



**Collingtree
Church of England
Primary School**

Inclusion Policy

**Faith to believe we can all
achieve.**

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Written by: Richard Albert		Approved by: Governors – June 2018
Committee Chair Signed/Date:		

Scope

This document is applicable to the following:

✓	Parent/s & Carers	✓	Staff	✓	Community
✓	Children	✓	Governors	✓	Volunteers/Visitors
✓	Contracted external support				

Purpose

At Collingtree Church of England Primary School, we believe that each pupil has individual and unique needs. However, some pupils require more support than others to make good progress. We acknowledge that a proportion of pupils will have special educational needs or a disability (SEND) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to make good progress, we must recognise this and plan accordingly. We aim to provide all pupils with strategies for dealing with their needs in a supportive environment and to give them meaningful access to learning and the published National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- adapt teaching & learning styles to support all children to make progress
- promote individual confidence and a positive attitude
- ensure that all pupils, including those with special educational needs or disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give all pupils equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that all children have opportunities to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents and carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for supporting all learners is implemented.

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for all pupils regardless of their needs in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's plan and procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Executive Headteacher and Head of School, has a legal responsibility for determining the policy and provision for all pupils regardless of their needs. It maintains a general overview and has appointed a representative governor with responsibility for special educational needs who takes particular interest in this aspect of the school.

The Executive Headteacher and Head of School have responsibility to:

- manage all aspects of the school's work, including provision for SEND pupils
- keep the governing body informed about SEND issues
- work closely with personnel beyond the school in the local authority, health and social care to ensure that support for all pupils is joined up and that parents are fully involved at every stage □ ensure all staff are aware of the need to identify and provide for pupils who may have individual learning needs
- ensure all pupils, including those with SEND, are able to join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils

- ensure that the progress and attainment of pupils with special educational needs and/or a disability are monitored and evaluated when reviewing the effectiveness of the overall support for the child
- notify parents immediately if the school recommends special educational provision for their child
- report to parents on the implementation of the school's policy
- ensure that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The Special Educational Needs Co-ordinator (SENCO) has a responsibility to:

- oversee the day-to-day operation of this policy
- ensure that an agreed, consistent approach is adopted
- liaise with and advise other staff
- help staff to identify pupils with additional learning needs
- carry out detailed assessments and observations of pupils with specific learning problems
- co-ordinate the provision for pupils with additional learning needs
- support class teachers in devising strategies, drawing up Individual Educational Plans (IEPs), setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils and on the effective use of materials and personnel in the classroom
 - liaise closely with parents
- liaise with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintain the school's SEND register and records
- assist in the monitoring and evaluation of progress of pupils with SEND
- contribute to the in-service training of staff
- manage learning/teaching support staff
- ensure that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaise with the SENCOs in feeder and destination schools to help provide a smooth transition from one school to another
- take part in Local Authority SEND moderation

The designated teacher for looked-after children will:

- promote a culture in which looked-after children (LAC) believe they can succeed and aspire to further and higher education
- ensure that the teaching and learning needs of the looked-after child are reflected in his or her Personal Education Plan and have lead responsibility for its implementation
- ensure that the views of looked-after children are taken seriously and inform decisions about teaching and learning strategies and their personal targets
- prioritise looked-after children for one-to-one tuition
- promote good home-school-agency links
- be a source of support for all staff working with looked-after children

Class Teachers are responsible for:

- including all pupils in the classroom and for providing an appropriately differentiated curriculum
- ensuring that they access all available information and support to make effective educational provision for looked-after children and all pupils

Learning/Teaching Support Assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for all pupils
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

The Governing Body will ensure that:

- provision for all learners is an integral part of the school improvement plan
- the necessary provision is made for any pupil
- having regard to the requirements of the SEN Code of Practice (2011)
- the progress and attainment of children with special educational needs and/or looked after children are monitored and evaluated when reviewing the effectiveness of the school's support for all children, they are fully informed by the Executive Head and Head of School about issues relating to the provision of education for all learners
- they set up appropriate staffing and funding arrangements in conjunction with the Executive Head and Head of School and oversee the progress for all pupils.
- the quality of provision for all pupils is regularly monitored.

Complaints

Should pupils or parents/carers be unhappy with any aspect of provision, they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with their comments, should ask to speak to the Head of School or in the case of a SEN child ask to speak with the SENCO. For a problem that might need time to be explored, parents/carers should make an appointment. In the event of a formal complaint, parents/carers are advised to contact the Head of School. The Local Authority Parent Partnership Service is available to offer advice.

Arrangements for Monitoring and Evaluation

The success of the school's inclusion policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the subject leaders, SENCO or designated teacher for LAC
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the additional needs register and those who are in local authority care □ analysis of exclusions data
- termly monitoring of procedures and practice by the governor with responsibility for SEND □ the school's website, which contains the required information about the implementation and success of the inclusion policy
- the school's annual review of provision for all children
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from PDET personnel and Ofsted inspection arrangements
- feedback from pupils, parents and staff, both formal and informal, following meetings to produce individual education plans (SEND children) or personal education plans (LAC), evaluate impact and celebrate success.