

Special Educational Needs and Disability (SEND)/Inclusion Policy

2021-24

At Foxhill, we provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, suitable learning challenges are set and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Equality Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aims and objectives

The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;

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- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to liaise with parents or carers and ensure that they are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Educational inclusion

At Foxhill, we do offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies to cater for their different learning styles;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their SENDses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;

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- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special Educational Needs

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Many of the children who join us have already been in early education. In some cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called Quality First Teaching. After consultation with the Inclusion Manager, the child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed and draw upon them for additional information. The Inclusion Manager, will become involved if the teacher and parents/carers feel that the child would benefit from further support. She will then take the lead in further assessments of the child's needs.

The class teacher will create an Individual Support Plan (ISP), which illustrates strategies used to support the child. The ISP will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. The child is also included in the writing of the ISP (if age appropriate) and the strategies are explained to the child.

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If the ISP review identifies whether support is needed from outside services, we will consult parents/carers prior to any support being actioned. In some cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in Quality First Teaching. This enhanced level of support would usually mean a child would move to School SEND Support. External support services will provide information for the child's new ISP. The new strategies in the ISP will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for an Education Health and Care Plan (EHCP) will be made to the LA. A range of written evidence about the child will support the request.

Should the request be approved by the LEA, then a EHCP will be granted. The EHCP is then reviewed annually. The Inclusion Manager will organise the reviews and will invite the following:

Parents/carers
Headteacher
Class teacher
Fox Club Provision Manager (if applicable)
Persons involved from outside agencies

Here at Foxhill Primary School, the Inclusion Manager:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents and carers and Fox Club;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;

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- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes (in consultation with the SLT) to the professional development of all staff.
- work alongside with Mental Health Worker.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with a statement of special educational needs or EHCP are aware of the nature of this.

The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The SLT and the Inclusion Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHCP.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the Inclusion Manager meet annually to agree on how to use funds directly related to statements and EHCP's.

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Assessment

Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to share their concerns and enlist their active help and participation. Parents are invited to voice their concerns and we will support parents in communicating with outside agencies as necessary.

Assessment of SEND children is an ongoing process. The class teacher and the Inclusion Manager assess and monitor the children's progress on a half-termly basis.

Where necessary, the class teacher and the Inclusion Manager will break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The Inclusion Manager works closely with parents/carers and teachers to plan an appropriate programme of support. This support is flexible according to the needs of the child.

In our school, every effort is made to ensure that children with SEND have full access to the National Curriculum at an appropriate level, and that they are integrated fully into the life of the school.

Access to the curriculum

At Foxhill, all children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Our child friendly Individual Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEND Register have an ISP.

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We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the core lessons in the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. These sessions are delivered by a teaching assistant who has received the relevant training.

Partnership with Fox Club

The school works closely with Fox Club to ensure support for any children with special educational needs in their care. We encourage an active partnership through ongoing dialogue/meetings with the Manager at Fox Club. Fox Club has much to contribute to support any children with special educational needs.

Partnership with parents and carers

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. Our local offer also explains the range of provision we provide as a school. A named governor takes a particular interest in special needs and is always willing to talk to parents and carers.

We have regular meetings each term to share the progress of special needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil participation

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

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Children are involved at an appropriate level in setting targets in their ISPs and in the termly ISP review meetings. Children are encouraged to make judgements about their own performance against their ISP targets. We recognise success here as we do in any other aspect of school life.

Where appropriate, children are involved in the review of the EHCP or statement.

Monitoring and review

The Inclusion Manager monitors the movement of children who are on the SEND register in school. The Inclusion manager provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The Inclusion Manager is involved in supporting teachers involved in drawing up Individual Support Plans (ISPs) for children in conjunction with the SLT; the Inclusion Manager regularly reviews the work of the school in this area.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

Inclusion

Introduction

The mission statement of Foxhill Primary school talks of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. Through our new creative curriculum, we offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that Foxhill School and Fox Club promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims and objectives

We are an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention that we pay to the different groups of children within our school.

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The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.
- liaising with health professionals, learning support teams, and other outside agencies to meet the needs of individuals and groups where needed.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Teaching and learning style

All teaching staff at Foxhill aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages.

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When the attainment of a child falls significantly below or rises above the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs and providing intervention support as appropriate. In addition, we seek advice and extra tuition from the upper schools in the area to further extend the learning of more able children as needed.

All adults working with children in our school are familiar with the equal opportunities legislation covering race, gender and disability.

As part of PSHCE, our teachers ensure that all children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- participate fully, regardless of disabilities or medical needs.

Children with disabilities

We sometimes have children at Foxhill with disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the Equality Act. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school and Fox Club is committed to providing an environment that allows disabled children full access to all areas of learning. There is designated points of entry for both school and Fox Club that allow wheelchair access.

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Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects in which children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities.

Disapplication and modification

After consultation with the Inclusion Manger and/or Education Bradford, we can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. At Foxhill, we make every effort to meet the learning needs of all our children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers, Fox Club staff and the Inclusion Manager work closely with these specialists to support the child.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents/carers and the Inclusion Manager and/or LA. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

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Inclusion and racism

The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum and our involvement in Community Cohesion Projects. This is particularly evident in Year 3 during our Linking schools Network, which provides an opportunity to explore diversity amongst communities. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. Should there be racist incidents, these would be recorded and reported to the governing body by the head teacher. This would also be recorded on our electronic system CPOMS. In such cases, the school/Fox Club would contact parents or carers of those pupils involved in racist incidents.

CPOMS

The school uses an electronic recording system, to record any areas of concern e.g. behaviour, safeguarding, attendance, racial incidents, SENDD issues that we as professionals may have. This system is confidential and password protected.

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Summary

At Foxhill, we value each child as a unique individual. All adults working with our children strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

This policy will be reviewed every three years or earlier if required.

Reviewed	November 2021
Approved at the Governors meeting on	18 th November 2021
Signed	<i>R Hainsworth</i>
Date of next Review	November 2024