



Witchampton CE VA First School Inclusion Policy

Introduction

All children are special. All children are unique. All children at our school will get the right level of support, care, and encouragement that enables them to flourish so that they can develop into happy and fulfilled adults who make a positive and valued contribution to the world.

All children are entitled to a broad, balanced and relevant curriculum. Progress is continually monitored using a range of assessments.

We strive to create a sense of community and belonging for all our children. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum and systems for early identification of barriers to learning and participation. Similarly extra provision/signposting will be made available to children who display particular aptitudes in any area of school life (see Gifted and Talented Policy).

Every child is entitled to the best chances and the best education we can offer - this policy outlines how this can be achieved at Witchampton CE VA First School.

Aims

- To make all children feel included and part of the school family
- To celebrate the strengths of every child in order to raise self esteem
- To give children appropriate provision in terms of detailed Provision Maps.
- Differentiated activities, work, and input within the classroom
- Differentiated and tailored activities, work, and input outside the classroom
- Staff support including 1:1 where necessary
- Physical support
- Differentiated equipment and access eg. coloured overlays for dyslexic children
- Support from external professionals eg. educational psychologist
- Support through paperwork, action plans, IEPs etc.
- Support through close liaison with the child's family

Guidelines

Roles

SENCO

It is the job of the SENCO to oversee the provision for all children with special needs. Her role will also include

- Ensuring staff have appropriate training and support
- Keeping the records of Special Needs and vulnerable children up to date
- Keeping the record of Gifted and Talented children up to date
- Liaising with all parties
- Holding meetings and taking minutes
- Making applications for additional funding
- Creating and delivering the SEN aspect of the School development Plan
- Tracking the progress of all SEN children through in-school progress tracking

Class Teacher

- Is responsible for the provision for all the children in their class to enable them to flourish and make progress – socially, academically, personally, physically and emotionally.
- Makes the initial identification of a child who they think has Special Needs and then consults with the SENCO.
- Tracks the academic progress of every child through from July handover (from previous teacher) through to January mid-year assessment and June end of year assessment.
- Uses the tools, strategies, paperwork, guidance and support that has been recommended by the SENCO.
- Meets regularly and as appropriate with parents and carers.
- Attends meetings with other professionals as needed
- Transfers relevant and appropriate information to the teacher and teaching assistants who will be working with that child the following year in the July transfer meetings

Class Teaching Assistant

- Under the direction of the class teacher supports individuals and groups of children with specific tasks/learning objectives
- Provides feedback to the class teacher on progress, effort, and engagement of the child/ren.
- Contributes positively to the provision and ethos of the class so all children flourish.
- Attends meetings with other professionals, carers and parents where necessary.

SEN Teaching Assistant

- Under the direction of the SENCO undertakes specific programmes with specific children.
- Provides feedback to the SENCO on progress, effort, and engagement of the child/ren.
- Attends specialist training where appropriate
- Meets with parents and carers when needed

SEN Governor

Meets annually with SENCO and at this meeting will

- Review this policy
- Discuss provision for children on the SEN register
- Gather an oversight that enables them to be assured that children's individual needs are being met

Parents

Parents/carers are notified early if the school has any concerns equally the school listens carefully to parents who have concerns.

Information is shared with parents/carers in informal conversations and in individual meetings. Dialogue is kept in home/school record books, meeting minutes etc are recorded where appropriate.

Parents/carers of School Action Plus IEP children are invited to termly review meetings with class teacher, TA, child and SENCO; they discuss progress and are involved in setting targets with appropriate intervention strategies.

Parents/carers of School Action IEP children have termly review meetings with the class teacher as part of regular parent/teacher meetings.

The school promotes a culture of co-operation between parents/carers, LAs and others. This is important in enable anyone with SEN to achieve their full potential.

The school respects the differing perspectives of all parties concerned with pupils with SEN and seeks constructive ways of reconciling different viewpoints. We respect the differing needs of parents/carers such as a disability of communication and linguistic barriers.

Parents are encouraged to share their concerns with school staff as soon as possible so the school is aware and can take appropriate action.

Children

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability

Children participate where possible, in all the decision making processes, including setting targets and contribution to their IEPs, discussing their choices, assessment of needs and in the review procedures.

Other Agencies and Support Services

We link with other schools, special schools, voluntary organisations, health and social care, and the LA.

When necessary the school works with the following as needs arise:

- Educational Psychologists
- Behaviour Support Service
- Specialist Dyslexia Teacher

- Speech and Language Therapy
- Vision Impaired Service
- Hearing Impaired Service
- Occupational Therapy/Physiotherapy

Records of all pupils are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any pupils identified as needing additional or different provision to enable continuity of support.

Types of Special Needs

Moderate Learning Difficulty

This term is used of the child who is 2 or more years behind their peers in academic progress. In most cases this child will be at School Action Plus and have an IEP (Individual Education Plan). Their needs will be met through differentiated work and home learning and often some tailored input from one of the SENCO.

Sensory and/or Physical Difficulty

These can be visual, hearing, or physical impairments which may arise from physical, neurological or metabolic causes. Other physical difficulties may lead to more complex learning and social needs. Physical difficulties can be supported by aids (eg. hearing aid, wheelchair) or by adaptation of the curriculum, teaching, environment and the timetable.

Speech and Language Difficulty

This is a delay/difficulty of speech and/or social use of language, which causes concern over the acquisition of literacy or creates social difficulties. Such children will have an IEP and a specific speech and/or language programme which is drawn up with the help of written or verbal advice by the Speech and Language Therapist.

Behaviour/Social/Emotional Difficulty

There may be a time when a child may become withdrawn and isolated or become unpredictable and/or disruptive, attention seeking and unwilling to follow routines or instructions. The child's needs are met through a positive, proactive whole school approach to developing their social, emotional and behavioural skills. An individual behaviour plan (IBP) will be set up in many cases which has SMART targets which are agreed by child, parent/s and teacher and will be regularly reviewed and updated. Where appropriate, advice will be sought from the county's behaviour support team.

Medical Needs

This term refers to needs such as ADHD, Diabetes, allergies etc. Some children in this group would have a medical action plan. Children's needs will be met by careful management and training of staff in partnership with parents.

Terms

School Action

When a teacher raises a concern about the progress of a child, despite differentiated learning activities in the classroom, the child's name will be added to the SEN register at this level. An IEP/IBP will be drawn up and the class teacher will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

School Action Plus

If despite the above the child does not make any significant progress within two of the termly IEP review meetings, it is possible that support from external services would be sought. At this point the child would become School Action Plus. Members of the Local Authority Inclusion Team will allocate time on a specific programme which will support the child's learning needs.

IEPs – these are Individual Education Plans which are drawn up to specifically target areas of learning. The IEP will clearly state SMART (specific, measurable, achievable, relevant, timed) targets which are agreed with the child and parent. The IEP clearly states how the school will support the achievement of these targets.

IBP – (Individual Behaviour Plan) as above but linked to behaviour.

Action Plans (Medical) – these are written and agreed with parents at the beginning of each school year. They are for children with medical needs. Clear procedures, listing symptoms and the action that needs to be taken, are set out. The Medical Action Plans are on display in the kitchen with a photo of the child (and a copy is also kept in the office). All staff working closely with that child will have training/information at transfer meeting in the summer and all staff will be updated at the first meeting in September. If there are changes mid-year these Action Plans will be updated and all relevant staff informed.

Action Plans (Behaviour) – as above but linked to behaviour.

Summary

This Policy is underpinned by the SEN Code of Practice (2007) which the school refers to.