



**DOCUMENT CONTROL**

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# Mulberry Park Educate Together Primary Special Educational Needs, Disability and Inclusion Policy

## Introduction

This policy takes into account the SEND Code of practice published in Sept 2014 and will be updated as necessary.

## Rationale:

This policy operates under the guiding principles of Educate Together:

- Equality based i.e. all children having equal rights of access to the school, and children of all social, cultural and religious backgrounds being equally respected
- Co-educational and committed to encouraging all children to explore their full range of abilities and opportunities
- Learner-centred in their approach to education
- Democratically run with active participation by parents, pupils and the community in the daily life of the school, whilst positively affirming the professional role of the teachers

Mulberry Park Educate Together Primary Academy is committed to providing an appropriate and high-quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Mulberry Park Educate Together Primary Academy is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs or disabilities (SEND)
- those who are gifted and talented
- those who are looked after (LAC)
- others such as those who are sick; those who are young carers; those who are in families under stress; pregnant schoolgirls and teenage mothers
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Mulberry Park Educate Together Primary Academy we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Mulberry Park Educate Together Primary Academy sees the inclusion of children identified as having SEND as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We have an SEND approach to looking at what additional provision we need to make for specific children rather than locating the problem with a child.

The development and monitoring of the school's work on Inclusion will be undertaken by the Head and Board.

The SEND Coordinator is Emma Garnett, who also takes the lead role in relation to inclusion and reports regularly to the Board on this area. The class teachers deal with the day to day implementation and review of the educational provision.

The SEND Trust Board member with specific responsibility is Kathy Brown. The Trust Board member with an Equal Opportunities/Educational Inclusion brief is Kathy Brown. The Academy Development Committee Member responsible for SEN is Emma Pauncefort.

## Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum\* through differentiated planning by class teachers, SENCO and support staff as appropriate. (\*Except where disapplication, arising from an EHCP occurs, disapplication is very rare and we aim to offer the full curriculum to all our pupils.)
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as needing SEND support.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our local area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

## **Communicating this policy**

### **SEND information report**

We have a legal duty to publish information on our website about the implementation of the policy for pupils with SEND. We will publish information about the arrangements for the admission of SEND pupils, the steps taken to prevent SEND pupils being treated less favourably than others, the facilities provided to assist access of SEND pupils and their accessibility plans. The information published will be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information should relate to provision set out in the local offer.

### **Arrangements for coordinating SEND provision**

1. The SENCO will meet with each class teacher at least three times a year to discuss additional needs concerns and to review educational plans.
2. At other times, the SENCO will be alerted to newly arising concerns by the class teacher.
3. Where necessary, reviews will be held more frequently than three times a year for some children.
4. Targets arising from these meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. The SENCO monitors planning for SEND and supports year group teams with curriculum planning.
6. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed on a termly basis, by the SENCO, in line with current pupil needs, educational initiatives and the budget. Additional support is funded through individual allocations from the LA.
7. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

## **Allocation of Resources to and amongst Pupils**

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEND provision.

## Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- EYFS Profile assessment results
- Progress measured against the Key Performance Indicators and objectives
- National Curriculum descriptors for the end of a key stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHCP
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through internal provision
- Additional support through external provision

Our criteria for this are described in **Appendix 2**.

## Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and support staff and will be used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, extra provision may need to be made.

This provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, there should be scope for each child to have individual target/s.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCO.**

Records will be kept as an individual record for the child containing information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information on a termly basis and make adjustments to the provision for the child, if appropriate.

All children's progress will be reviewed on a termly basis, although some pupils may need more frequent reviews. The SENCO will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to involve specialist services.

### **External support**

A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A child receiving support from external agencies may have an individualised plan. Monitoring will take place and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

## **External agencies**

Should an external agency request that support is provided by the school for a child after the parents/carers have contacted the agency, the school will carry out the recommendations of the external agency where reasonable and where the school feels them achievable and/or appropriate.

## **School request for an EHCP**

For a child who is not making adequate progress, despite external support, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to provide an EHCP for the child.

This will be done through the application process outlined by the LA.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

## **Education Health Care Plan (EHCP)**

Where a child is issued with a statutory EHCP by the LA, the school will follow the provision outlined in the plan.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the plan or to the funding arrangements for the child.

Where a non-statutory EHCP is in place, the school will endeavour to follow the provision outlined.

## **The School's Arrangements for SEND and Inclusion In-Service Training**

The following are the key arrangements to be made:

- The SENCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. Staff training and individual professional development are matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the Headteacher, SENCO, subject leaders and Advisors.

- All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

### **The use of teachers and facilities from outside the school, including support services**

- The Educational Psychologist will be asked to visit following discussion with the SENCO as to the purpose of each visit.
- Advisory Teaching Service visits will be requested by the school to provide specific information, share resources and provide in-service training.
- Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise
- The SENCO liaises frequently with a number of other outside agencies, for example:
  1. Social Care
  2. Education Welfare Service
  3. School Nurse
  4. Community Paediatrician
  5. Speech and Language Therapy
  6. Physiotherapy
  7. Occupational Therapy
- Parents/carers are consulted at all times if any outside agency is involved.

### **Arrangements for partnership with parents/carers**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- We make sure that all parents/carers are given information about local support groups when a child has been identified as having special educational needs.

- At review meetings with parents/carers we always make sure that the child's strengths as well as weaknesses are discussed. We ensure that where we make suggestions as to how parents/carers can help at home, actions are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Reading volunteers work with children during the school day.
- Regular curriculum workshops are offered for parents/carers to attend.
- Regular coffee mornings are offered for parents/carers to attend to discuss and share ideas for supporting children's learning.
- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the class teacher, then the Headteacher or, if this fails to resolve the issues, the Board. Our complaints procedures, available from the school office and website, sets out the steps in making a complaint in more detail.

### **Links with other schools/Transfer arrangements**

- Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting. Home visits will be carried out with each family on joining.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENCO will telephone to further discuss the child's needs. A report detailing the child's needs and targets will be sent to the schools children transfer to. The SENCO will discuss these children with other schools as necessary or on request.

## **Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate.
- Social Care and the Education Welfare Service will be accessed through the Children's helpdesk team or the visiting education welfare officer (EWO) as appropriate. Class teachers will alert the SENCO if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEND. The SENCO maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the parents/carers notice board.

## **Inclusion Principles**

- Staff at Mulberry Park Educate Together Primary Academy value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in developing the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best learning environment for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

## **Access to the Environment (see also Accessibility Plan)**

- Mulberry Park Educate Together Primary Academy is a single site school set across two floors. Entrance to the building is through the main door, which is suitable for wheelchair access. Classrooms are accessed from the main corridor from which there is also wheelchair access. A lift is provided for access to the second floor.
- There are two accessible toilets for children or adults in the school.

- We have made sure that there are good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, quiet areas).
- An accessibility plan of the school has been carried out.
- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

### **Arrangements for providing access to learning and the curriculum (see also Accessibility Plan)**

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the curriculum is flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring and collaborative learning.
- All curriculum areas are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the extra-curricular activities are barrier free and do not exclude any pupils.

### **Access to Information (see also Accessibility Plan)**

All children requiring information in formats other than print have this provided.

We adapt printed materials so that children with literacy difficulties can access them or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Mulberry Park Educate Together Primary Academy uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **Admission arrangements**

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Admission to reception is on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs and staff will discuss with parents/carers should a more gradual transition period be required.

Prior to starting school, parents/carers of children with SEND will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating disability issues into the curriculum**

The curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.

Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage disabled people to join our academy council (ADC).

The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of people with disabilities as they become available.

### **Terminology, imagery and disability equality**

The school staff are aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.

We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Opportunities to teach the children using symbols on displays and around the class are optimised.

### **Listening to disabled pupils and those identified with additional needs**

Mulberry Park Educate Together Primary Academy encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.

We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and welcoming.

The staff has on-going training opportunities on issues relating to communication and listening skills.

### **Working with disabled parents/carers**

Mulberry Park Educate Together Primary Academy recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in the Hall so that it is easily accessible.

### **Disability equality and trips or out of school activities**

Mulberry Park Educate Together Primary Academy tries to make all trips inclusive by planning in advance and using accessible places. We aim to take all children on residential during KS2 and provide additional TA support for individual children as required.

All children are welcome at our after-school activities and we try to rearrange transport as necessary.

### **Evaluating the success of the School's SEND and Inclusion Policy**

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour. We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- A reduction in the percentage of children with very low attainment
- An increase in the percentage of children recorded as having special educational needs attaining the expected standards at the end of KS1 and KS2

- A reduction in behaviour incidents and exclusions

The SENCO will provide information to the Board as to the numbers of pupils receiving special educational provision as well as any pupils for whom an EHCP Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that the Board are kept up to date with any legislative or local policy changes.

SEND and Inclusion is a standing agenda item at all school development meetings and will be reported at Board meetings, which are then discussed as necessary.

The SENCO will meet with the SEND Board member to discuss Inclusion and current SEND concerns. The SEND Board member will lead Board monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Target setting for all SEND pupils takes place at least termly. Samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Progress is monitored on a termly basis and we aim to increase the number of children with additional needs who achieve expected progress and standards at the appropriate Key Stage and become more ambitious from year to year. We aim to ensure that all pupils leaving at the end of Key Stage 2 achieve at least expected progress. Our success in all these areas is evaluated annually.

The policy itself will be reviewed as and when necessary.

### **Dealing with complaints**

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the class teacher, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a complaint to the Headteacher.

Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office or the school website.

## APPENDIX 1 - Whole school provision plan

Year Group	Provision / Resource	Staff / Pupil Ratio	Staff Involved	Cost in Time (Weekly)	Asst used to track progress	Outcomes
FS						
Y1						
Y2						
Y3						
Y4						
Y5						
Y6						
... pupils x internal extra support: ... pupils x external agency support ... pupils x EHCP (19 hours support of which 9 hours are funded), ...pupils initial cause for concern:						

Whole school provision planned for current academic year:

- INSET to be provided
- Staff training to be provided
- Regular training provided by appropriate nurse practitioners as required e.g. asthma, epi-pen etc.
- Regular advice given by visiting professionals

### COST OF PROVISION Example

Year Group	Provision / Resource	Staff / Pupil Ratio	Staff Involved	Cost in Time (Weekly)	Cost £
FS	Child A				
	Child B				
	Etc.				

TOTAL:.....

.....

Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing policies for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs. Specialist resources are accessed for children with EHCP through submission to LA after specialist advice has been sought.

### **GUIDELINES FOR IDENTIFICATION OF SEN (See document)**

The criteria map is a guide, for the purpose of making clear to parents/carers, children and school staff, about the levels at which children might be considered for extra help. The actual decisions, however, will depend on assessment of the child's rate of progress, as set out in the Code of Practice.