



INCLUSION POLICY

Incorporating
Special Educational Needs Information Report

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Inclusion Statement

At Moulton Primary School we endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs. We focus on individual progress as the main indicator of success. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Lucy Wallis: lwallis@moulton-pri.northants.sch.uk

They will:

- Work with the headteacher and SEND governor Mrs Liz Dixon to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language Difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia.
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Anxiety.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social or emotional needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record. We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The progress will be reviewed regularly in accordance with whole school data review cycles.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to and make additional transitional arrangements for pupils who would benefit from this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We provide a range of interventions to support pupils in Reading, Writing (including phonics,) Maths, Social, Emotional and Mental Health and wellbeing. These may be small group or one to one and may be delivered by teachers or teaching assistants. Interventions provided

may follow a set programme, or be bespoke and designed to plug gaps in knowledge to improve progress. These are reviewed termly and an overview can be found on the provision map.

All pupils with adaptations made to support the child: including specialist resources and teaching strategies will have an Individual Learning Profile (ILP) which will be shared with the parents and reviewed in the Summer term in preparation for transition to the next class.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

Every class has a teaching assistant, who is trained to deliver interventions.

Each class operates a system whereby the teacher, or child identifies if they have not understood, or would like additional practice towards a particular skill. The TA may support on a 1:1 basis, or in small groups as appropriate.

Teaching assistants may also be deployed to work on a 1:1 or small group basis, where a pupil needs additional support in a key area, or also to extend their learning towards mastery of a skill.

We work with the following agencies to provide support for pupils with SEND:

- School Nursing Team
- Speech and Language Therapy
- Occupational Therapy
- Physio Therapy
- Community Paediatrician
- Specialist Support Service
- Child and Adolescent Mental Health Team (CAMHS)
- Service Six (Therapeutic counselling)
- Education and Inclusion Team at NCC
- Young Carers Association
- Early Help Assessment Team
- Sleep Solutions
- Educational Psychologist
- Specialist SEND groups including, but not limited to: Target Autism, Autism Concern, Deaf Connect, ADHD Matters and a Dyslexia Specialist.

5.9 Expertise and training of staff

Our SENDCO has 8 years experience in this role and has previously worked as a SENDCO in a large primary with a Specialist Provision unit catering to pupils with a range of SEND needs including: multiple and profound needs, autism and social emotional difficulties.

As a full time non-teaching member of staff, the Inclusion Manager is responsible for SEND pupils, including Medical needs, EAL pupils, Attendance, and Safeguarding as forming part of the Wellbeing Team, Health and Safety team and the Disadvantaged Pupils Team.

In the last academic year, staff have been trained in supporting pupils with: Dyslexia, Speech, Language and Communication, Resilience, Emotional Literacy, Emotions coaching and Supporting the Development of Emotional Intelligence.

5.10 Securing equipment and facilities

When additional specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress each term
- Reviewing the impact of interventions termly
- Using pupil questionnaires
- Monitoring by the SENDCO (to include behaviour for learning, book dip in's and discussions with children and key adults.)
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) in years 4 (Everdon) and 6 (PGL:Boreatton Park,) with a Reception and Year One sleepover in the summer term to support with preparation for transition.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability, unless all measures have been taken to ensure safety through a comprehensive risk assessment and inclusion cannot be deemed safe or if inclusion of the pupil results in ineffective education for the other pupils.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of every aspect of school life: including clubs, class trips and residential visits.
- We have a zero tolerance approach to bullying.
- We offer an invite only wellbeing lunch time club to pupils for a range of reasons, including SEMH difficulties.

We use Wellbeing Trackers to monitor overall wellbeing of pupils and have a tiered support system in place: whereby a level of support may be provided for by the class staff, or in more complex cases – the Learning Mentor may become involved and offer a more specific intervention program, such as (but not limited to)

- Bereavement
- Drawing and talking
- Social skills
- Anger management
- Anxiety strategies
- Relax kids
- Re-framing/ positivity support

5.14 Working with other agencies

If necessary, in agreement with parents – school may seek involvement from a paediatrician or other outside agency to help us to better understand the needs of a child and how best to meet those needs.

With the agreement of parents, an Early Help Assessment may be used to coordinate outside agency support and to identify other professionals who may be able to support the family. The Inclusion Manager will meet with parents and carers and class staff to gather information about the child and how they function in both the home and the school environment and setting a clear action plan of support. We actively seek advice from specialist agencies to support us in better supporting individual children.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher or SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

<http://www.iassnorthants.co.uk/Pages/home.aspx>

Telephone: 01604 364772 (Monday to Friday from 9am to 5pm)

Alternatively, you can email contact@iassnorthants.co.uk

5.17 Contact details for raising concerns:

Lucy Wallis (Inclusion Manager) lwallis@moulton-pri.northants.sch.uk

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/schools-and-education-providers/1621-moulton-primary-school>

6. Monitoring arrangements

This policy and information report will be reviewed by Lucy Wallis annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions