

# SNANTON CE VC PRIMARY SCHOOL

## INCLUSION POLICY

“Learning and growing together, following in God’s Way”

### RATIONALE

Snainton School is committed to providing a stimulating environment and a high quality education for each and every one of our pupils. We believe that all children, including those identified as having special educational needs, are entitled 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 work to include all vulnerable pupils and are committed to meeting individual needs through the provision of the highest quality of education for all children and the efficient use of resources

We aim to

- to work in partnership with pupils, carers and agencies to provide high levels of achievement for all our pupils including any decision making which affects them
- to use professional development to train our staff to be able to meet a variety of needs
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure that the leadership of the school monitor provision closely and step in quickly when intervention is not working
- To ensure that all vulnerable pupils are treated positively by all members of the school community

### IDENTIFICATION PROCESS

Pupils will be placed on the whole school intervention map which is designed to support the school in meeting pupils needs and tracking their progress through interventions. Gaps in provision will be highlighted and resources and training will be put in place to fill gaps. Ineffective use of resources will be challenged as will repetition of interventions which are not meeting pupil's needs. The Inclusion Budget will be monitored through this intervention map.

#### Coordinating SEN Provision

- The SENCO/Headteacher will meet with each class teacher each term to discuss additional needs concerns and to review pupil progress.
- At other times, the SENCO will be alerted to newly arising concerns and will discuss issues with the class teacher.
- Targets arising from reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The SENCO/Headteacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation, learning walks and work scrutiny. Provision for pupils with SEN is expected to be seen on planning.
- SEN support is primarily delivered by class teachers through differentiated teaching methods.

Additional support is provided by teaching assistants (TAs) throughout the school and in one-to-one or group interventions. All support is linked to our intervention map which is reviewed regularly in line with pupil needs and to ensure good value for money is in place. Allocation of resources is on our intervention map.

For a child who is not making appropriate progress, despite a period of support, and in agreement with the parents/carers, the school may request that the LA makes a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs. The school is required to submit evidence to the LA in the form of a Can-Do assessment, who's SENAP Panel makes a judgment about whether or not the child's needs can be met in mainstream setting and will allocate funding as appropriate.

### Assessments

Teachers, teaching assistants and the SENCO will assess pupils on the same basis as other pupils including the use of

- Baseline assessment results
- Progress measured against the objectives in Mathematics and English (APPs)
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P level descriptors
- Independent work produced by the pupil.
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- End of Key Stage summative tests

### The Management of SEN provision

Mrs Wackett (the Headteacher) who holds the NASENCo qualification for leaders of SEN is the school SENCo and is responsible for

- Overseeing the day to day operation of this policy
- Co-ordinating provision for children with SEN
- Liaising with and advising teachers
- Managing learning support assistants
- Overseeing the records of all children with SEN
- Liaising with parents/carers of children with SEN in conjunction the class teachers
- Liaising with external agencies
- On-going monitoring and evaluation of the SEN provision
- Termly reports to Governor with SEN responsibility

Working with parents and carers

- Parents/carers are informed immediately of any concerns and are reassured that staff will work closely with them to support pupils identified as having additional needs.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. We give parents/carers the opportunity to play an active role in their children's education through activities to do at home and access to resources.

Parents/carers are able to make other appointments on request.

Transition

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs.

## Complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation. If the issue cannot be resolved within 10 working days; the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days. Any issues that remain unresolved at this stage will be managed according to the schools Complaints Policy. This is available, on request, from the school office

## APPENDIX 1

- ☐ Small group intervention (social skills, language development, reading, phonics, writing, spelling, numeracy – outside/additional to classroom provision).
- ☐ Behaviour support through our policy then through EMS support
- ☐ One-to one support TA
- ☐ One-to-one tuition
- ☐ One-to-one support for learning and/or behaviour (TA, reading buddy, mentor, counsellor).
- ☐ Speech and language therapy.
- ☐ Motor coordination programme ('dyspraxia').
- ☐ Circle of friends/ 'buddy groups'.
- ☐ Lunchtime/ club.

- ☐ In-class support (general/specific).
- ☐ Special resources, hardware, software, large format books.
- ☐ Adaptations to the physical environment (eg doorways,)
- ☐ type and use of resources, including ICT
- ☐ consultation with parents and outside agencies, statutory, voluntary and charitable
- ☐ staff training
- ☐ changes to children's routines
- ☐ Pencil grips
- ☐ Phonics/reading
- ☐ Letters & sounds, Sound Linkage
- ☐ Securing level maths
- ☐ Springboard Maths
- ☐ Read Write Inc