



Inclusion Policy

May 2021

Rationale

This policy is based on the Guidance from the **SEND Code of Practice** (June 2014), the **Equality Act 2010** and **Part 3** of the **Children and Families Act 2014** relating to school systems for responding to the needs of pupils with SEND i.e. the school **SEND Policy**.

The purpose of this policy is to set out how St Peter's CE Primary School, Cowfold, will deliver the highest quality provision for SEN Pupils and for all other pupils under the mantra 'inclusion of all'.

In addition to this policy, which sets out how we will deliver provision, St Peter's has a **Local Offer Document** (that sets out what we offer pupils and parents) and a **SEN Information Report** (which is a Governing Body led report on what the school has actually provided and evaluates how successfully we are meeting our aims). Both of these documents can be found on our school website on the SEN page.

Section 1 - School Mission Statement

Love, Learn, Aim High

St Peter's is a caring Christian community, where we love, learn and aim for excellence.

Section 2 - School Vision

We are St Peter's, a Christian village school rooted in our community.

We strive to create an inclusive, caring environment where our learners grow to enjoy life in all its fullness.

Just as St Peter himself was entrusted to be the rock on which Jesus founded his church, we develop firm foundations for life within our pupils based on Jesus' teachings.

We have three key aims:

- To LOVE one another in the way God loves us.
- To inspire children to love to LEARN; and equip them with the skills and attitudes* to do so all their lives.
- To AIM HIGH so every child can achieve their full potential.

Our pupils are nurtured to develop their self-confidence, spirituality, personal well-being, respect for others and their own unique talents in a broad curriculum.

When our pupils move on to the next stage of their education, our aspiration is that we have developed 'Life-Long Learners' who have a strong appreciation of their role in; and responsibilities towards; the local community, our country and the changing world.

"Whatever you do, work at it with all your heart, as working for The Lord". COLOSSIANS 3:23



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Section 3 – Our Vision for Inclusion

The aims of our school talk of valuing the individuality of all of our children. We are committed to giving all our children every opportunity to achieve the highest of standards, within a Christian context. This policy helps to ensure that this happens for all the children in our school – regardless of their age, gender, ethnicity, attainment or background

Our school aims to be an inclusive school. 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:

- ❖ girls and boys
- ❖ minority ethnic and faith groups, non-religious families
- ❖ children who need support to learn English as an additional language
- ❖ children with special educational needs
- ❖ gifted and talented children
- ❖ any children who are at risk of disaffection or exclusion
- ❖ children with disabilities, vulnerable pupils, Traveller children

Section 4 – Children with Special Educational Needs and Disabilities

4.1 - Aims for SEND Children

The aims of our special educational need and disability policy and practice in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction, 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.



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4.2 - What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England*

*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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

4.3 - The kinds of special educational needs for which provision will be made at the school

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - ❖ it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
 - ❖ the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

4.4 - How our school will identify if children need extra help.

We will know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.



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- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- A pupil asks for help.

4.5 – The process a parent should go through if they think their child may have special educational needs.

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. This then may result in a referral to the school SENCo whose name is **Zoe Rodway** and whose contact details are senco@stpeterscowfold.uk.
- Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

4.6 - How the school will support a child with SEND.

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
 1. classroom observation by the senior leadership team, the SENCo, external verifiers,
 2. ongoing assessment of progress made by pupils with SEND,
 3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
 4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
 5. pupil and parent feedback on the quality and effectiveness of interventions provided,
 6. attendance and behaviour records.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.
- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.



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- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an assess, plan, do and review model:
 1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
 3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may including for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
 4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

Additionally:

- The NHS Speech Language Therapist visits termly to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 1. Specialists in other schools e.g. teaching schools, special schools.
 2. Special Educational Needs Support Service
 3. Behaviour Support Service
 4. Dyslexia Centres
 5. Autism Outreach Team
 6. Hearing Impairment team
 7. Visual Impairment team
 8. Autism and Sensory Support
 9. Educational Psychologist Service
 10. Educational Welfare Officers
 11. Physical and Disability Support Service
 12. School Nurse
 13. Child & Adolescent Mental Health Service
- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.



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- For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

4.6.2 - Success Criteria:

- Children following Individual Learning Plans (ILPs) have met their individual targets.
- Teachers are more able to identify children with a SEN.
- Records are kept up to date and are useful.
- Outside agencies have been involved in the school.
- Parents are contributing to a child's ILP.
- Pupils are involved in their own ILPs.
- Governors approve the allocation of resources for SEN in the budget and monitor the effectivity of their use.

4.6.3 - SENCo Role

The SENCo is responsible for provision and co-ordination of SEN within the school.

- He/she needs to ensure appropriate support is provided for all children on the SEN register.
- He/she needs to update SEN register.
- Liaise with outside agencies e.g. E.P., S&L, socials, medical.
- Monitor ILPs and feedback to staff.
- Keep parents of SEN children up to date with current provision for children.
- Liaise with SEN governor.
- Attend SEN meetings and keep abreast of current developments.
- Offer guidance for provision and a map to oversee provision.

Class teachers are responsible for:

- Monitoring of all pupils within their class
- Implementation and evaluation of ILPs
- Keeping records / ILPs up-to-date in their class SEN Folder.
- Seeking advice concerning children in their classes

4.6.4 – Admission of SEN Pupils

St Peter's is committed to the Equality Act of 2010 and will not discriminate against any pupil's admission to the school on the grounds of the child's Special Educational Needs or Disability. We pledge to follow WSCC's Fair Access Protocols. We will always be mindful of what the best thing for each child is, when it comes to considering a place at our school, and engage in our best endeavours to make reasonable adaptations to provision to meet the needs of a child. We will engage in a supportive dialogue with parents, and be mindful of advice from the WSCC Special Needs Assessment Team, to be sure that our setting is the most appropriate one for a child.



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4.7 - How the curriculum will be matched to each child's needs.

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

4.8 - How parents will know how their child is doing.

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews in addition to the school's reporting system and Parents' Evenings.
- Parents may also find a home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

4.9 - How parents will be helped to support their child's learning.

- Parents will be encouraged to use the school website and programmes like 'My Maths' and 'Times Tables Rockstars'. These include links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

4.10 - What support the school offers for children's overall well-being.

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and well-being. These interventions are primarily led by the school's **Learning Mentor** who is line managed by the SENCo.



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- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- As a church school 'Worship' and chances for reflection within the school day play a large role in supporting pupils' overall well-being. The Parish Priest can also be called upon to provide support to pupils or their families.

4.11 – How the school will provide effectively for pupils with medical needs.

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.

All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting pupils at school with medical conditions* (DfE) 2014 and identified in the school Medicine Administration Policy.

4.12 Training that the staff supporting children and young people with SEND will undertake.

Staff will receive a range of training at three levels; awareness, enhanced and specialist.

Awareness training will be provided to all staff e.g:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties
- How to support pupils with speech, language and communication difficulties

Enhanced training will be provided to The Learning Mentor e.g:

- Learning Mentor Training
- Certificate in autism awareness.

Specialist training will be provided to the SENCo e.g:

- Aspiring SENCo course (run by epd)
- The SEN Coordination award.

4.13 - How SEND children will be included in activities outside the classroom including school trips.

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school will make its best effort to ensure it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.



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4.14 - How the school environment will be made accessible.

Our Accessibility Plan (statutory requirement); which describes the actions the school has/ will taken/ take to increase access to the environment, the curriculum and to printed information; is available via the school website.

4.15 - How the school will prepare/support children when they join from, or transfer to, a new school.

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- A planned introduction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

4.16 - How the school's resources will be allocated and matched to children's special educational needs.

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 3. The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are 'in care' or whose parents are in the Armed Services.
 4. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the broad areas of need:
 1. Cognition and learning
 2. Behavioural ,emotional and social
 3. Communication and interaction
 4. Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.



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4.17 - How decisions will be made about how much support each child receives.

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, classteacher and parent.
- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

4.18 – How to make a complaint.

Should any parent or carer wish to complain about any aspect of SEN provision for their child they should refer to the School Complaints Policy and Procedure which can be found attached to the School Website, or can be requested at the school office.

If they wish to contact a school Governor during Stage 3 of the procedure they may address the complaint to the Linked Governor for SEN & Inclusion (Mrs Kim Jones) as well as the Chair of Governors.

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE: Department for Education

EHCP: Education, Health and Care Plan

LA: Local Authority

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENCo: Special Educational Needs Coordinator (also written as SENCO)

Statement: Statement of Educational Need

PPS: Parent Partnership Services

Section 5 - Gifted and Talented Pupils

5.1- Definitions

A gifted and talented pupil is one who is the top 5-10% of pupils within the school. This cohort is made up of pupils who achieve, or who have the ability to achieve, at a level significantly in advance of the average for their year group in the school.

Included within this will be pupils who are:

- Gifted learners – pupils who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE
- Talented learners – pupils who have abilities in art design, music, PE or performing arts such as dance and drama
- All-rounders
- More Able pupils who are included in the 5-10%



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5.2- Identification and Assessment

A range of strategies are used by all of the teachers for identifying gifted and talented children. Evidence can include:

- Teacher observation and assessment
- National tests and assessments
- Moderation of work by other members of staff
- Information from previous schools
- Checklists of characteristics

5.3- Provision

Gifted and talented children have additional educational needs and provision is made for the more able through the following:

- Work in a secure environment which offers a carefully structured and positive environment.
- Teachers with high expectations of achievement.
- Experience that is a challenge.
- Relaxation and fun.
- Exciting and stimulating activities that are planned to meet a variety of learning styles.
- Praise, encouragement and target setting.
- Encouragement to be an independent learner.
- Recognition as an individual with strengths and weaknesses.
- Enrichment opportunities through courses for gifted and talented pupils.
- Opportunities for performance.
- Provision of extra-curricular activities and school clubs.

5.4 -Organisational Approaches

To meet the needs of individual gifted and talented pupils a range of strategies are used. These include:

- Groupings within classroom
- Focus groups with peers and with older children
- Identifying learning targets
- Planned differentiation strategies, extension and enrichment activities
- Challenging and open ended tasks
- Specialist teaching

5.5- Role of Co-ordinator

Responsibilities include:

- Planning with colleagues an appropriate curriculum for the more able pupils.
- Monitoring provision, co-ordinating and monitoring progress.
- Supporting staff in identification of very able pupils.
- Monitoring early identification, such as pupils from other schools and new intake.
- Liaising with, staff, parents and governors.



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- Regular review of school policy.
- Keeping up to date with information about teaching gifted and talented pupils and disseminating such information to colleagues and maintaining and updating the co-ordinator file.
- Maintaining the Gifted and Talented pupil register.
- Develop a portfolio which demonstrates standards of achievement.
- Develop links with organisations and agencies that support gifted and talented pupils.
- Use of specialist expertise.

APPENDICES

APPENDIX 1 – School SEN Procedures and Process

APPENDIX 2 – Timeline for Individual Education Plans – Target Setting & Review

St. Peter's – Policy Summary

Policy Title:	Inclusion Policy		
Scope:	Pupils		
Reviewed by:	Ethos & Curriculum Committee	Review Cycle:	3 years
Last Approved:	13 th May 2021	Next Review:	May 2024
Ratified by FGB:	13 th May 2021		
Notes:	<i>Consultation undertaken June/July 2015</i>		
