



Inclusion Policies

- *Introduction*
- *SEN Policy*
- *Restorative Relationships Policy*
- *EAL Policy*
- *Gifted and Talented Policy*
- *Mobile Pupils Policy*
- *Single Equality Scheme*

Our Vision: at Christ the Sower Ecumenical Primary School we provide the 'good earth' for all in our community to flourish; where every member can fully explore who they are created to be, with the high expectation that we, individually and collectively, will bear fruit beyond our wildest dreams. A place where we are LOVING, LEARNING and GROWING TOGETHER.

1. Introduction

In this set of policies, which together form our Inclusion Policy, we aim to reflect the inclusiveness of Christ, as outlined in Matthew 5:1-12 and Matthew 11:28. Christ the Sower Ecumenical Primary School is committed to inclusive education and ensuring the best education for all children, regardless of ability, gender, ethnic background, belief or religious affiliation. We aim to adopt the principles of inclusion through equality of opportunity and access to a diverse, challenging and differentiated curriculum for all.

Many children will face barriers to learning at some point in their school career. Whilst these policies describe provision for particular groups of children, all our provision and specific interventions are based on individual children's needs.

2. Aims and objectives of these policies

- To build an exciting, interactive learning community where children feel happy, safe and inspired to achieve.
- To maximise progress and learning for life across the curriculum for all the children in our care

- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with barriers to learning
- To monitor continually the progress of all children, to identify needs as they arise and to provide support at the earliest opportunity
- To provide full access to the curriculum through differentiated planning by class teachers, SENCo and external staff as appropriate
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our community
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence
- To involve parents/carers at every stage in plans to meet their child's additional needs
- To involve children themselves in planning and in any decision-making that affects them

We achieve educational inclusion by continually reviewing what we do and through asking ourselves these key questions:

- Do all our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
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Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. (Code of Practice, DfE, 2014)

The SEND Code of Practice identifies the following four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for. Children with SEND may have needs which lie in one or more of these specific areas.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught. Whilst these present temporary barriers to learning, they are met within the provision of our EAL policy.

The definition of children with special educational needs includes children with social and emotional difficulties where special educational provision needs to be made. This includes children who are ‘becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.’ (Code of Practice, DfE 2014)

SEN Procedures

As part of their ongoing assessment and record keeping, teachers identify children who are not making expected progress in their learning/social skills and are significantly below the standards expected for their age. Alternatively, there may be children for whom the school’s general behaviour management strategies are not sufficient. In such cases, teachers complete a Record of Concern and discuss this with the school’s SENCo, Sarah Ross including specific evidence of difficulties and strategies that have already been tried.

Register of SEN Support

Where children continue to make less than expected progress and interventions have had limited impact on the child’s progress, the SENCo may consider providing the child with SEN Support and will list the child on the school’s SEN Register. This will occur if the child is not making sufficient progress and/or requires provision which is **additional to or different from** that which is provided as part of the school’s differentiated curriculum. Parents are informed of concerns held by the school and the decision to place their child on the register.

The SEND Code of Practice (6.44, 2014) states that: ‘Where a child is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.

Relevant targets are decided on for that child by the teacher and they are added to the class ‘provision map’. This is copied to the SENCo and the parents are sent a copy of the child’s individual ‘Target/Review Form’. It is **vital** that parents are given a copy of the targets and that they are clear as to their purpose. It is the responsibility of the class teacher, phase leader and SENCo together to deploy existing members of staff and other resources to offer additional support linked to the specific targets outlined in the provision map. Where a child works with a Teaching Assistant, ongoing notes are kept and progress towards targets is discussed regularly with the class teacher providing evidence for the next target review.

Targets are reviewed by the class teacher every half term and the views of the children and their parents/carers are sought where appropriate. New target sheets and provision maps are stored electronically on the Staff Drive and paper copies are kept in the class teacher's SEN records and the main SEN filing cabinet. A child may remain on the register for SEN Support for as long as necessary.

