



Thackley Primary School SEN and Inclusion Policy July 2017

Rationale

Thackley Primary School believes that all children, irrespective of ethnicity, attainment, age, disability, gender or background, have an equal right to a full and rounded education which will enable them to achieve their full potential. Our role is to help children make progress and raise standards of achievement both academically and behaviourally. We endeavour to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

Safeguarding Statement of Intent

At Thackley Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Thackley Primary School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

Equal Opportunities and Inclusion

Definition of SEND

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age, or have a disability, which hinders or prevents them from making use of education facilities normally provided. Therefore, children whose needs are not met by the provision of quality first teaching by the teacher for the majority of their peers might be regarded as having a "special education need".

Definition of Inclusion

Inclusion at its simplest is 'the state of being included'. It is to promote the idea that all people should be accommodated without restrictions or limitations of any kind. It is also to embrace people irrespective of race, gender, disability or any other attribute which can be perceived as different.

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. 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. It is important that in this school we meet the diverse needs of pupils to

ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to success.

Aims

1. To make SEND and Inclusion a whole staff responsibility and to offer a supportive network for staff in order to address SEND and Inclusion issues.
2. To identify individual needs at the earliest possible stage.
3. To work in partnership with parents/carers and outside professionals and voluntary agencies to the benefit of the child.
4. To ensure equality of opportunity and access to all areas of the curriculum for all children.
5. To acknowledge children's achievement in order to encourage the highest possible standards both academically and behaviourally.

Objectives

1. To provide relevant professional development in order to implement a whole school approach to the identification of and the provision for children with special needs, including clear lines of communication and procedures for addressing SEND (see Thackley Primary School's Local Offer)
2. To provide a range of resources accessible to all staff to support access to the curriculum
3. To seek support and advice from appropriate outside agencies, including expertise from health organisations and the Pre 5 team for children in our nursery provision
4. To use agreed assessment procedures including a baseline assessment on entry to school as well as on going assessment and specific standard tests where appropriate in order to identify individual needs as early as possible. This will be linked to Bradford Metropolitan Council's SEND criteria for provision, including Ranges 1-4
5. To ensure continuity and progression through the implementation of a whole school approach to curriculum planning
6. To co-ordinate the SEND and Inclusion provision through the SENDCo and/or the Inclusion Manager

ORGANISATION

Process of identifying and recording needs

Refer to: - Thackley Primary School's 'Local Offer'

All staff follow the Thackley Primary School SEND Provision Process:-

- All teachers prepare, deliver and review differentiated lessons that take into account the different learning styles of all the children. They monitor and review the progress of all children and set targets. Where a child is failing to make progress against predicted targets, different and additional strategies need to be considered.
- A broad and full assessment of the child's current level of functioning is undertaken and the information checked against the provision for each appropriate range of need.
- If a decision is made that a child has special educational needs, then this should be recorded. In the majority of cases the child will be placed at Range 1-4.
- An ongoing record of the child's progress should be kept.

- Children with social, emotional, behavioural difficulties may spend some time with our Learning Mentor for extra support and intervention.

Range 1-2

Children on School Action will have their needs addressed through normal class planning which differentiates for their needs.

The class teacher will inform the SENDCo of initial concerns and the child's name will be added to the SEND concern list. Parents/carers will be informed. If appropriate, after initial assessment the child's name will be put on the SEND register.

Child's name placed on the SEND Register - If the child makes sufficient progress the SENDCo may remove the child's name from the SEND register

Range 3-4

If insufficient progress is being made at Range 1-2, the child's name may need to move to Range 3. The SENDCo and class teacher will plan strategies to be used to support the child and a provision map will be completed and discussed with parents/carers.

The SENDCo sets a new review date with the parent/carer, which will usually be termly.

If the child is not making any progress after two review cycles, or in the case of SEMH if the child's behaviour becomes extreme and/or dangerous then further advice and support will be sought from the Learning Support Services, SEBD or Pre 5 team. A request for a statutory assessment may then be considered and the child moved to Range 4.

