

Norton Free Church of England Primary School
Special Educational Needs and Disabilities (SEND)
and Inclusion Policy

Introduction

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. We make this a reality through the attention we pay to the different groups of children within our school.

This policy applies to those pupils who:

- have learning, physical, communication, sensory and/or medical needs;
- have or experience behavioural, emotional and social needs;

It also applies to those pupils who:

- reflect social and cultural diversity;
- have attendance difficulties;
- experience significant ill health;
- have relatives to care for;
- use English as an additional language;
- have residency in this country or may be refugees or asylum seekers;
- have a mobile life style as travellers;
- are 'looked after' children;
- live in poverty or who may be homeless;
- are gifted and talented;
- bully or who are victims of bullying;
- are bereaved;
- are traumatised

Aims

The school aims to:

- help pupils develop their personalities, skills and abilities;
- provide appropriate teaching which makes learning challenging, enjoyable and successful;
- provide equality of educational opportunity;
- engender a culture of tolerance and acceptance of all, mutual respect where all are valued.

Objectives

The school will:

- ensure implementation of government and LA inclusion recommendations;
- ensure the school's inclusion policy is implemented consistently by all staff;
- ensure any discrimination or prejudice is eradicated;
- identify barriers to learning and participation and provide appropriately to meet a diversity of needs;
- ensure all pupils have access to an appropriately differentiated curriculum;
- recognise, value and celebrate pupils' achievements, however small;
- work in partnership with parents / carers in supporting their child's education;
- guide and support all staff, governors and parents in inclusion issues.

Defining inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils irrespective of age, ability, gender, ethnicity, language and social background, and the maximising of resources to reduce these barriers. At Norton Free Church of England School, we have defined inclusion as **"a process which recognises and values diversity, promotes a shared vision for community cohesion and supports the participation of individuals in the life of the community."** All teachers are also committed to meeting the needs of all pupils in their class and promoting the culture and ethos of inclusion within the school community.

Inclusive Provision

The school offers a continuum of provision to meet a diversity of pupils' needs. Although all pastoral classes are mixed ability, the school and individual teachers have the flexibility to set smaller ability groups, within their classes, for specific aspects of the curriculum.

Additional in-class support is provided by teaching assistants (TAs). This additional support is targeted at individual pupils and small groups of pupils. Access to learning is enhanced through technology such as laptops. Out-of-class provision is available to pupils with statements of SEND, where appropriate, who require specialist personalised learning programmes. This provision is determined by the Head teacher, SENCO and class teacher, is time limited and monitored.

A range of extra-curricular activities are available to all children, without exception, during lunch time and before and after school. These include cross-country training (for inter-school weekend race fixtures), basketball, football and a Gardening Club. In addition a variety of expert coaching is offered to children for short periods of time. This has included activities such as tennis, 'Kickstart' and dance and drama.

Promoting an Inclusive Curriculum

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

When setting suitable learning challenges, we aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. The National Curriculum programmes of study set out what most pupils should be taught at each key stage but our teaching reflects the knowledge, skills and understanding in ways that suit our pupils' abilities. This may mean choosing knowledge, skills and understanding from earlier or later key stages so that individual pupils can make progress and show what they can achieve. A flexible approach is used to take account of any gaps in pupils' learning resulting from missed or interrupted schooling (for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions).

For pupils whose attainments fall significantly below the expected levels at a particular key stage, a much greater degree of differentiation is necessary. In these circumstances, teachers use the content of the programmes of study as a resource or to provide a context, in planning learning appropriate to the age and requirements of their pupils.

When planning, we set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. This is based on a system of tracking pupil achievement in order to ensure that pupils do not underachieve or fail to reach their potential. We respect and value pupils that bring to school different experiences, interests and strengths, which will influence the way in which they learn. Our teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.

To ensure that we meet the full range of pupils' needs, our teachers are aware of the requirements of the equal opportunities legislation that covers race, gender and disability. We take specific action to respond to pupils' diverse needs by:

- creating effective learning environments
- securing their motivation and concentration
- providing equality of opportunity through teaching approaches
- using appropriate assessment approaches
- setting targets for learning.

