



**St. Andrew's CEVA Primary School  
Inclusion Policy  
Incorporating  
Special Educational Needs and Disability Information Reporting**

<b>PERSON RESPONSIBLE FOR POLICY:</b>	<i><b>SUE GENTRY</b></i>
<b>APPROVED:</b>	<i><b>JUNE 22ND 2020</b></i>
<b>SIGNED:</b>	<i>S. GENTRY</i>
<b>TO BE REVIEWED:</b>	<i><b>JUNE 2021</b></i>

At St Andrew's CEVA Primary School we provide Christian worship and Christian teaching. Spiritual and moral development are central to the life of our school and this will be reinforced in the school's Inclusion Policy where appropriate.

**Legislative Compliance**

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

**Inclusion Statement**

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- A Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. This will be provided, initially, through Additional SEN Support funded from the devolved schools budget.

### **Aims and Objectives of this Policy**

The aims of inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is 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 other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

### **Management of Inclusion within school:**

The Headteacher and the Governing Body have delegated the responsibility for the on-going implementation of this Inclusion Policy to the Inclusion Manager.

The Inclusion Manager is responsible for reporting regularly to the headteacher and the governors with responsibility for SEN on the on-going effectiveness of this Inclusion policy.

The Headteacher/Inclusion Manager have strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The Designated teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

### **Identification of support of Special Educational needs:**

**All staff in school must have a responsibility for maximising achievement and opportunity of vulnerable learners-** specifically; all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

**The name and contact details of the Inclusion Manager/SENCO; Mrs Sue Gentry**

*Sue Gentry- 01604 406486/ [s.gentry@standrewsceva.uk](mailto:s.gentry@standrewsceva.uk)*

**The name and contact details of the Ethnic Minority Achievement Co-ordinator;**

**Mrs Debbie Thompson and Mrs Sue Gentry**

**Debbie Thompson – [head@standrews-pri.northants-ecl.gov.uk](mailto:head@standrews-pri.northants-ecl.gov.uk)**

**Sue Gentry – [s.gentry@standrewsceva.uk](mailto:s.gentry@standrewsceva.uk)**

The name and contact details of the Designated Teacher for Looked After Children;  
Miss Michelle Davidson

[m.davidson@standrewsceva.uk](mailto:m.davidson@standrewsceva.uk) – 01604 406486

## SEN Information Report

- **The kinds of Special Educational Needs which are provided for in our school:**

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Autistic Spectrum Disorders
- Dyspraxia
- Dyslexia
- Autism
- ADHD
- Speech and Communication Difficulties
- Hearing Impairments
- Visual Impairments
- Physical and Sensory Difficulties
- Medical Needs impacting on learning
- Social and Emotional Difficulties
- Mental Health Issues
- Selective Mutism

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

## SEN INFORMATION REPORT

- **Our school's policies for identifying children and young people with SEN and assessing their needs**
- **Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.**
- **Our approach to teaching children and young people with SEN**
- **How adaptations are made to the curriculum and learning environment of children and young people with SEN**
- **How our school evaluates the effectiveness of its provision for children and young people with SEN.**

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

*“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”*

## **‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)**

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”*

## **SEN Code Of Practice (2014: Para 1.24)**

*This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”*

## **“Achievement for All” (National Strategies: 2009)**

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

## **Ofsted SEN Review 2010**

*“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)*

## **SEN Code of Practice 2014**

### **STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.**

- All learners will have access to good quality teaching and a differentiated curriculum to meet the needs of all pupils.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Children with slowed progress or vulnerable children:
- All vulnerable learners will be included on a detailed whole-school provision map, Edukey, which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - Plan strategically to meet pupils’ identified needs and track their provision.
  - Plan SMART targets for individual pupils and track and progress.
  - Audit how well provision matches need.
  - Recognise gaps in provision.
  - Highlight repetitive or ineffective use of resources.
  - Cost provision accurately & make effective use of funding.
  - Demonstrate accountability for financial efficiency.
  - Demonstrate to all staff how support is deployed.
  - Inform parents, LEA, external agencies and Ofsted about resource deployment.
  - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### **Identification and Assessment at Stage 1**

