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Inclusion Policy

Eaton Park Academy
Senior Principal – Mrs L Brammer
Chair of Governors– Mr M Finney

_____ Signed Senior Principal

Michael J Finney

Signed Chair of Governors

This policy was adopted September 2018
This policy is due for review September 2019

Eaton Park Academy

Inclusion Policy

Special Needs Co-ordinator:

Mrs K Smith

SEN Practitioners:

Miss Pitchford – EYFS

Mrs Bateman Price – KS1

Miss Birch – KS2

Eaton Park Academy is a mainstream school which aims to include all pupils in all aspects of school life by:

- Removing the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.
- Creating a caring and nurturing environment where children feel safe and secure and able to achieve to their highest ability and their individual potential.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community.
- Ensuring that the curriculum provided for children with SEN enables them to grow in the acquisition of skills, attitudes and values, thus realising their spiritual, emotional and academic development
- Involving pupils and parents in planning and any discussion making that affect them and their family.
- Providing all children with the opportunity to access the wider school community.
- Ensuring early identification of difficulties and appropriate intervention in order to give children with SEN the best possible start to their school lives (DfEE-Excellence for all children).

Definition of Special Educational Needs

Special educational needs and disability code of practice: 0-25 years (June 2014) states:

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 (Pg 4)

We also identify children as having SEN if their behaviour is such that they cannot access the foundation stage/ National Curriculum, or mix socially with their peers.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs as early as possible
- To work within the guidance provide in the SEND Code of Practice, 2014
- To provide support and advice for all staff working with pupils with special educational needs
- To work in partnership with parents around all areas of a child's education, and involve parents in reviewing and shaping SEND provision

Identification and Assessment

Identification

Eaton Park Academy is committed to quality first teaching for all pupils. Class teachers monitor all pupils in order to identify pupils that are not making expected progress as early as possible.

The code of practice defines the four broad areas of need as:

- Communication and interaction
Including speech, language and communication needs (SLCN) and Asperger's syndrome and Autism (ASD).
- Cognition and Learning
Moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD).
- Sensory and/or physical needs
Vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD)
- Social, emotional and mental health difficulties
(SEMH)

These four broad areas of need give an overview of the range of needs that should be planned for but school undertakes assessment in order to meet individual needs.

The school see the parental views as essential in identifying pupil's needs.

The following sources of assessment information are taken into account:

- Day to day records made by the Class Teacher, Learning Support Practitioner or other school staff e.g. Family Support Worker, Lunch Time staff
- Children's books and other work
- Foundation Stage profiles (from Nursery baseline through to the end of Reception and into the Autumn Term in Year One)
- Class assessment folders for Year One to Year Six
- Class half termly assessments of reading, writing, maths and Phonics
- Standardised test information:
 - Salford reading test
 - Vernon Spelling Assessment
 - BPVS
- Specialist assessments carried out by a Speech Therapist, Educational Psychologist, SEND Service advisor or other professional

A child identified as having English as an additional language is not classified under the SEN code of Practice as having a Learning Difficulty. However some of our children may also have a literacy and/or cognitive difficulty that is not directly linked to their EAL difficulty and so there may be some overlap.

It will not be assumed that a child who is not making expected progress has special educational needs. The school will consider other contributing factors and will work with pupil and parents to address these areas.

A Graduated Approach to SEN Support

All pupils are entitled to access quality first teaching regardless of their need and ability. The teacher will set suitable challenges, respond to pupils diverse needs and overcome potential barriers for pupils. The class teacher maintains responsibility of ensuring all pupils make progress. Where a child has been identified with Special Educational Needs the SENCO will advise and support around effective provision and outcomes. Additional support and intervention are planned by the class teacher in conjunction with the SENCO, child and family and reviewed during a termly review meeting.

All pupils will access a broad and balanced curriculum which meets their individual needs and allows them to learn and progress. Where necessary, adaptations and reasonable adjustments will be made and children's interests will be taken into account so that all children get the most from school life.

The school uses Assess, Plan, Do and Review cycle to monitor the impact of all its provision to ensure that all pupils are making expected progress. This ensures early identification where pupils are not making expected progress and provision can be adapted to meet needs.

