

- Receiving schools are fully aware of the special educational needs of transferring children. In some instances it may be appropriate to devise an individual transfer plan [e.g. for children with EHCPs, or children being educated outside their chronological year]
 - SEN documentation including provision maps and reports from external agencies should be forwarded along with other transfer records.

- Whenever possible children should have the opportunity to visit the receiving school for extended transitions.

SEND SUPPORT

SEND Support is characterised by interventions that are different from or additional to the normal differentiated curriculum.

SEND Support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy and/or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory and/or physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum
- Continue to work at levels considerably lower than expected for a child of similar age
- Have sensory or physical needs requiring additional specialist equipment or visits / advice from specialists.
- Have communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCo, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support.

The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results. When a pupil has been identified as requiring SEND Support, this may include the involvement of external services.

External support services can advise on targets for an individual and provide specialist input to the support process. External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required.

(h) USE OF TEACHING ASSISTANTS

At Abbeys School teaching assistants are used to support the learning needs of pupils with SEND according to the provision specified in the child's individual plan.

Staff are timetabled flexibly across the school for interventions in the afternoons. Staff are timetabled by the SENCo and carry out interventions based on the needs of the children as well as any specific skills or training that teaching assistants may have undertaken. In all classes the support is fully integrated. Pupils are only withdrawn from the classroom when the nature of the additional support demands it.

Training is offered in order to have suitably experienced and qualified staff to effectively identify and support pupils with special educational needs. The SENCo should identify training needs and in association with the school's continuing professional development co-ordinator, organise relevant training programmes.

(i) NATURE OF INTERVENTION

The SENCo in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments and on-going observations, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LA support services for advice on strategies, equipment, or staff training

(j) PROVISION MAPS

Strategies for securing pupils' progress will be recorded on individual provision maps. These include-

- Short-term targets
- Teaching strategies
- Provision made
- Personalised intervention schedule
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review
- Any outside agency involvement

The Provision map will record the quality first teaching that is already taking place and outline the provision being provided, that is different from or additional to the normal differentiated curriculum. Targets will be SMART (Specific, Measurable, Achievable, Relevant, Time-bound) and will concentrate on three or four individual targets that closely match the pupil's needs.

(k) REVIEWING

Provision maps will be reviewed each term and the document including review will be shared with parents during parent consultations.

(l) REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA (i.e. an Education and Health Care Plan) when, despite an individualised programme of sustained intervention, the child remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an Education and Health Care Plan.

The school also acknowledges the cycle for the EHCP process and the time scales associated with this. The time frame for a plan is set out by the council in the following document

<https://www.milton-keynes.gov.uk/sites/default/files/2022-02/2021.06.10%20EHC%20timescales%20Flowchart%20%28V1%29.pdf>

To assist with the process the school will have the following information available: In the form of a SEN SUPPORT PLAN which includes-

- The action followed with respect to SEND Support
 - The pupil's individual intervention
 - Records and outcomes of regular reviews undertaken
 - Information on the pupil's health and relevant medical history
 - National Curriculum assessments
 - Literacy/Numeracy attainment
 - Other relevant assessments from specialists such as support teachers and educational psychologists
 - The views of parents
 - Where possible, the views of the child
 - Social Services/Educational Welfare Service reports
 - Any other involvement by professionals
- An Education and Health Care Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer.

An Education and Health Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Short term Targets
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

(m) REVIEWS OF EHCP

EHCP must be reviewed annually. The LA will inform the Head Teacher at the beginning of each school term of the pupils requiring reviews.

The SENCo will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher/teaching assistants if appropriate
- A representative of the LA- for children transitioning to another provision.
- Any other person the LA considers appropriate
- Any other person the SENCo considers appropriate.

The aim of the review will be to:

- Assess the pupil's progress in relation to the outcomes on the plan.
- Review the provision made for the pupil.
 - Expectations in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it.

The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

It is the responsibility of the SENCo to complete the EHCP review paperwork and send new outcomes to the LA caseworker.

Criteria for Evaluating the success of the SEND policy

The success of the school's SEND Policy and provision will be evaluated through:

- Monitoring of classroom practice by SENCo and subject co-ordinators
- Analysis of pupil tracking data and progress - for individual pupils - for cohorts - vulnerable groups
- Value-added data for pupils on the SEND Register
- Consideration of each pupil's success in meeting IPM targets
- Termly monitoring of procedures and practice by the SEND Governor including use of the SEND budget
- School self-evaluation
- The Head teacher's report to Governors
- The LA SEND moderation process
- The School Improvement Plan. This is where school sets targets matched to a set of specified aims to provide indicators against which progress can be measured In evaluating the success of this policy, the school will consider the views of:

- Teachers
 - Parents
- Pupils
- External professionals

Complaints procedures

If the parents of a pupil with special educational need have a complaint concerning the provision made for their child, that complaint will be dealt with according to staged response of the school complaints procedure. A copy of this procedure is available from the school office.

The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

Staff development and appraisal

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND pupils. This includes school-based INSET which is used to develop awareness of resources and practical teaching procedures for use with pupils with SEND. ECTs and staff new to the school will be given training on the school's SEND policy as part of their induction.

Teaching Assistants will receive training to develop individual areas of expertise relating to SEND. The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for pupils with SEND.

When it is considered necessary, colleagues from the following support services will be involved with pupils with SEND:

- Educational psychologists
- School nurse
- Speech and Language team
- Sensory team
- Critical incident support
- Mental health and well-being team
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Pupil Referral
- SEN Support Service
- CAHMS
- The Outreach team
- Specialist Teachers from within the Local Authority.

In addition, important links are in place with the following organisations:

- Pre-schools/Nursery settings
- Secondary Schools
- Specialist Services

The voice of the child

All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity.

Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter.

Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years. This reflects the UN Convention on the Rights of the Child.

Review Date: September 23