Children’s needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, “A Language in Common” assessment, reading ages, Pira and Puma tests and other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children’s progress over time, including progress in EAL
- liaison with feeder nurseries on transfer
- observations in class
- information from previous schools
- information from other services

- maintaining the provision map for all vulnerable learners which clearly identifies pupils receiving Additional SEN Support from the schools devolved budget or in receipt of Higher Needs Funding. This provision map is updated termly through meetings between the teachers and Inclusion Manager.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

### Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- homework/learning support club
- individualise approaches which allow emotionally vulnerable children to feel comfortable and positive in the learning environment

### Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the Inclusion Manager and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher and support staff interviews with the Inclusion Manager
- informal feedback from all staff.
- pupil voice, particularly when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data whole-school processes (COMPASS Assessment system)
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- attendance records and liaison with Education Entitlement Service.
- regular meetings about pupils' progress between the Inclusion Manager and the Head Teacher
- Head Teacher's report to parents and governors

### Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered Additional SEN Support, but will be on the school provision map.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map. Progress will be carefully monitored & targets will be set by the class teacher which are shared with parents.
- It may be decided that some, **but not all** pupils on the SEN list will require additional High Needs Funding, for which an application needs to be made to the Local Authority, to ensure their underlying special need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education and Health Care Plan (EHCP).
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.
- Our approach to IEPs is as follows:

- Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- Our IEPs will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our IEPs will be based on informed assessment and will include the input of outside agencies,
- Our IEPs have been devised, using a computer system, Edukey, so that they are manageable and easily monitored and therefore will be monitored and reviewed regularly.
- Our IEPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
- Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our IEPs will specify how often the target(s) will be covered
- Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an IEP will be arrived at through :
  - Discussion between teacher and Inclusion Manager
  - Discussion, wherever possible, with parents/carers and pupil
  - Discussion with another professional
 (the precise order for this will vary from pupil to pupil).

### **Stage 3 Statement of Special Educational Needs or Education Health and Care Plan**

- Pupils with and Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan, which will involve; parents, teaching staff, SENCO and the voice of the pupil.
- Our school will comply with all local arrangements and procedures when applying for
  - High Needs Block Funding
  - An Education Health and Care Plan
 and will ensure that all pre-requisites for application have been met through ambitious and pro-active Additional SEN Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

### **Roles and Responsibilities**

#### **Headteacher**

- The Head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Head teacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Manager
- The Head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and Inclusion Manager)
  - pupil progress meetings with individual teachers
  - regular meetings with the Inclusion Manager
  - discussions and consultations with pupils and parents

#### **Inclusion Manager/SENCO**

In line with the recommendations in the SEN Code of Practice 2014, the Inclusion Manager will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- co-ordinating provision for children with special educational needs

- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a EHCP.
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans)
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and Inclusion Manager to ensure that these meetings occur).
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area Inclusion network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising with the schools SEN governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with special educational needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

### **Ethnic Minority Achievement**

The Inclusion Manager will oversee the day-to-day operation of this policy in the following ways:

#### **Class teacher**

- Liaising with the SENCO to agree :
  - which pupils in the class are vulnerable learners
  - which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
  - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with an EHC Plan)
- Securing good provision and good outcomes for all groups of vulnerable learners by :
  - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
  - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2013)
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### **Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs**

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through:
  - The school's generic processes for tracking the progress of all pupils
  - Termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
  - At least termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.

- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

### SEN INFORMATION REPORT

#### **How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN**

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school and that all children can access the curriculum.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra- curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

### SEN INFORMATION REPORT

- **Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying**

**The name and contact details of the Family Support Worker and Early Help Co-ordinator;**

*Florrette Francis – 01604 406486/ [f.francis@standrewsceva.uk](mailto:f.francis@standrewsceva.uk)*

**The name and contact details of the Learning Mentor;**

*Joanne Roberts– 01604406486/ [j.roberts@standrewsceva.uk](mailto:j.roberts@standrewsceva.uk)*

At St. Andrew's CEVA Primary school we try to ensure that all pupils have support for improving emotional and social development and we will work closely with the pupil's and their families to ensure support is in place. If we feel it will be beneficial we will hold an Early Help Assessment to ensure the whole family are supported.

- To support the emotional and social development of vulnerable pupils, St Andrews CEVA School has a Family Support Worker (FSW), who offers emotional support and strategies for both pupils and families, liaising with outside providers where needed.
- We have a strong whole school approach to identifying and supporting vulnerable learners, both in the classroom and in small group work, recognising the importance of healthy emotional well-being to allow a child to flourish and meet full potential.
- We encourage the use of pupil voice and ensure there are several different avenues for pupils to express this and access appropriate support.
- We have zero tolerance procedures regarding bullying and all children have weekly learning sessions based upon social and emotional development and how their actions affect themselves and others.

### SEN INFORMATION REPORT

- **Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new Inclusion Manager is appointed, he/she will gain statutory accreditation within three years of appointment.



- The Inclusion Manager will regularly attend local network meetings.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

**SEN INFORMATION REPORT**

- **Information about how equipment and facilities to support children and young people with special educational needs will be secured.**

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

**SEN INFORMATION REPORT**

- **Arrangements for consulting parents of children with special educational needs and involving them in their child's education.**
- **Arrangements for consulting young people with SEN and involving them in their education.**

**Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

**Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- self-review their progress and set new targets
- For pupils with Education and Health Care Plans monitor their success at achieving the targets on their Individual Education Plans.

#### **SEN INFORMATION REPORT**

- **How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families.**

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including :
  - EHA team
  - CAMHS
  - Educational Psychology Service
  - Information Advice Support Service (IASS)
  - NCC Sensory Impairment team
  - Local NHS services
  - Targeted Prevention Team
  - Education Entitlement Service
  - Multi-agency safeguarding hub
- In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the Inclusion Manager or FSW.

#### **SEN INFORMATION REPORT**

- **Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)**

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the Inclusion Manager will liaise.

## **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

If a child enters the school with significant special needs, it may be beneficial for the child to begin school on a reduced timetable, which will be decided in partnership with the parents/carers. The provision provided for the pupil will be reviewed frequently and outside agencies will be involved in the review process.

### **SEN INFORMATION REPORT**

- **Arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

## **Complaints**

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and Inclusion Manager, then, if unresolved, by head teacher. The governor with specific responsibility Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

### **SEN INFORMATION REPORT**

- **The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

**(Please refer to our school's Safeguarding Policy for details of how we access the Early Help team and Multi-Agency Safeguarding Hub)**

## **Links with Other Services**

Effective working links will also be maintained with:

Education Inclusion and Partnerships: Contact Number: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Information Advice Support Service: Contact Number: 01604 636111

[www.iassnorthants.co.uk](http://www.iassnorthants.co.uk)

Educational Psychology Service: Contact Number: 01604630082

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx>

Educational Entitlement Team: Contact number: 0300 1261000

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/local-government-department/26-educational-inclusion-and-partnership-eip-team-ncc>

Virtual School for Looked After Children: Contact Number: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

Primary Behaviour Outreach Support (Kings Meadow Team or Maplefields Team):

Contact Numbers: Kings Meadow 01604 773730. Maplefields 01536 409040

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

**Information on where the local authority's local offer is published.**

[www.northamptonshire.gov.uk/localoffer](http://www.northamptonshire.gov.uk/localoffer)

## **Inclusion of pupils with English as an Additional Language**

### **Definition**

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. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

### **Ethos**

We strive to recognise, 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 that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