Monitoring and Evaluation of SEND provision

Every child is entitled to Quality First Teaching. To ensure this Senior Leadership Team or SENCO will monitor through:-

- Formal and Informal lesson Observations
- Book Trawls and Planning Scans
- Pupil Progress Meetings
- Analysis of data
- Pupil Conversations
- Parent conversations
- CPD

To ensure quality and personalised provision the SENCO will monitor through;

- Intervention records / provision maps
- Analysis of pre and post data
- Observation of interventions
- Reviews with class teachers and parents
- Pupil conversations
- Parent conversations
- CPD

Class teachers and the SENCO will monitor the progress and attainment of different groups including SEN and identify children who are not making expected progress. An action plan will be developed to support identified children.

Inclusion beyond the Classroom

All children are included in all aspects of school life; this includes visits, residential visits, extra curricular clubs and enrichment activities. When planning such activities, the needs of all children are considered. Where necessary we will provide additional staff or equipment to ensure that all children are fully included.

Social and Emotional Development for pupils.

Eaton Park Academy is strongly committed to supporting the social and emotional development of all our children. We believe that social and emotional development is the corner stone of good development in all areas. Additional social and emotional support is provided through pastoral care as well as intervention.

Working Together with Pupils and Families

- At Eaton Park Academy we truly value the fundamental role which parents and carers, as their child's first educators, have in supporting the needs of their child(ren) at school. All parents are warmly welcomed into school for a wide range of family events and a termly Parents Conference meeting and also receive an annual written report. In addition, all class teachers are keen to meet with families more frequently and informally where they may be experiencing difficulties or have concerns. Where parents have concerns regarding Special Educational Needs, they may wish to direct them to the class teacher who will liaise with the SENCO.
- Families of pupils with Special Educational Needs will be invited into school for an additional termly meeting to review the impact of their individual provision and to plan the next steps. Pupil and parental view forms allow children and their families to share their views with us in a different way and support children to contribute to the termly review meetings about their provision.
- Further detailed information about the school's arrangements for Special Educational Needs can be found in the SEN Information Report on the school website:

Looked After Children

Children who are looked after by the local authority have the same rights as all children. It is recognised that they may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning may affect their educational outcomes and their personal, social and emotional development. Mrs Smith has the role of Designated Teacher for Looked After Children as well as SENCO and thus will monitor the progress of all children whether they have Special Educational Needs, are Looked After or both.

Admission Arrangements

Children with Special Educational Needs are welcomed into the school. Children receiving SEN support are admitted into school in accordance with the usual admissions criteria which are available on the school website. .

Transition Arrangements

Arrangements are in place for all children to become familiar with the setting, staff and routines before beginning full time attendance in each class. A gradual induction programme is planned for children joining the Nursery and additional arrangements are also in place for transition into Year One, Year Three and transition to secondary school. Children with Special Educational Needs may require additional support during times of transition. Their range

of needs is extremely wide and therefore individual induction programmes are planned in conjunction with the child, family and school staff where required.

Training and Resources

How are resources matched to SEN?

Through the assess-plan-do review cycle provision will be put into place to meet an individual's needs in a graduated way. For a child whose additional needs cannot be met in school through the schools existing resources, a request will be made for an assessment for an Education Health Care Plan (EHC).

How are the training needs of staff identified and planned for?

Staff training needs are continually reviewed. A need for additional training is most commonly identified with a new child joins the school, when a Special Educational Need is identified or when a new programme or approach is recommended. Training may also be required when local, national or school based changes are made. Training may be delivered by a member of staff in school with the relevant experience and skills, by a SEND Service Advisor or specialist in school or by attending a centrally run training course.

Specialist Involvement

Where parents and staff feel it would be beneficial the school can liaise with outside agencies. Outside agencies will not be consulted without the agreement of parents. Agencies the school currently works with include Education Psychology, Occupational Therapy, SEND services, School Nurse, Health Visitor services, Speech and Language Therapy, CAMHS and Counselling services.

Roles and Responsibilities

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with 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 pupils' needs effectively
- liaising with parents of pupils 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 pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher 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 pupils with SEN up to date

Complaints

As a school we hope that parents can work with staff to resolve any concerns they have. However, should a parent wish to make any complaints guidance can be found in the Complaints Policy. .

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010