INDIVIDUAL ROLES AND RESPONSIBILITIES

The class teacher will:-

- Be aware of and implement the schools SEND and Inclusion policy and guidelines
- Be aware of the Thackley Primary School 'Local Offer' and their roles as stated within it.
- Identify the learning needs and styles of all children
- Provide relevant resources to support access to the curriculum
- Provide medium and short term differentiated curriculum planning to address identified learning needs
- Consult with subject coordinators for advice to provide access to the curriculum
- Share lesson planning, including teaching strategies and resources to be used and the monitoring and evaluation of children's progress with support staff

The Support Staff will:-

- Work collaboratively with the class teacher
- Implement school policies
- Identify the learning needs of the children causing concern as appropriate
- Become familiar with teaching strategies and resources used
- Support the teacher in addressing learning needs by applying agreed teaching strategies
- Keep records and share information with the teacher about children's progress in meeting targets or learning objectives set by the teacher

- Produce resources as appropriate
- Maintain confidentiality

The Special Needs Co-ordinator (SENDCo) will:-

- Act as a consultative role to support access to the curriculum and assessment
- Coordinate all of the provision for pupils with Special Educational needs or Disabilities.
- Advise on appropriate purchase and use of resources within budget limitations.
- Liaising with and advising fellow teachers
- Liaising with any other people or agencies to support their child's development.
- Ensuring that parents are made aware of any concerns regarding their child's progress.
- Liaising with local high schools so that support is provided for y6 pupils as they prepare to transfer
- Updating the schools SEND register
- Writing the school's policy for Special Educational Needs and Disabilities.
- Ensuring that there are in-depth records of their child's needs, targets and progress.
- Co-ordinating and developing school based strategies for identification and review of children with SEN
- Making regular visits to classrooms to monitor the progress of children on the SEND register

The Inclusion Manager will: -

- Assist in the promotion, direction and oversight of high standards of teaching and learning, pupil achievement and progression through effective inclusion for all pupils

The Head of School will:-

- Be responsible for the day to day management of all areas of the school's work, including provision for pupils with Special Educational Needs or Disabilities.
- Work closely with the SENDCo and class teachers to delegate responsibilities and to ensure that the needs of all children are met.
- Keep the Governing Body informed of any issues related to SEND.

The SEND Governor will:-

- Be kept informed of SEND issues
- Keep the governing body informed of SEND provision and development
- Be represented in appointment of SEND staff
- Be involved in the review and formation of the SEND policy
- Observe confidentiality

Parental Involvement and Complaints Procedure

- Parents/carers of children on the SEND register should be kept informed at every stage of provision by the class teacher or the SENDCo
- Parents/carers who are concerned about the provision for their child's needs and who have a grievance or complaint should express this to the child's teacher, the SENDCo/Head of School or the named governor for SEND, depending on who they feel best able to approach
- Parents/carers should have access to copies of current local and national information booklets and leaflets

- Any other member of staff who is approached by a parent with a grievance about the SEND provision for their child should be referred to the child's teacher, the SENDCo/Head teacher.
- The class teacher, the SENDCo/Head of School in collaboration with the parents will agree the appropriate action on the child

Admissions arrangements for pupils with SEND

Thackley Primary School follows the Bradford's Co-ordinated Admissions Scheme for all admissions to Reception to Year 6.

We are an inclusive school and all applications will be treated sensitively, including those for children with SEND. The admission of pupils with Education Health Care Plan for special educational needs is dealt with by completely separate procedure. Such children will be admitted to Thackley Primary School if this school is named on the EHCP. This is a statutory entitlement under S.324 of the Education Act 1996.

The Local Offer is a new way of giving children and young people with special educational needs and disabilities (SEND) and their parents or carers information about what activities and support is available in the area where you live. Thackley Primary School's SEND Local Offer is available to prospective parents on our website.

The Policy was agreed by the governors July 2017



The policy will be due for review in July 2019