The SENCo remains fully involved at all times and coordinates the involvement of outside agencies should this be required by the school. The SENCo also oversees the borrowing of additional resources if necessary and works closely with the class teacher to devise targets, programmes and work.

The class teacher remains responsible for ensuring time is allocated to meet the needs of the provision map within the class environment and its review.

A Graduated Approach to SEN Support

SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes'. We will adhere to the following four-part cycle in order to support those children in need of SEN Support:

- Assess;
- Plan;
- Do;
- Review.

Assess: The SENCo, in conjunction with the Class Teacher, will discuss the progress of children who are not making the expected progress. This will follow the same process as detailed above in SEN Procedures.

Plan: Where it is decided to provide a child with SEN Support, the parents or carers of that child must be formally notified. The SENCo will arrange a meeting with the parents or carers and the Class Teacher to discuss this. During this meeting, the SENCo and Class Teacher should agree, in consultation with the parents or carers and the child, the adjustments, interventions and support to be put into place, as well as the

expected impact on the progress, development or behaviour, along with a clear date for review (SEND Code of Practice, 6.48, 2014). It is the Class Teacher's responsibility to make sure that all other Teachers and Support Staff who work with the child are made aware of the child's additional needs and the strategies that are used within class.

Do: The Class Teacher should remain responsible for working with the child on a daily basis. Where interventions involve 1:1 or small group teaching away from the classroom, the Class Teacher should work closely with any Teaching Assistants delivering these interventions. It is the responsibility of the Class Teacher to liaise with the Teaching Assistant to ensure that interventions are linked with classroom teaching. Any Teaching Assistants delivering 1:1 or small group interventions meet with the SENCo on a half termly basis so that these sessions can be reviewed.

Review: The effectiveness of the support, interventions and their impact on the child's progress should be reviewed in line with the date agreed during the 'Plan' stage meeting. This will usually be within one term of the original meeting but may be sooner depending on the needs of the child. The SENCo, in conjunction with the Class Teacher, is responsible for evaluating the effectiveness of SEN Support, including any interventions that have been used. Parents and carers will be invited in to discuss the child's progress. Discussion will focus on the impact of the support and any interventions provided and form the basis of planning for the next stages of the child's progression. For children receiving SEN Support, this process will generally be repeated once per term unless the needs of the child require more frequent reviews.

We have a supportive and nurturing approach towards children who, from time to time, find it difficult to engage with lessons and whose behaviour for learning might need further development. Some children may have individual behaviour plans to help them access their lessons and to ensure a consistency of approach.

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying. Our

Learning Mentor provides additional 1:1 support for children to ensure they are listened to when they are worried, in line with the school's bullying policy. All staff are trained to high standard in safeguarding. There are four safeguarding officers within the school (see child protection policy). A clear behaviour policy is used consistently within school (see Restorative Practice).

Managing children's needs on the SEN Register

When review meetings are held for children in receipt of SEN Support, if expected progress has been made, gaps in learning have closed and children are achieving in line with their ability, a decision will be made by the SENCo about whether the child needs to remain on SEN Support. If the decision is made that the child no longer needs SEN Support, the SENCo will arrange to meet with the Class Teacher and parents/carers one term later to review progress once SEN Support has ceased. Parents may request additional meetings as they wish with the SENCo and/or Class Teacher at a later date. However, if the SENCo, Class Teacher and/or parents judge that the child is making inadequate progress despite the delivery of high quality targeted interventions, the SENCo may choose to seek parents' or carers' permission to make a referral to one of the following:

- Speech and Language Therapy;
- Special Needs Nursing Team;
- Physiotherapy;
- Occupational Therapy;
- Audiology;
- Ophthalmology ;
- Education Support Teams (Early Years and Sensory Impairment Teams);
- Child and Adolescent Mental Health Service;
- Any other agency as appropriate.

Formal Assessment

Where the child meets the Milton Keynes Criteria for Statutory Assessment, a decision may be made, in consultation with the parents, to proceed with a request for an Education, Health and Care Plan (EHCP).

