

Rationale

The school community strives to minimise the barriers which might exclude children from equal access to, participation in and outcomes of schooling based on language, culture, gender, physical, intellectual or emotional state and socio-economic status.

Town Field Primary School is committed to providing a stimulating and challenging education to all our pupils. We strongly believe that all children have an entitlement to a broad and balanced academic and social curriculum, and that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Town Field Primary School is committed to inclusion. The school's strategic planning reflects the development of cultures, policies and practices that include all learners, including offering new opportunities to learners who have experienced previous difficulties.

Educational inclusion is about opportunities for all but at Town Field we pay particular attention to certain vulnerable groups and their families:

- Girls and boys, men and women
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners needing support to learn English as a second language
- Learners with physical and/or sensory difficulties and disabilities
- Learners with educational needs, including those recognised as gifted or talented
- Those who are looked after by the local authority
- Those living with illness, either themselves or where they are a young carer.
- Those who are in families under stress
- Learners who are at risk of disaffection and exclusion

We also recognise that pupils learn at different rates and that there are many factors affecting achievement. Many pupils, at some point, experience difficulties of a long or short term nature requiring support. We aim to identify these needs as they arise and provide for them so that the learner still has chance to fulfil their potential. Town Field is has a flexible and efficient system of provision whereby support is offered and withdrawn when appropriate.

The Behaviour lead is our current Deputy Headteacher and the SENCo is one of the acting assistant heads, there are supported by one of our middle leaders in school who is also a qualified SENCo. As an Inclusion team we are supported by three trained Thrive practitioners and a member of the school admin team.

Objectives

We recognise that all children, their families and visitors to the school have got the right to move around the building safely and to share in all aspects of learning according to their needs.

1. To ensure that all SEND and Disability Acts guide policy and are implemented effectively across the school, ensuring priority throughout the Access Plan.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, any individual or group.
3. To continually monitor the progress of all pupils, to identify need as it arises and provide appropriate and timely interventions at the point of need.

4. To provide all children with opportunities to be successful in their learning
5. To provide specific input, matched to the needs of individuals and groups. Specific input may include access to our thrive centre to engage in experiences to support children with social and emotional development. Other, support may include structured curriculum interventions or fluid interventions based formative assessment of a particular skill or concept.
6. To ensure that all members of the school community are perceived positively.
7. To involve parents/carers and children at every stage in plans to meet a child's needs.
8. To develop effective liaison between schools to ensure there is continuity on transfer for vulnerable pupils and the maximum ongoing support from existing outside agencies.
9. To ensure all staff are able to access a robust CPD package from within school and from external providers.

Arrangements for co-ordinating SEND/Inclusion provision

Monitoring:

- The progress of all children including vulnerable young people is reviewed termly. Children making less than expected progress and that are significantly below ARE are identified. Class teachers will complete a formal cause for concern once they feel that strategies through quality first teaching are not sufficient to ensure progress. These children will be monitored closely and other performance indicators will be used where necessary to track progress. Parents of these children will be invited to discuss next steps alongside class teacher and other education and/or healthcare professional where relevant.
- All children's progress is monitored as part of a team approach through our half termly 'intervention meeting' attended by school SENCO's, the head teacher and family support worker and other professionals as needed.
- Identification of need is through observation, discussion with all stakeholders and diagnostic assessment tools where needed.
- Class teachers have the opportunity to share concerns raised through our 'cause for concern referral'
- The SENCO's and Head teacher will monitor the quality and effectiveness of provision for pupils with needs, over and above the monitoring carried out daily by teachers and support staff.
- Resources for additional needs and inclusion are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual purchases are purchased where this is viable, specialist resources being accessed where advised.
- Support staff, class teachers, the SENCO and outside agencies regularly liaise and share developments in order to inform reviews and forward planning. Currently these outside agencies include the Behaviour Support Outreach team, School Nurse, Educational Psychology ASCETs team and Speech and Language Services.

Identification, Assessment, Monitoring and Reviewing Procedures

Children have SEN if they have a ... significantly greater difficulty in learning than the majority of others the same age'. [SEN Code of Practice July 2014]

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. This includes reference to information provided by baseline assessment, termly class assessment, standardised screening, observation of behaviour and social development, assessment by a specialist service or a need identified by a child's previous school. We recognise the benefits of early identification- identifying the need at the earliest point and then making effective provision that improve long term outcomes.

Quality first teaching:

In order to make progress a child may require a personalised learning approach. This may include modifying learning objectives, teaching styles and access strategies. Under these circumstances a child's or groups needs will be provided for within the whole class planning frameworks and target setting. Monitoring of progress will be carried out by the class teacher and used to inform future planning.

In line with the SEN code of Practice July 2014 all children will be referred to as SEN Support there will no longer be a distinction between SEND children receiving support from specialist services and those receiving in school interventions exclusively.

Children may be identified as SEN support if they:

- continue to make little or no progress
- continue to work at a substantially lower NC level than peers
- continue to have difficulty developing numeracy and literacy skills
- have emotional and social needs which interfere with the child's learning or that of others
- have sensory or physical difficulties that require visits from specialised services
- have a barrier to learning due to continued communication needs

The provision and progress of children identified as SEN support will be recorded on an SEN support plan. These plans will contain specific short term and long term outcomes for these children. The role of children and parents in contributing to these plans is crucial, parents and children are invited into school to review and contribute to these plans on a termly basis.

SEN and Inclusion Training

The SENCO's are Specialist leaders of Education and have the opportunity to work closely with colleagues to develop their own and others practice. The SENCO's attend termly SENCO networks and pyramid liaison meetings to hear about updates and new national developments. Meeting additional needs and inclusion issues are targeted each year through the School Development Plan and Access Plan. The SENCO's support have both achieved the National award for SEN coordination. Through the SENCO all stakeholders are kept in informed of developments and initiatives in relation to SEN/D

Support services and outside agencies

Creating a culture of collaboration and sharing skills to improve outcomes for children is held in high regard at Town Field.

- The Educational Psychologist service can offer support to children and school as identified by the SENCOs and Senior Leaders, identified children will be discussed during termly planning meetings and consultations.
- Specialist direct knowledge and direction is provided by a variety of services where we do not have the necessary in-house expertise-for example, in relation to children on the autistic spectrum.

- The SENCO liaises frequently with a number of other outside agencies, for example: Social Services, Education Welfare Service, School Nurse and other medical professionals, Speech Therapy, Physiotherapy and Occupational Therapy.
- Parents/carers are informed where outside agencies are to be involved with their child and appointments/meetings can take place in school as well as the home or clinic.

Partnership with parents and carers

Parents should be empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making process about special educational provision [Code of Practice]

Governing body responsibilities

- To ensure that the school complies with Race Relations and Disability and SEN related legislation, and especially the new SEN Code of Practice 2015.
- To ensure that the school acknowledges government and local guidance and makes every effort to take account of this.
- To identify governors with specific responsibility for monitoring inclusion and equality issues.
- To ensure that pupils with additional needs are identified, assessed so that appropriate provision can be made for them and reviewed to ensure successful outcomes.
- To support the LA in promoting the educational achievement of looked-after children.
- To ensure that parents/carers are fully involved in all of these processes.
- To ensure that other agencies are involved as appropriate.
- To report to parents/carers on the implementation of this policy.
- To ensure that all pupils are included in all activities, as far as it is practicable.
- To ensure that funding is used appropriately and creatively, to meet statutory obligations and maximise the efficient use of staffing and resources.
- To ensure that inclusion issues remain an integral part of the School Development Plan.
- To ensure that admissions processes are fully inclusive.
- To ensure that all pupils with an EHCP have their explicit entitlement met.
- To consult the LA and governing bodies of other schools when necessary, in the interest of co-ordinated special educational provision.

Headteacher responsibilities [some with SENCO support]

- To ensure that the policy and its related procedures are implemented.
- To ensure that all staff are aware of their responsibilities and given appropriate training and support to carry out their duties.
- To ensure all teachers set suitable learning challenges, respond to diverse needs and help pupils to overcome potential barriers to learning.
- To ensure that disciplinary action is taken against staff or pupils who contravene the policy.
- To ensure issues of equality, inclusion and diversity are addressed within the curriculum, primarily in PSHE.

- To ensure that identified funding is used appropriately and creatively to meet statutory obligations and maximise learning opportunities for all.
- To ensure that other policies eg. the Behaviour policy, are regularly reviewed in light of changing inclusion needs.
- To ensure that multi-agency work within the school is co-ordinated, effective and meeting the need.
- To manage transfer of pupils both coming into and leaving Town Field Primary.
- To ensure that all incidents of bias and discrimination are dealt with.
- To ensure that specific Inclusion responsibilities are undertaken by a qualified and experienced SENCO/Inclusion Manager.

Staff responsibilities

- To set suitable learning challenges, respond to diverse needs and help pupils to overcome potential barriers to learning.
- To ensure quality first teaching for all pupils including children with a range of differing needs.
- To raise concerns using the appropriate system if they are concerned about specific children
- To safeguard and promote the welfare of all children.
- To ensure that everyone is dealt with fairly, promoting race and disability equality and appreciation of diversity.
- To monitor the progress of all children, in line with school policy.

Evaluating the success of the school's SEN and Inclusion policy

- Every year we analyse the data we compile ourselves and the data we receive from the monitoring team at the LA, comparing ourselves to national data and similar schools. This analysis informs future planning. The provision map is scrutinised and checked against assessment results to find our most effective provision and how it might be extended.
- The SENCO is able to keep the governors up to date with new inclusion developments either through written reports, attendance at meetings or in conversation with the governor responsible for Inclusion. The SENCOs meet with the SEN/D governor on a half termly basis to update.
- Whole school monitoring and evaluation procedures will include sampling of work and observations, following the agreed timetable for this. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.