

Tolleshunt D'Arcy St. Nicholas C of E Primary Academy



Inclusion Policy

Adopted: 2021/22

Next review: 2022/23

This document is a statement of aims, principles and strategies for Inclusion (Special Educational Needs and Disabilities) at Tolleshunt D'Arcy St Nicholas C of E Primary Academy.

Ethos for SEND

In Tolleshunt D'Arcy, we believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress.
- any learners who are at risk of disaffection and exclusion

We take a whole school inclusive approach to all students with special educational needs, recognising that the core values of the school are the same for all students whatever their abilities and that each pupil will:

- Become creative, courageous and friendly learners.
- Learners who can take responsibility and trust in the support around them and more importantly, themselves.
- To persevere and become resilient learners who will always try their best to achieve.

Aim and objectives:

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aim is to support students with SEND and Additional Learning Needs (ALN) within our primary setting. We believe that every child is entitled to full access to the school curriculum. We will endeavour to support our children in their ordinary, school environment, sometimes with the help of outside specialists. The Head Teacher, all staff and the Directors are committed to the provision of the best possible education for every child within the resources made available to the school.

Responsibility for the coordination of SEND provision:

Within school it is the responsibility of the Inclusion Manager to oversee the provision, planning and assessment of Special Educational Needs and Disabilities. It is the responsibility of individual class teachers to provide differentiated planning, resources and support for students with a SEND or ALN within their class and to ensure the progress of all students. Teaching staff are ably supported by a small team of Learning Support Assistants and Inclusion Support Assistants, who have specialist training to run interventions and support specific needs.

The Teaching and Learning Council will hear regularly from the Inclusion Manager about the provision within school. A director is assigned to be the designated Special Educational Needs and Disabilities Director.

Curriculum

At Tolleshunt D'Arcy, we are lucky to have a creative curriculum where the students can learn in a wholesome, cross curricular environment.

Our aims are that:

- The curriculum will be suitably differentiated, at the planning stage, to cater for all individual learning needs.
- Students to be a part of the planning stage for topics/terms.
- Parents will be seen as equal partners in the development and support of the child.
- Each child will have full access to the Curriculum at their level and ability.
- Each child will be enabled to achieve their best in all areas of school life.
- Each child will be supported in their success and it will be properly celebrated.
- Every child will receive positive reinforcement in their learning i.e. identifying what they can do alongside next steps in their learning.

Inclusion

Students are regularly assessed in schools by their teaching and students with a special need and/or disability will be no different. They will have regular assessments and planning created by the teacher who will liaise with the Inclusion Leader, where appropriate. Continuous guidance and support will be under review to meet the needs of all learners and targets which will be set on documents such as:

- Support plans
- One plans
- EHCPs (and any statements still in place) will be adhered to by all supporting members of staff in school.

Within the school, we also use the 'Graduated Response' approach, which can also be called 'Assess, Plan, Do, Review'.

This consists of:

- **Assessing** a child's specific educational needs
- **Planning** the provision to meet their agreed outcomes and ongoing and/or future aspirations.
- **Do** put the provision into place to meet these outcomes.
- **Review** the support in place and the progress of the child regularly.

Teaching and Learning

A student's learning will be differentiated to suit their individual needs, and this will be a part of the teachers 'high quality teaching'. This differentiation may be seen in the form of additional general support by the teacher or by an additional adult in the classroom.

The student may also be placed into a small focus group if their area of need is within a specific area such as handwriting, reading etc. This may be run by the class teacher or by an additional adult within the school. The length of time of the intervention may vary according to need but will be monitored regularly.

If a pupil's needs are additional this may result in the creation of a 'One Plan'.

The 'one planning process' involves the family, the child and other relevant professionals. This process will identify outcomes for the child and how they may be achieved.

When a pupil's needs are more complex an assessment of education, health and care needs may be undertaken by the authority and an EHC plan developed. This is developed in collaboration with the family, child, and as appropriate, other relevant professionals.

Assessment and Reporting to parents

As part of the teaching and learning, students are regularly assessed by their class teacher. These levels are then passed to the Headteacher who liaises with the Inclusion Leader to monitor progress of those SEND students. There are 3 main stages of need; Early Support (within EYFS), SEND support and EHCP.

Early Support/SEND Support may mean extra intervention or placing the student on the SEND register. When placing a child on the SEND Register the school will always have an open discussion with Parents. Reasons for the support, support to be put into place and the schools next steps will be fully explained to Parents and Carers and the plan of action can take place. All of this information will be recorded on a One Plan. Parents/Carers will be given a copy of the One Plan.

One Plans will be written by the teacher/staff member and there will be further discussions with the child and Parents/Carers to agree/adapt outcomes on the plan.

For those students with an EHCP, there will be an Annual Review Meeting. This is to ensure that all the needs outlined in the EHCP are being met. School staff, parents and Outside Agencies, where appropriate, will be at these meetings. Paperwork will be sent to the Local Authority once it has been completed with Parents/Carers' consent.

Resources

The Inclusion Leader oversees the learning support team within the school. These members are highly trained assistants who work with small groups and individuals throughout the day.

The school also works alongside a variety of specialists. This is to ensure that students receive the best care and provision. The Inclusion Leader (and sometimes Head teacher) will remain in contact with these outside agencies on a regular basis, acting as a point of contact for parents and carers.

Monitoring and review

Board of Directors will review and monitor the information stated within this policy annually.

The Teaching and Learning Committee will discuss it in-depth, alongside the Inclusion Manager. This will ensure that Tolleshunt D'Arcy St. Nicholas Primary Academy provides an appropriate and high-quality education to all the children living in our local area.