### **Admissions**

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

### **Provision**

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

### **The following provision can be expected:**

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

### **Parental support**

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include

EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

### **Inclusion of pupils who are looked after in local authority care**

#### **Our school recognises that :**

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and 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 :
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
  - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
  - ensuring that children who are 'looked after' have access to the appropriate network of support
  - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
  - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
  - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
  - discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
  - liaising with the child's social worker to ensure that there is effective communication at all times
  - celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

### **Inclusion of pupils who are very able and/or talented**

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- |                               |  |
|-------------------------------|--|
| • Physical talents            | sports, games, skilled, dexterity  |
| • Visual/performing abilities | dance, movement, drama   |
| • Mechanical ingenuity        | construction, object assembly (and disassembly), systematic, working solutions |
| • Outstanding leadership      | organiser, outstanding team leader, sound judgements                           |
| • Social awareness            | sensitivity, empathy,  |
| • Creativity                  | artistic, musical, linguistic  |

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

For primary -Based on DFES guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.

### **Identification**

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' 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'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review.

### **Provision**

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation, and we run 'more able groups' in English and mathematics at KS2.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

**Addendum**  
**COVID-19 Arrangements for SEN and**  
**Inclusion Policy:**

School Name: St. Andrew's CEVA Primary School

Owner: Sue Gentry

Date: 8<sup>th</sup> May 2020

This is a COVID -19 addendum to the main SEN and Inclusion Policy and should be read in conjunction with the main policy.

This addendum is based on the additional interim guidance for COVID-19 operations.

**Latest Legislation – COVID-19 (1<sup>st</sup> May 2020)**

Please be aware that due to COVID-19 the following changes have been made to section 42 of the Children & families Act 2014:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/882290/CV19\\_Act\\_modification\\_notice\\_SEND.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/882290/CV19_Act_modification_notice_SEND.pdf)

These changes are temporary and are advised to be in place between 1<sup>st</sup> May – 31<sup>st</sup> May 2020.  
(These changes are in place until all children are back at school)

Please pay particular attention to

- 2.b (Not possible for local authorities to fully meet their duties as outlined in points i – iv)
- 2.c (Consideration to delivering provision remotely and why this could be partially successful. However, would not represent an effective alternative as outlined in points i – iii)

**What are we doing?**

School remains open to children of key workers, vulnerable students, Y6's and Y1's and those with an EHCP. If your child has an EHCP then please discuss appropriate provision/attendance in school directly with the SENDCO (Mrs Gentry s.gentry@standreewceva.uk). For all other enquiries, please contact (enquiries@standreewceva.uk)

The SENDCO and Safeguarding Teams are in contact with students with an EHCP (On a weekly basis.) If a parent has a concern, they should discuss it the Safeguarding/SENDCO team in the first instance or email enquiries@standreewceva.uk. Risk assessments will be completed for all EHCP students currently on roll and will be overseen by the SENDCO.

Annual reviews will be held either via the phone or an appropriate group call service which may include video call option such as zoom/google meet. Further reviews will of course be available should significant adjustments to an EHCP be required upon return to school.

**Transition – September 2020**

If you have a year 6 son/daughter and are concerned regarding their transition process, please contact (enquiries@standreewceva.uk) and they will get a Y6 teacher or the Learning Mentor, Mrs Roberts to respond directly to you. Our usual transition process will be running differently this year and we are currently exploring the potential use of:

- Virtual tours in conjunction with Secondary School
- Small group Q&A sessions via a live webinar
- Google Classroom for all Y6's to access transition work
- Visits to school from Secondary school staff

**Key Email addresses**

**SENDCO**

s.gentry@standrewsceva.uk

**Transition/ Enquires**

enquiries@standrewsceva.uk

**This policy will be reviewed annually by the governing body**

**Reviewed: June 2020 – S. Gentry**

**Next Review Date: June 2021**