Our teachers take specific action to provide access to learning for pupils with special educational needs and disabilities by:

- providing for pupils who need help with communication, language and literacy
- planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- planning for pupils' full participation in learning and in physical and practical activities
- helping pupils to manage their behaviour, to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

External Support

The school, through its service level agreement, buys in additional external specialist advice and support from e.g. the Learning Support Service, Sheffield Educational Psychology Service, the Early Years Inclusion Team and the EWO. Specialist teachers from these services provide intervention in the form of personalised learning, direct teaching, in-class support, counselling, and assessment of pupils' needs and progress as determined by the individual needs of specific pupils. The school also accesses various NHS services, e.g. Sheffield Speech and Language Therapy, and works closely with NHS professionals, such as those at the Ryegate Children's Centre, as well as the School Nurse (Delya Lane).

The school is also engaged in developing collaborative partnerships with special and mainstream schools, local colleges and training providers to promote inclusive networked learning communities.

Resource Allocation

The head teacher and SENCO work closely to plan how specific resource needs will be met from the school budget, and governors approve the necessary curriculum priority spending that supports moving inclusive practice forward.

The SENCO coordinates the amount of additional in-class and external specialist support required for pupils at School Action Plus and with a statement. Pupils at School Action receive in-class support from teaching assistants which is planned for by the Head and Chair at the annual Budget setting meeting.

The SENCO reports annually on the efficient and effective use of resources for pupils at school action, school action plus and those with statements of SEND.

Assessment Procedures

We believe that all children and young people deserve to have their achievements and progression recognised and the school's curriculum reflects the different levels of attainment likely to be achieved.

The school uses the nationally recognised assessment system, which relates to the foundation stage, the P Scales for pupils with learning difficulties and the National Curriculum levels of attainment

The APP levels guide teachers as to where the pupils are in their learning, where they need to go and how best to get there.

All teachers monitor, review and analyse pupil progress in accordance with the school's assessment policy. In order to ensure accurate assessments are made, teachers regularly moderate and standardise samples of pupils' work and achievements across the curriculum.

Underachievement is identified as early as possible. Pupils are set individual challenging targets which address the area of underachievement. Pupil progress is monitored and reviewed half termly.

All staff track pupil progress systematically and report half termly to the head teacher in order to:

- check the progress individual pupils make against their targets;
- verify that barrier-free learning is taking place across the curriculum, particularly where there have been changes in staff or low attendance rates;
- provide a cross-check with teachers and teaching assistants regarding the pupils who are underachieving in relation to their prior attainment;
- monitor the progress of specific pupil cohorts, e.g. summer-born children, free school meals pupils, EAL, different ethnic groups, boys and girls, BESD, SEND, gifted and talented, traveller children, looked after children, etc.

- identify particular strengths and weaknesses of particular year groups or teaching sets, in a key stage or subject area;
- collect, monitor and analyse fixed-term and permanent exclusions and takes appropriate action to prevent re-occurrence;
- check the progress of pupils at School Action, School Action Plus and those with a statement to inform the SEND register and to ensure that the pupils' needs are being met;
- show 'value added' in view of the additional resources put in place to support inclusion; to
- compare the accuracy of teacher assessment with external test results at the end of a key stage (i.e. the difference between actual and expected pupil performance);
- compare the school's performance with other similar schools in the LA via the school Information Profile, with their statistical neighbours and with national performance data.

Disapplication and modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. However, in exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Authority and taking account of the most recent guidance. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Working with parents

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education.

Parents are seen as partners in the educational process. Parents are encouraged to keep regular contact with the school regarding their child's progress, and regular meetings take place to ensure this. The home-school agreement outlines how parents can support their child's learning at home.

Evaluating the Inclusion Policy

We believe that effective schools are also inclusive schools and to this end, our evaluation focuses up on a shared vision and commitment to inclusion which ensures:

- a stable and experienced teaching team working in collaboration with teaching assistants;
- strong support from parents, carers and governors;
- careful and systematic use of resources;
- thorough monitoring, evaluation and assessment of progress;
- a calm and consistent school climate that promotes good, positive social relationships;
- high expectations of all pupils;
- that pupils' views are valued, and the pupils' voices are listened to;
- clear and consistent whole-school policies, with the emphasis on early intervention;
- recognition and respect for diversity;
- appropriate, effective communication systems;
- regular inter-school collaboration; and
- the school is a community resource for learning and leisure activities for all.

Reviewed annually: March 2013