

# Inclusion Policy:

## Supporting Children with Special Educational Needs and Disabilities

### **What are our aims?**

In our school we try our best to make sure that we:

- Value the differences in children
- Help children to make the best progress that they can in their learning
- Work with parents/carers and children
- Keep our staff well trained
- Give all our children a wide range of experiences
- Help all our children to join in with the social life of the school

### **How does the school support children who need extra help?**

At school we:

- Identify the needs of children as early as possible
- Give children who have greater needs and more difficulties with learning individual consideration and make special plans for them
- Give pupils an equal chance to join in with all activities in school
- Celebrate the contribution that different children can bring to the school
- Make sure that all children join in with the learning in school so that they get the best from their education
- Work together with parents/carers and pupils to support their learning
- Encourage all children to become independent and take responsibility within school
- Make sure that we train our staff and encourage them to work closely together in order to share what they know with each other

The school has a 'graduated response' to providing help for the pupils with special educational needs as recommended by the LEA and detailed in the Special Educational Needs and Disability Code of Practice (2014).

A 'graduated response' means that we follow the steps below to work with parents/carers and children to identify those children who need extra help to access learning. This is called APDR (Access, Plan, Do, Review). Being supported by an APDR does not mean your child is always listed on the school Special Needs Register

**Step 1** – The class teacher, parents/carers and children plan for their learning. We make sure that all our children are supported in school in the best way for them. This may include individual arrangements for children. These arrangements are reviewed 3 times over an academic year and adjusted if needed.

**Step 2** – If step 1 is not enough, we will ask for help from specialists outside the school to help us plan for their learning. This may include the specialist teaching team, educational psychologists or occupational therapists amongst others. Together we will agree, record in writing and review targets termly. A child at this stage of the APDR may be on the school Special Needs Register.

**Step 3** – If step 2 is not enough support for a child, we will work together to ask for an Education and Health Care plan to be put in place. An Education and Health Care plan gives details of the support that a child is entitled to and may come with funding to support the child in school. At this stage of help, your child will be on the school Special Needs register.

**Who do I speak to if I think my child needs extra help with their learning?**

You should start by talking to your child's class teacher about extra help. Class teachers will involve the school SENDCo, Saima Din, if needed. It is her job to make sure that children who need extra help with their learning are getting it. This will start with the child being supported in class by an APDR for at least 2 terms.

**Who is responsible for special education needs and disability in school?**

**Class teachers make sure that they:**

- Know which children need extra help
- Plan and teach what each child should learn
- Supervise any Teaching Assistants involved in the learning
- Assess and record learning that has taken place
- Follow advice and recommendations from external professionals

**The SENDCo makes sure that they:**

- Oversee the school's special needs policy
- Advise teachers on the planning for children, setting targets and getting external guidance
- Co-ordinate the extra help that happens in the school
- Keep the school's special needs register up to date
- Support the Teaching Assistants in their work with children with SEND
- Work with the parents/carers of children with special educational needs and disabilities
- Help train the staff and governors
- Work with external experts
- Buy equipment needed to support children with special education needs and disabilities

**The Headteacher is the 'responsible person' and makes sure that they:**

- Are responsible for the running of the policy, for assessment and for the extra help that children get
- Tell governors about this policy
- Respond to complaints

**The Governors make sure that:**

- They decide what resources are needed
- This policy is in line with the Special Educational Needs and Disability Code of Practice: 0-25 years
- They join in with training when needed
- They do what the law says for pupils with special educational needs and disabilities
- Saima Din, SENDCo may involve Social Care, Health, the Local Authority and Voluntary Organisations when needed. This is done to meet the needs of children with special educational needs and disabilities and their families.

You can ask the school office how to contact the governor who checks that inclusion is working well.

## **How do parents/carers of children with special educational needs and disabilities apply for a place at school?**

Parents/carers of children with special educational needs and disabilities apply for places in the same way as for all children. No child will be refused admission simply because she/he has special educational needs or disabilities. Year 6 children with an EHCP will be supported to apply for a secondary school place through the annual review process, starting in Year 5.

## **How are staff trained to be able to support all children?**

All staff receive regular training to support special educational needs and disabilities. This training is organised to make sure that we can meet the needs of all the children in our school.

## **How does the school check that this policy is working well?**

The governors will want to know what parents/carers of children with special educational needs and disabilities think about:

- How their child is learning and if they are getting the help that they need
- How well they think that their child is involved in school life
- How independent their child is
- How well their child is taking on responsibility around the school
- How school money has been spent to support all children

Governors will also want to know the details of how many children are on the special needs register, how many applications for Education and Health Care plans have been made and how many visits from specialists have taken place.

## **What do I do if I am not happy with how the school is supporting my child?**

We want to know if you are not happy with the support for your child. If this is the case you should follow the school's complaints procedure:

1. Contact Saima Din, SENDCo to talk about your concerns
2. Contact Ben Tull, Headteacher to discuss the matter if you are still unhappy
3. Write to David Maher, Chair of Governors, if you feel that your concerns have not been sorted out
4. Write to the governors asking for a group of governors to look into your concerns if steps 1, 2 and 3 have not worked for you

You may ask at the school office for a copy of our leaflet on making a complaint.

Revised Sept 2014 – BT/SE

Reviewed by Curriculum Committee – Nov 2014 Revised

Feb 2016 SE

Reviewed and Approved by Curriculum Committee – 10<sup>th</sup> February 2016

Reviewed - March 2017

Reviewed - October 2019

Reviewed - April 2021

Reviewed - July 2022

Reviewed - July 2023

Reviewed - July 2024