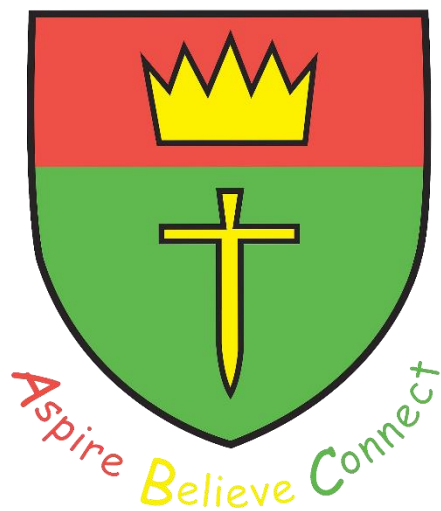
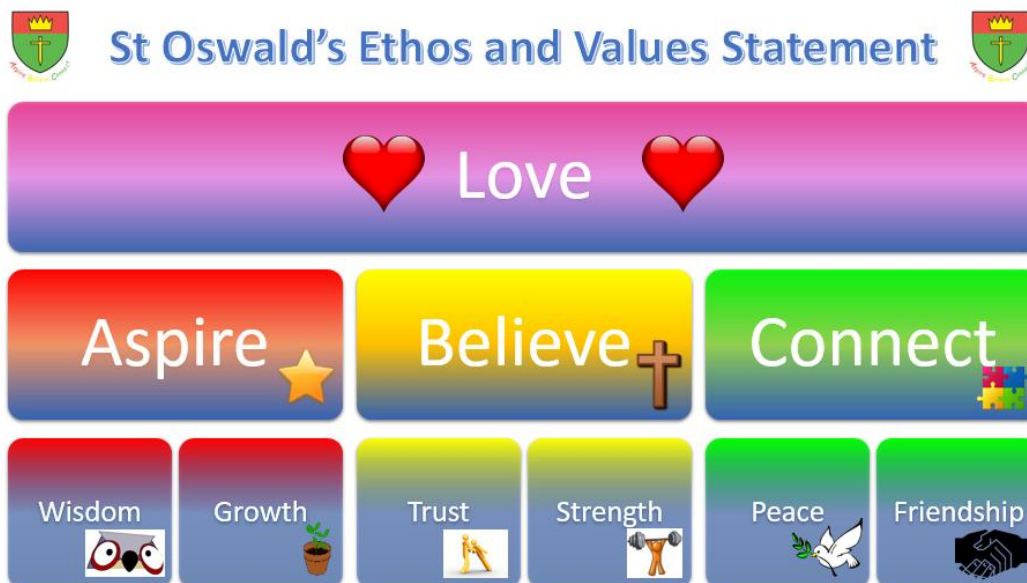


St Oswald's CE VA Primary School



Inclusion, Special Educational Needs and Disability Policy 2019

Ethos and Values Statement



Background

Our Ethos and Values Statement is an easy to understand model of religious education in St Oswald's. Children in our school know that love is the most important value of all, in line with the new command that Jesus gave us to love one another, which is why this is placed above all in our statement.

Mission Statement

Sitting below love lies our school's mission statement: *Aspire, Believe, Connect*. As easy as A, B, C, this statement is easy to remember and most importantly represents what we want our children to do in every aspect of their education and lives.

Core Christian Values

The mission statement is underpinned by six core Christian values that each link to one aspect of *Aspire, Believe, Connect*. As children aspire to be the best they can be in every way, they will grow in wisdom. In order to believe in themselves and develop their own beliefs about the world around them, our children are taught about the importance of trust and strength on their journey. We also believe in the values of peace and friendship in helping us to connect with those around us.

Introduction

This policy endorses the Special Educational Needs and Disabilities (SEND) Code of Practice: for 0 to 25 years (DFE 2015), the Equality Act (2010) and the Disability Discrimination Act (2005).

St. Oswald's CE VA Primary School is committed to providing an appropriate and high quality education to all children in our care. All children have a common entitlement 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 value all children equally and strive to eliminate prejudice and discrimination, and to develop a caring environment where all children can feel safe and flourish.

St. Oswald's is a fully inclusive school. We particularly monitor the attainment, progress and participation of the following groups:

- girls and boys,
- minority ethnic and faith groups, travellers, asylum seekers and refugees,
- pupils who need support to learn English as an additional language (EAL)
- pupils with Special Educational Needs or Disabilities (SEND)
- pupils who are academically more able (AMA) or talented
- pupils who are looked after by the local authority
- pupils who are known to be eligible for free school meals or pupil premium
- others such as those who are sick, young carers, or families under stress
- autumn, spring and summer born children.