The SENCo is responsible for collating all documentation required for Formal Assessment using

the forms on the MK Council website. The SENCo will request a range of information from the parents, class teacher and other agencies.

Milton Keynes Council has 6 weeks in which to make a decision as to whether to proceed with formal assessment. The child remains at 'SEN Support' during this time and will continue to be on this register if an EHCP is not issued. If the decision to proceed with formal assessment is made it will take up to a total of 20 weeks to complete.

Education, Health and Care Plan

The conclusion of Statutory Assessment may lead to an Education, Health and Care Plan. It details the special educational and non-educational needs of the child and the provision that must be made by the school to help meet these needs. It is a legal document.

The class teacher remains responsible for drawing up the targets and ensuring time is allocated to meet the targets set. Differentiation in the curriculum for the child should be identified on the class teacher's weekly plans.

The SENCo supports the class teacher in deciding the provision required and in differentiating the curriculum appropriately.

Targets are stored, reviewed and shared with parents in the same way as for children receiving SEN support and in keeping with the requirements of the EHCP.

The Annual Review is a yearly meeting to discuss the progress the child has made towards their targets and to make decisions as to whether the EHCP is still accurate. The meeting is organised by the SENCo following Milton Keynes Council Guidelines. All relevant agencies are invited.

The EHCP may remain in place unchanged. Where changes are made the SENCo takes responsibility for amending and returning documents to Milton Keynes Council who will issue a new EHCP. Changes to provision and targets are made as necessary following the review.

Disapplication and modification of the National Curriculum

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

Roles & Responsibilities

The Governing Body.

The Governing Body must:

- Make every effort to see that the necessary arrangements are made for any child who has special educational needs;
- Make sure that teachers are aware of the importance of identifying children who have special educational needs and of providing appropriate learning opportunities.
- Consult the LA and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area;
- Make arrangements and allow children with SEN to join in the everyday activities of the school as far as is practical;
- Update details, provided for parents on the school website, each year on their policy and provision for children with special educational needs;
- Treat any formal complaints from parents of vulnerable children concerning the school's provision with sensitivity and according to the school's complaints procedure.
- Ensure relevant in-service training has been organised for staff in relation to vulnerable children in their care.

- Take account of the Code of Practice when carrying out their duties towards all children with special educational needs.

The Headteacher

The Headteacher must:

- Have a clear overview of special educational provision in the school and provide strategic direction;
- Manage resources and staff transparently and effectively;
- Provide sufficient resources, administrative support and professional support to the SENCo to enable her to be efficient;
- Provide opportunities for professional development for the SENCo;
- Monitor the effectiveness of the SEN policy and its implementation in the school;
- Evaluate the effectiveness of SEN access and provision and identify its contribution to the overall effectiveness of the school in raising standards for all children.

The SENCo

The SENCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after child has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Liaising with parents of children with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a child and their parents

are informed about options and a smooth transition is planned

- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all children with SEN up to date.

(Code of Practice 2014)

The school's co-ordinator is Mrs Sarah Ross. She can be contacted via the office phone number (01908 867356) or the SEN email address (SEN@ctsmk.org.uk)

The Class Teacher

Class teachers:

- Plan work at an appropriate level to ensure access to learning for all;
- Set curriculum targets every half term for SEN children;
- Ensure that individual learning targets are incorporated into planning;
- Plan and oversee the work of teaching assistants;
- Monitor the progress of children with SEN;
- Provide information to the SENCo as requested;
- Provide, as necessary, information and reports to other agencies involved in supporting individual children;
- Provide reports for annual reviews and other statutory procedures;
- Support children in preparation of their own reports for annual reviews;
- Alert the SENCo to any concerns that they have about children with SEN or that they suspect are experiencing difficulties with learning;
- Plan work for, and oversee the work of, TAs and LSAs when working with children in their class.

The Teaching Assistant

Teaching assistants:

- Are directed by the class teacher;
- Are involved in planning of support;
- Receive guidance on appropriate teaching and support strategies;

- Make an input appropriate to their role to planning and review of special provision;
- Provide feedback to teachers and the SENCo regularly;
- Are clear about their roles and responsibilities within the school, especially towards children with an EHCP;
- Are given opportunities for continuing professional development.

The Parents

The school will keep parents informed at all times about their child's learning and progress.

The Child

The Code of Practice (2014) required the school to consider ways in which all children with SEN are involved in their own assessment and learning process. All children at Christ the Sower are involved in setting targets for learning in an appropriate way for their level of development. These targets are agreed in class with the teacher and/or teaching assistant and shared with parents at consultation evenings or by sending them home.

Admission and Transition Arrangements

Children with SEN are subject to the same admissions criteria as all other children with the exception of children with an EHCP who are given priority. Please see our Admissions Policy for further details.

When a child with SEN transfers to our school, as much information as possible is sought from their previous placement and, where it is deemed appropriate, a transition meeting is arranged to which parents are invited. Each child's ability and needs are assessed within two weeks and appropriate support is put in place as soon as is practically possible.

When a child with SEN transfers from our school either at the end of KS2 or at another point in their Primary education, all targets and reports from external agencies are sent promptly once the details of the new school are given to us. Where appropriate, transition meetings or meetings between SENCos may be held to

exchange information. Our partner secondary school, The Hazeley Academy, holds extra transition days for SEN children in Y6 and a meeting is usually held between the SENCos to discuss particular children and their needs.

Transition between classes at school can sometimes be a cause of anxiety for some of our most vulnerable SEN children. Consequently, extra arrangements are sometimes made such as social stories or leaflets preparing children for the change of class and teacher.

Resources & Funding

Christ the Sower Ecumenical Primary School is a two tier site with two separate lifts enabling access to the upper floors. Entrance to the school is level and is wheelchair accessible. There are currently four accessible toilets for children and adults.

The SEND Code of Practice states that:

- All mainstream schools are provided with resources to support those with additional needs, including children with SEN and disabilities (6.95);
- Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and is for the school to provide high quality appropriate support from the whole of its budget (6.96);
- It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of children with SEN (6.97). The school is also eligible for top-up funding from the Local Authority for those SEN children that need more than £6000 worth of special educational provision.

Resources to support those who have learning difficulties are stored in the individual work areas where they are used. Teaching staff and teaching assistants are responsible for maintaining the equipment and ensuring it is available to those who need it. There is access to loan equipment from the Sensory Impairment Support Service for those children with sensory difficulties.

The school also maintains links with the local Special School in order to share and enhance the school's knowledge and understanding of practice in this area. A few children have been educated at Christ the Sower on a part time basis with support from staff from the Special School at which they are registered.

Evaluating the success of the SEN Policy

- All targets are reviewed every half term and parents are informed during the review process. For any children or groups of children who have not made sufficient progress, additional or alternative provision is made available.
- Every term we analyse data relating to achievement and attainment, focusing specifically on children with SEN as part of the pupil progress meetings. The outcome of this analysis drives provision and interventions for the coming term and forthcoming year.
- A Provision Map is used to organise and monitor provision across the school. The impact of specific interventions is evaluated in order to ensure children are making as much progress as possible.
- We report progress and other SEN data to Governors through the Curriculum committee and through the Headteacher's report to Governors.
- The SENCo meets with the Governor with responsibility for SEN to discuss current concerns.
- Whole school monitoring and evaluation procedures include lesson observations, work and planning scrutinies and discussions with children. During these procedures, raising standards for all children is paramount. The SENCo and HLTA also conduct regular learning walks/observations to assess the effectiveness of the interventions run by TAs, particularly those which involve children with SEN.

For further information on the school's provision for children with SEN, please refer to our SEN Information Report on the school website at www.ctsmk.org.uk or the Milton Keynes Council's local offer which can be found at <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

Signed:

Date:

