



**BRADGATE**  
Education Partnership



Syston and Thurmaston  
Education Partnership



# The Pochin School Inclusion and Special Educational Needs and Disabilities Policy

## Mission Statement

*Valuing individuals through high expectations.*

We are a small school that values high expectations in which individual children are nurtured through:

- quality teaching and learning;
- opportunity for children to achieve their full potential;
- a caring, happy, secure learning environment in a rural setting;
- high expectations of behaviour and discipline;
- strong leadership and teamwork with all staff;
- valuing partnership with the wider community, especially parents;
- and providing equal opportunity for all.

The contents of this policy also applies to The Pochin Pre-School and The Before and After School Club.

The Pochin School is committed to providing a secure, stimulating, personalised and inclusive environment within which children can develop high self-esteem, independence, respect for others and reach their full potential. We actively seek to remove the barriers to learning and participation that can hinder or exclude pupils, or groups of pupils. This means that equality of opportunity must be a reality through the different groups of children within our school.

The aims of this policy are based on the values derived from the following documents and guidance complying with the Statutory Requirements laid out in the SEND Code of Practice 0-25 (11th June 2014):

- Equality Act 2010: advice for schools DfE February 2013
- Under the SEND Code of Practice 0-25 (June 2014) every teacher is a teacher of every child or young person including those with SEND
- For SEND information in conjunction with Leicestershire's local offer see
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document October 2013

We as a school community have a commitment to promote equality. Under the Equality Act 2010, we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual or orientation.

This policy has been equality impact assessed and we believe it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps promote equality at this school.

Children will develop high self-esteem, independence, respect for others and acquire skills to become life-long learners and celebrate cultural diversity. The Pochin School recognises that every pupil has the entitlement to develop their full potential. We also believe in the child's

right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities. We understand that appropriate support, advice and resources may be necessary to achieve this.

## **Inclusion statement**

We endeavor to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Inclusion is an on-going process that celebrates diversity and involves the identification and minimizing of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language and social background and the maximizing of resources to reduce these barriers.

This policy applies to children who:

- Have Special Educational Needs and/ or a Disability (SEND);
- Have medical needs;
- Have a Disability;
- Reflect social and cultural diversity;
- Have attendance and/ or punctuality difficulties;
- Are Young Carers;
- Use English as an Additional Language (EAL);
- Are refugees or asylum seekers;
- Have mobile life styles;
- Are Children Looked After (CLA);
- Live in poverty or may be homeless;
- Are Gifted and Talented (G&T);
- Bully or are victims of bullying;
- Are bereaved;
- Are traumatised;
- Present with safeguarding concerns.

The aims of the Inclusion policy and practice in this school are:

- To reach high levels of achievement for all
- To be an inclusive school
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision with all stakeholders
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil needs

## **Inclusive Provision**

The Pochin School offers a continuum of provision to meet a diversity of pupil's needs. Although all classes are mixed ability, our teachers have the flexibility to set smaller ability

groups, within their classes, for specific aspects of the curriculum in order to maximise the progress of all our children.

Additional in-class support is available in all classes provided by teaching assistants. A wide range of intervention programmes are available to all pupils who require additional support in specific curriculum areas, but also with social, emotional and/ or behavioural needs and also sensory/physical needs. Intervention programmes are organised on a needs led basis and respond to children's needs and misconceptions on a daily basis. Some children are carefully assigned to programmes following progress meetings between the Leadership Team and class teachers.

There are some organised extra-curricular clubs and activities which all children have access to. Additional provision or adjustments may need to be organised for particular pupils in order to ensure their inclusion.

Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. We take specific action to respond to pupils' diverse needs and to provide access to learning for all by:

- Creating effective learning environments;
- Securing pupils' motivation and concentration;
- Providing equality of opportunities through teaching approaches;
- Using appropriate assessment approaches;
- Setting suitable targets for learning;
- Planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences;
- Planning for pupils' full participation in learning activities;
- Helping pupils to manage their behaviour and to take part effectively and safely;

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). All pupils are involved in monitoring and reviewing their progress. We endeavor 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
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- Reviews and setting of targets to support their needs
- Regular meetings with named adults
- Annual reviews
- Involvement of pupils opinions through questionnaires
- Inclusive PE group

## **Organisation of Learning**

The Local offer (school website link) is a continuum of provision to meet the diversity of pupils' needs. The first expectation is quality first teaching for all children. Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups and differentiate work accordingly.

Additional in-class support provided by Teaching Assistants is available in all classes, including delivery of targeted group and individual support when appropriate. This additional support is usually targeted at children who are catching up on their basic literacy, numeracy and communication skills. It may take place in the classroom or children may be withdrawn for short periods during appropriate times. Computers and interactive whiteboards are available in every class and are used regularly to provide additional support and challenge.

Teachers' lesson plans include details of differentiation for pupils with SEND, EAL or those who are identified as being G&T. This can take many forms including:

### **Gifted and Talents**

- Tasks which demand higher-order thinking skills;
- Access to advanced resources and materials which support the level of challenge;
- Extension - not 'more of the same' but more appropriate work;
- Stimulating lessons that have pace so that pupils are motivated by challenge;
- Creative learning tasks which have a degree of open-endedness and uncertainty to permit pupils to impose meaning, make reasoned judgements or produce multiple solutions;
- The opportunity to take risks in an organised way and sometimes to fail and to work collaboratively;
- Learning which involves authentic tasks and opportunity for choice and personalisation;
- Differentiated homework.

### **English as an Additional Language (EAL)**

- Access to word banks;
- Opportunity for visual literacy techniques such as reading pictures and drama;
- provide opportunity for higher order thinking;
- opportunity for discussion and cooperative learning;
- opportunities to communicate in their first/home language including language of the month;
- encourage children to write their own dual texts, when appropriate;
- plan learning opportunities in lessons which reflect ethnic minority backgrounds/ cultures;
- differentiated homework.

### **SEND**

As above, but in addition:

- differentiated learning objectives and/or success criteria;
- adapted and differentiated printed text to improve access and understanding;
- writing frames;
- hands on equipment;
- multi-sensory learning opportunities;
- extra adult support;
- additional visual cues;
- learning opportunities which reflect targets;
- mixed ability and homogeneous groupings;
- specialised targets which are reflected in planning;
- differentiated homework.

### **Inclusive Monitoring**

The following groups are specifically monitored with reference to how much the School 'includes' them and provides for their learning needs:

- Boys and girls;
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- Pupils who have English as an Additional Language (EAL);
- Pupils who have Special Educational Needs and/ or a Disability (SEND);
- Pupils who are Gifted and Talented (G&T);
- Pupils who are subject to Child Protection or Child in Need plans;
- Pupils who are at risk of disaffection or exclusion, Young Carers, sick children, children from families under stress;
- Pupils with social, emotional and/ or mental health difficulties;
- Children who are Looked After (CLA);
- Pupils who are entitled to Free School Meals (FSM) and those in receipt of Pupil Premium.

### **For effective co-ordination staff must be aware of:**

- The procedures to be followed;
- The responsibility all teachers have in making effective provision for all;
- The commitment required by staff to keep the Leadership team well informed about pupils' progress;
- What exactly constitutes a 'level of concern' and at which point 'School Action' is initiated;
- The procedure by which parents are informed of this concern and the subsequent SEND provision;

## **Management of Inclusion and SEND within School**

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the Senior Leadership Team . All staff in school have a responsibility for all pupils. All teachers are teachers of special education needs and disabilities. (Code of Practice 2014) Staff are aware of their responsibilities towards pupils

with SEND, whether or not pupils have an Educational Health Care Plan (Statement of Special Educational Needs). A positive and sensitive attitude is shown towards all pupils. Staff responsibilities are identified in individual job descriptions. Teaching assistants play a major role in the support of all pupils. The rationale for the deployment of TA's is pupil centered.

**The Senior Leadership Team is responsible for:**

- Overseeing the day-day operation of this policy
- To support the Teacher to provide Quality First Teaching for all
- Liaising with and advising teachers
- To advise and assist class teachers (and where appropriate TAs) in devising and implementing specific programs and access arrangements
- To coordinate the Statutory Assessment and Educational Health Care Plans(Statements) for submission to the local authority
- To support on setting the targets for individual children
- Overseeing the records of all children with SEND
- Co-ordinating provision for children
- Liaising with parents of children with SEND (class teachers, and TA's)
- Oversea Child Protection procedures
- Liaising with the SEND governor
- To liaise with the Educational Psychologist(EP), Speech and Language Therapist(SALT) and other external agencies, organize and attend reviews/ case conferences as necessary
- To be responsible for the ordering and appropriate organization of equipment and resource materials to support children with SEND Liaising with parents/carers
- Updating the Inclusion and Special Educational Needs and Disability policy
- Partnership with Parents/Carers
- The school aims to work in partnership with parents and carers. We do this by both formal and informal strategies to include the views and support of parents in their child's education as the knowledge, views and first-hand experience parents have regarding their children are valued for the contribution it makes to their child's education.

**We try to involve parents by:**

- Giving parents/carers opportunities to play an active and valued role in their child's education
- Making parents/carers feel welcome
- Encouraging parents/ carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strength as well as areas of additional needs
- Allowing parents /carers opportunities to discuss ways in which they and the school can help their child with the additional support of annual reviews and targets
- Agreeing targets for child reviews

- Keeping parents/carers informed and giving support during assessment and any related decision-making process about provision
- Working effectively with all other agencies supporting children and their parents
- Making parents/carers aware of the Parent Partnership services. This information is available to all parents in the foyer and from the SENDCO
- Providing all information in an accessible way

## Identification and Assessment for SEND

We accept the principle that pupils' needs should be identified and met as early as possible. Indeed in the Code of Practice 0-25 it states:

*'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'*

The Senior Leadership Team (SLT) analyses school data as one of the criteria for early identification. Whole school data is used to monitor and evaluate the progress of pupils (this forms the basis of discussions with all class teachers and TAs at pupil progress meeting each term).

The purpose of identification is to work out what action needs to be taken, not to fit a pupil into a given category. Under the new Code, there are now 4 categories of SEN (page 97-98):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Physical and/or Sensory Needs

It is important to note here that other factors may impact on progress and attainment, but they are not necessarily SEN. For example:

- Behaviour will no longer be an acceptable category to describe SEN. Under the new Code, any concerns relating to a child or young person's behaviour should be tantamount to a recognised/identified need from the most appropriate of the four new categories of SEN.
- Disability - the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation-these alone do not constitute SEN.

## A Graduated Approach

The school adopts the graduated response as recommended in SEND Code of Practice 2014. We use a number of additional indicators to track pupil progress to ensure clear expected outcomes:

- The analysis of data including entry profiles, Foundation Stage Profile, SATs, reading ages, annual pupil assessments
- Individual Pupil Profiles
- Following up parental concerns
- Pupil self-referral
- Liaison with feeder school on transfer
- Information from previous schools
- Information from other services

Class teachers are responsible and accountable for the progress and development of their pupils. This includes children accessing support from Learning Support Assistants or Specialist Teachers/staff. Class teachers are gathering information and assessments about their pupils. This stage would normally include a discussion with parents about their child and should be focused on their child's strengths and difficulties, parental concerns, agreed outcomes sought and the next steps.

Children are considered to have SEN if they do not make adequate progress once they have had intervention/adjustments and good quality personalised teaching. Additional intervention and support cannot compensate for a lack of good quality teaching. In our school the emphasis on high quality teaching, appropriately differentiated for individual pupils is the first step in responding to children who have or may have SEN. We consistently review the quality of our teaching and where necessary will work to improve teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of most frequently encountered SEN.

## **How does the school decide if Special education Provision is needed?**

Class teachers, the Head Teacher and the SENDCo would consider all of the information gathered by the school relating to:

- Formative assessment (monitoring pupil learning to find/notice strengths and difficulties)
- Using effective tools e.g. tracker systems
- Early assessment/testing materials
- National data and expectations about progress.

It may be that for higher levels of need, school would have to draw on more specialised help/assessments from external agencies e.g. Health, Educational Psychologist, Specialised Teachers (Vision/Hearing) and so on. However support is provided, a clear date for reviewing progress should be agreed and the parent, pupil and teaching staff should each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of

this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning.

Where it is decided that a pupil does have SEN, the decision should be recorded in the school records and the pupil's parents must be formally informed that special educational provision is being made. The child then becomes part of the School SEND Support category. This SEN support takes the form of a four part cycle: **Assess, Plan, Do, Review**.

Where children require support at this level, the class teacher and SENDCo will look at all of the school based assessment data for a particular child. Parental experience and views will also be taken into consideration. It may be at this point that the views are sought from external agencies.

We feel that the best outcomes are achieved for our pupils where families are involved. This means that we are able to discuss and plan the best support with all the information that is available. Where possible we try to involve the children in this process as it helps them understand the nature of their difficulties, but also helps with regard to maintaining self-esteem and commitment. Children who are receiving support above and beyond class differentiation are subject to an Individual Education Plan (IEP). These are reviewed three times a year and outcomes and new targets are shared with parents where possible. Intervention outcomes are monitored rigorously to ensure that a child is receiving the best intervention to meet their needs.

Where children do not appear to be making progress as a result of interventions, observations and/or adult support, the school will again involve parents when decisions need to be made regarding the need for other external organisations to become involved. At this point all agencies concerned with that child may decide to apply for a SEND Support plan in order to accommodate the needs of that child. It may also aid transition to another key stage. Threshold Criteria will still need to be met in order to apply, but in some cases top up funding may or may not need to be applied for. This option to apply for additional money can be completed at the time of applying for the SEND Support plan. A timeline for the processes, including applying for a statutory assessment/Education Health Care (EHCP) Plan are included here: [http://www.leics.gov.uk/send\\_assessment-2.pdf](http://www.leics.gov.uk/send_assessment-2.pdf)

Where children and families need support at home they will be directed to the services available made through the Local Authority's local offer:

[http://www.leics.gov.uk/index/children\\_families/local\\_offer.htm](http://www.leics.gov.uk/index/children_families/local_offer.htm)

Where possible we aim to aid parents in the application process(es) to access external agencies. Please speak to the Head Teacher or SENDCo for further information.

The SLT maintains a register of pupils identified through the procedure listed. This register is reviewed three times a year. A detailed analysis of the register takes place annually. For some pupils a more in depth individual assessment may be undertaken by the school in

consultation with outside agencies. Any advice given by the external agency is communicated to all adults working with the pupil, and their parents/carers.

We aim for a smooth transition between classes, phases and schools for all pupils and ensure that records are maintained and transferred efficiently.

## **Criteria for exiting the Register**

We are aware that there are times in children's education that they may need to come onto the SEND register/record. Also as a result of progress made, support received, early intervention etc it may become apparent that a child no longer needs to remain on the SEN register/record. At this point in time, upon consultation with parents and the child, the child may be removed from the record. As always, the Graduated Approach of **assess, plan, do review** apply.

## **Supporting Pupils at school with Medical Conditions**

Our school recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement or Education, Health Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school create a care plan which is shared with all staff for all children and adults with medical or disability needs.

## **Curriculum Access and Provision**

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meeting individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map identifies possible interventions and this maps these against individual (or group) pupil need.

The range of provision includes:

- In class support for small groups with an additional teacher (ATH) or Teaching Assistant (TA)
- Small group withdrawal with teacher or TA support
- Individual class support/individual withdrawal
- Further differentiation of resources
- Peer support

All pupils on the register will have targets or IEPs. The procedures for writing, implementing and reviewing targets are outlined in the SENDCO file.

For pupils with Educational Health Care Plans, provision will meet the recommendations on the statement. Curriculum targets are recorded in learning books, in English and Maths.

## **Admission Arrangements**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision in line with the LA policy

## **Special Provision and Disabled Access**

Our school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and ensures full curriculum entitlement and access. The school has undertaken a substantial remodelling and building program in recent years which has provided two new classrooms located on the first floor. There is no lift/stair lift access at this time to these areas. There is however wheelchair access to ground floor classrooms and playground areas but limited access to the office area. The children's toilets were also recently refurbished but they do not include a disabled toilet, though this can be located within the Village Hall. We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.

## **Disapplication and Modification**

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its 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 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 SLT. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;

- section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.
- use of the NCA guidelines, updated annually

## **Monitoring Evaluation and Review**

Monitoring, evaluation and review of this policy is of the utmost importance. One of our goals is to develop a love of lifelong learning for all. Therefore, monitoring of this policy will be ongoing and part of our monitoring schedule.

### **Success Criteria**

We will know when we have been successful with the Inclusion and Special Educational Needs and Disability Policy when:

- All children feel valued and supported to enable them to achieve their full potential.
- Differences in the achievement and attainment of different groups of children are recognised, analysed and acted upon quickly. The gap in attainment of different groups is narrowed.
- Children show an awareness of and respect for difference and diversity.
- Parents have an understanding of their child's learning and progress, and know what they can do to ensure their child continues to succeed.

We can obtain this information from pupil surveys, School Council, Learning Councils, pupil conferences, staff meetings, observations and assessment data. We will also know whether we have been successful through parental comments in surveys, IEP meetings and Parent Meetings. Links with Other Schools/Integration Links

## **Staff Training**

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. Performance management reviews and staff appraisals support the identification of areas for development. Training to be undertaken is identified by Staff Audit and responding to specific needs. Input from external agencies is actively encouraged.

Inclusion and SEND procedures and practice in school are discussed with all new staff. All staff receive induction on taking up a post. Teachers receive ongoing support from their year group partner. All staff receive ongoing support through organized staff Inset. Our school SENDCO attends termly SENDCONet meetings in order to keep up to date with local and national developments in SEND. The STEP group of schools to which The Pochin School is a member, also has a termly meeting where SENDCOs from the member schools come together to discuss ways of improving transition and continuity across the Group. Good local links with feeder schools are established to enable good transition programmes to be organised for pupils moving to year seven.

## **Complaints relating to Inclusion and SEND**

If there are any complaints relating to the provision for pupils with respect to Inclusion and Special Educational Needs and Disability, these will be dealt with in the first instance by the head teacher. The chair of governors may be involved if necessary. Please refer to our Complaints Policy as per our web page:

[www.pochin.leics.sch.uk/parentsinfo.htm](http://www.pochin.leics.sch.uk/parentsinfo.htm)

Contact details:

Head Teacher: Miss M O'Dell

SENDCo is: Mrs Heather Sharpe

School Governor with a responsibility for SEND : Mrs Ria Sharpe