Aims

The Inclusion, Special Educational Needs and Disability (ISEND) aims of this school are:

- To ensure equality of provision for all pupils;
- To provide full access for all pupils to a broad and balanced curriculum;
- To secure high levels of progress for all;
- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes;
- To attain high levels of satisfaction and participation from pupils, parents and carers;
- To ensure that staffing deployment, resource allocation and choice of intervention are leading to good learning outcomes;

- To ensure a high level of staff expertise to meet pupil need through well targeted continuing professional development;
- To work in cooperative and productive partnership with the local authority and outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners;
- To promote the self-esteem and emotional well-being of all children;
- To ensure all pupils are 'Secondary Ready';

Legislation and Guidance

This policy is based on the following legislation:

- Equality Act 2010
- Disability Act 2010
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Special Educational Needs and Disability (SEND) Code of Practice 2015

Inclusion of pupils who are looked after in Local Authority Care

A child who has been in the care of their local authority for more than 24 hours is known as a looked after child (LAC). Looked after children normally live with foster parents or live in a residential children's home. A child stops being looked after when they are adopted, return home or turn 18.

Our school recognises that children who are looked after in local authority care may have additional needs due to attachment issues, early neglect, separation and loss, trauma and home placement moves. These additional needs can impact a child's educational outcomes as well as their personal, social and emotional development. There are commonly understood reasons (Social Exclusion Unit Report: 2003) why children who are looked after in local authority care often fail to make expected progress at school, i.e. placement instability, poor attendance, unmet emotional, mental and physical needs, lack of parental participation in a child's education.

Provision:

- There is a statutory requirement for all schools to have a designated teacher for looked after children. The current designated teacher at our school is the Inclusion Manager, **Jayne Dixon**;
- Ensuring that children who are 'looked after' have access to the appropriate network of support;

- Biannual Personal Education Plan (PEP) review meetings to identify any changes in circumstances, needs or provision;
- Information sharing through a multi-disciplinary approach;
- Liaising with the child's social worker;
- Pupils who are 'looked after' will have full access to mainstream provision through High Quality Teaching;
- If necessary, additional support will be given through interventions to help the child catch up to their age related expectations.

Inclusion of pupils with English as an additional language

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school.

We welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting diversity. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Provision:

- Pupils with EAL will have full access to mainstream provision, regardless of their proficiency in English, through High Quality Teaching;
- If necessary, additional support will be given to improve the acquisition of English;
- Use of first language resources and translation facilities;
- Pre-teaching of key concepts and vocabulary;
- Support may be requested from the Ethnic Minority, Traveller and Refugee Achievement Service (EMTRAS) if necessary.

Inclusion of pupils who receive Free School Meals or Pupil Premium entitlement

Free school meals (FSM) are a crucial entitlement for low-income families. They help to ensure that children from the lowest income families get a nutritious meal in the middle of the day. Free school meals are available to pupils whose parents are in receipt of one or more benefits.

The pupil premium is additional funding for publicly funded schools in England. It's designed to help disadvantaged pupils of all abilities perform better, and close the gap between them and their peers. Pupil premium is allocated to

children who are looked after by the local authority, those who have been eligible for FSM at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces.

Provision:

- Pupil Premium funding is carefully ring-fenced to ensure that it is spent on the target group of pupils;
- Reduced costs for enrichment activities include trips and visits, i.e. the pantomime;
- We provide a range of interventions, if necessary, to raise attainment or progress.

Inclusion of pupils who are Academically More Able and/or Talented

Academically More Able (AMA) refers to pupils who are working in the top 10% of their year group in reading, writing and maths. Pupils who are AMA are expected to be working at greater depth in the three core subjects. The term 'talented' refers to pupils who show a level of achievement above that expected for their year group in any other area of the curriculum, either within or outside of school, e.g. swimming, athletics, music, history, computing etc.

The ethos of our school ensures that all children and their talents are valued. Achievements are celebrated through: celebration assemblies, displays of children's work, certificates, performances, acknowledgement and celebration of achievements outside of school.

Provision:

- Identification of pupils as AMA and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area';
- Pupils who are AMA or talented will be stretched in their subject of strength through High Quality Teaching and differentiation;
- Split teaching allows pupils to have teaching input at the level they are working towards;
- We offer a range of extra-curricular activities for our children;
- Children who are talented in a particular area are able to share their expertise and talents, especially during curriculum days and multi-school sports events.

Inclusion of pupils who have Special Educational Needs and/or Disabilities

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. The SEN Information Report outlines how a pupil with SEND will be identified, how their needs will be assessed and the SEND provision provided in our school.

Role and Responsibilities of Stakeholders

All staff in our school has a responsibility for maximising achievement and opportunity of vulnerable learners.

Role of the Inclusion Manager:

- Have day-to-day responsibility for the operation of this ISEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs;
- Meets termly with the head teacher to discuss and monitor the progress of children, to identify academic needs and plan the appropriate support;
- Meets regularly with class teachers to discuss and monitor the progress of children, to identify needs as they arise and provide support as early as possible;
- Offers expertise, support and guidance to class teachers and support staff;
- Where necessary observes/assesses pupils;
- Delivers interventions for small groups or individual children;
- Act as a point of contact for children, parents or staff who have SEND concerns about a child;
- Monitor and address any SEND concerns raised;

- Bi-annual meetings with SEND Governors to monitor the strategic development of the ISEND policy and provision in the school.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Monitors the Early Year's Action Plan/IEP review process on a termly basis;
- Regularly maintains and updates the Provision Map and monitors the impact of interventions;
- Liaises with children, parents and external agencies through a multi-disciplinary approach;
- Arranges and leads EHCP annual reviews with parents, school staff and other relevant professionals;
- Makes referrals to outside agencies, e.g. speech and language therapist, occupational therapist, educational psychologist, Lifecycles, Emotional Resilience, school nurse, Early Help team.
- Liaises with schools and nurseries during a child's transition either to another school or when commencing attendance in our setting;
- Oversees the records of all children with SEND;
- Contributes to the professional development of all staff by delivering staff meetings as well as arranging specialist training for individual staff members.

Role of the Head Teacher:

- Ensures the ISEND policy is implemented as described and the legal requirements of current legislation are met within the school;
- Meets termly with the SENCO to discuss and monitor the progress of children, to identify academic needs and plan the appropriate support;
- Keeps the governing body informed of all matters relating to its responsibilities for the provision of ISEND;
- Have overall responsibility for the provision and progress of all pupils;
- Designate a teacher to be responsible for co-ordinating SEN provision. The school's SENCO is **Jayne Dixon**;
- Ensure the SENCO receives relevant training and Continuous Professional Development;
- Dealing with queries or complaints from parents.

Role of the Governing Body:

- Has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs;

- Reports annually to parents on the effectiveness of the schools ISEND policy;
- Has identified two governors who have specific oversight of the school's provision for pupils with SEND. The school governors with specific responsibility in SEND is **Gemma Mordue & Christina Osman**.

Role of the SEND Governors:

- Help to raise awareness of SEND issues at governors meetings;
- Bi-annual meetings with SENCO to monitor the strategic development of the ISEND policy and provision in the school.

Role of the Class Teachers and Support Staff:

- Have high expectations of all pupils;
- Provide High Quality Teaching that is differentiated and personalised to meet the individual needs of pupils in their class;
- The progress and development of every child in their class;
- Monitor the attainment and progress of pupils in their class;
- Plan and deliver interventions;
- Teachers and HLTAs/TAs work collaboratively to assess the impact of interventions and how they can be linked to classroom teaching;
- Feedback the impact of interventions to the SENCO.
- Termly Early Year's Action Plans/IEP reviews to set new targets for children with SEND.
- Annually update SEND ranges to identify children's level of need and feedback this information to the SENCO;
- Regularly liaise with SENCO to discuss and monitor the progress of children, to identify needs as they arise and provide support as early as possible;
- Participate in training through staff meetings and relevant training courses;
- Following this ISEND policy.

Role of the Children and their Parents/Carers:

- Parents/carers should make school aware of any concerns they have for their child's attainment, progress or emotional well-being;
- At parent's afternoon parents/carers are informed of any provision their child receives and the impact this support is having on their child;

- Parents/carers of pupils with SEND meet termly with their child's class teacher to discuss their child's progress and review Early Year's Action plans/IEPs;
- Parents/carers of children with SEND are expected to support their child to meet their Early Year's Action Plan/IEP targets;
- Parents/carers are informed and permission is requested if school plans to make a referral to an outside agency for an assessment or advice.
- Children are encouraged to make a positive contribution by taking responsibility and making decisions. This is part of the culture of our school and relates to children of all ages;
- Children receive verbal feedback on a daily basis from their class teachers and support staff;
- Pupils with SEND review their IEP targets on a termly basis.

Admission arrangements

The Governing Body will:

- Treat all applications equally and will not discriminate against pupils with SEND, pupils who have EAL,
- Admit a child with a Statement of Special Educational Needs/EHC Plan that names our school as the most appropriate placement for that child.
- Where there are insufficient places available to meet all applications for a new school year, the governing body operate an equal preference system which means applications will be considered according to over subscription criteria outlined in **Admissions Policy 2019-2020**.

Linked policies

Other policies that include information on inclusion of special educational needs and/or disabilities:

- SEN Information Report
- Accessibility policy
- Admissions policy
- Medical policy
- Teaching and Learning policy
- Curriculum policies
- Behaviour policy
- Anti-bullying policy

- Child Protection policy
- Parental Code of Conduct

Written by: Jayne Dixon

Signed:

Date completed: January 2019

Effective date:

Date of review: