



# Inclusion and SEND Policy

Please note that 'Headteacher' may refer to the Executive Headteacher or Head of School. 'Chair of Governing Body' may refer to Co-Chairs of the Governing Body.

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## **1. Aims:**

Our SEN policy and inclusion policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At The Trumpington Federation, we provide an inclusive curriculum appropriate for all our children. We believe that every teacher is a teacher of every child or young person including those with Special Educational Needs and Disabilities (SEND), that SEND is a whole school priority and that the principle of inclusion extends to society as a whole and is the responsibility of all pupils, parents, governors, staff and the wider community.

Inclusion can be defined as attitudes and methods that ensure all learners can access mainstream education – it covers SEND, community cohesion, Gifted and talented and English as an additional language (EAL).

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2015).

Please refer to the Send Information Report for further information.

## **2. Objectives for Inclusion and SEND:**

- To value the rich contribution that difference and diversity makes to our schools. In recognising and responding to the diverse needs of children, we will use a range of flexible responses to meet such needs and accommodate their diversity.
- To seek the participation of all our children in learning which leads to the highest possible level of achievement and fulfilment for each individual.
- To ensure the view of the child (according to their age and understanding) and parents are sought and valued.
- To identify and provide for all children’s learning and physical needs as early as possible, using a range of strategies.
- To deliver planned and organised support for all children who are experiencing a learning difficulty or have a disability.
- To ensure all children’s needs are met through the practice, culture, management, and deployment of resources.
- To work in close partnership with governors, staff, parents, children and outside specialists to create and maintain the best possible provision for all children who have been identified as having a special educational need in accordance with the Code of Practice.

### **2.1 How are we going to achieve this?**

- Identify and provide for pupils who have special and diverse educational needs.
- Work within the guidance provided in the SEND Code of Practice (2015).
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.

- Provide a Special Educational Needs Co-ordinator (SENCo) who will work with the Inclusion and SEND policy .
- Provide support and advice for all staff working with special educational needs pupils.

### **3. Legislation and guidance**

This policy and is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2014 and the following legislation: Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

### **4. Definitions**

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them. Pupils have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Special educational needs and provision can be considered as falling under four broad areas as outlined in the SEND Code of Practice (2015).

- Communication and Interaction
- Cognition and Learning
- Behaviour, emotional and mental health (previously behavioural, social and emotional difficulties)
- Sensory and/or physical

**For further information on the different types of SEN and provision, please refer to the Federation's SEND information report - this can be found on the Federation website.**

### **5. Potentially vulnerable groups**

The following groups may find the information in this policy particularly useful.

- Children with SEND
- Children whose home language is not English or is English in addition to another in the home.
- Children who are gifted and talented
- Children with physical or sensory impairments
- Children whose families may be asylum seekers or refugees
- Children from traveller families
- Children under Local Authority care – Looked after children (LAC) and children who are adopted – previously looked after children.
- Children who are young carers
- Children whose families are under stress

#### **5.1. English as an Additional Language**

- The term English as an Additional Language (EAL) is used to refer to pupils whose main language at home is other than English.

- If the child was exposed to more than one language (which may include English) during early development, then the child will still be considered to be an EAL child irrespective of proficiency.
- EAL learners, from complete beginners to those with considerable fluency, will have diverse needs in accessing the curriculum and achieving their full potential. We will use a variety of strategies to support this.
- Our aim is for all EAL pupils to become confident in speaking, listening, reading and writing in order to access the curriculum.
- We use the Bell Framework to assess the speaking, listening, reading and writing progress of EAL pupils (in addition to Target Tracker and other formal/ informal assessments).

## **5.2 Gifted and talented**

- Gifted refers to a child who has abilities in one or more academic subjects (such as English and Maths).
- Talented refers to a child who has skills in a practical area (such as music, sport or art).
- We use a range of strategies to identify more-able and very able pupils. The process is ongoing and takes into account information from staff, pupils, parents and carers.
- As appropriate, teachers will provide differentiated activities and a range of support and resources for gifted and talented pupils.

## **6. Roles and responsibilities**

### **6.1 The SENCO**

The SENCO will develop effective ways to overcome barriers to learning, monitor TAs, monitor quality of training, and set targets for improvement.

#### **The SENCo will therefore:**

- Work with the SLT, Inclusion team and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Work in close partnership with the parents / carers, pupils and staff
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Advise teachers on how pupils might meet planned learning objectives
- Be the point of contact for and liaise with external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Review the provision map on a termly basis to reflect progress shown through teacher assessment and monitoring of pupils' progress taking part in interventions
- Oversee the records kept by the teacher on all pupils with SEND
- Monitor pupils with SEND throughout the Federation
- Manage the TAs
- Contribute to in-service training of staff and governors

- Attend Local Authority briefings, SENCo Cluster meetings and training opportunities to keep up to date with local and national SEND updates
- Be responsible for ensuring value for money and effective allocation of provision which is reviewed regularly in conjunction with the Head Teacher

### **6.2 The Inclusion Coordinators:**

- Work in close partnership with the parents / carers, pupils, staff and governors
- Oversee the Inclusion and SEND policy
- Advise teachers on how pupils might participate fully in the curriculum
- Co-ordinate the provision for pupils with SEND in partnership with the SENCo
- Monitor all pupils throughout the Federation
- Manage the TAs
- Contribute to in-service training of staff and governors
- Liaise and work in partnership with external agencies
- Attend Local Authority briefings and training opportunities to keep up to date with local and national SEND updates

### **6.3 The SEN governor**

#### **The SEN governor will:**

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Fulfill their statutory duties to pupils with special educational needs
- Secure appropriate resources
- Establish a policy which has regard to the Code of Practice on the identification and assessment of special educational needs
- Make an annual report on the effectiveness of the Federation's work on behalf of the children with special educational needs (pupils' progress; parental and pupil views; staff feedback relating to training and confidence)
- Participate in appropriate training

The Governor responsible for Inclusion and SEND is Liz Woodham.

### **6.4 The Executive Headteacher**

- Will work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Have overall responsibility for management of the Inclusion and SEND policy, for assessment and provision for pupils with SEND and for keeping the Governors informed. The Executive Head teacher will therefore:
  - Deal with any complaints about general or specific provision.
  - Be informed by the Local Authority when they conclude that a pupil within The Trumpington Federation has SEND and is then the person responsible for ensuring that all the appropriate people know about that pupil's needs.

### **6.5 The EYFS Assessment Coordinator**

- The Early Years and Foundation Stage Coordinator will work closely with teachers to identify the needs of pupils in Early Years and follow the graduated approach to SEND support.
- They will work closely with the Inclusion Coordinator and Inclusion Manager to develop SEND provision in the Early Years.
- They will take part in regular Inclusion/ safeguarding meetings in order to develop effective ways to overcome barriers to learning and set targets for improvement.

## **6.6 Federation Class teachers**

Every member of staff is directly responsible for meeting the needs of all pupils.

In accordance with the SEND Code of Practice 2015:

***6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.***

***6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.***

**The class teacher is responsible for:**

- The progress and development of every pupil in their class
- Providing Quality First Teaching for all pupils including planning for group/ pupil differentiation.
- Identifying that a pupil has a need for additional support.
- Embedding a range of strategies to support identified pupils from the in-class support sheets.
- Ensuring interventions, as advised by SENCo, are delivered.
- Supervising and directing any adults (such as TAs) involved in the learning of their pupils.
- Assessing and recording whether learning has occurred for all pupils.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working in partnership with the SENCO, pupil, parents / carers and other relevant agencies to review each pupil's progress and development and decide on any changes to provision
- Participating in appropriate training
- Being aware of parental, personal and emotional investment in the child and support the parents / carers, maintaining a positive dialogue at all times.
- Ensuring they follow this SEN policy and follow the SEND Code of Practice 2015 as outlined here:

## **6.8 Parent / Carer Partnerships**

We believe that parents / carers have key information to offer and play a critical role in their children's education. All parents of children with special educational needs should feel that they are treated as partners.

**Parents / carers will therefore:**

- Play an active and valued role in their child's education
- Be fully involved from the start
- Have the assessment process clearly and sensitively explained
- Offer unique insight on their child and any circumstances that might have an affect on academic and social progress

- Work in partnership with the Federation to help meet the child's needs
- Have access to external support and information networks

Parents / carers can access further support and information found in our SEND Information Report on the Federation's website and by clicking on the links to the Local Authority offer for SEND: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>.

## **6.9 Pupils and Pupil Participation**

***“Children, who are capable of forming views, have the right to receive and make known information, to express an opinion, and to have that option taken into account in any matter affecting them.”***

UN Convention on the rights of the Child 1989

We believe that all children with special educational needs have a unique knowledge of their own needs and their views about what would help them. Whenever possible the pupils will be consulted and their views taken into account when decisions are being made about their education. This links explicitly with the ethos of the Federation through valuing the children's views and ensuring it is a child-centered approach.

### **Pupils will therefore:**

- Be fully involved from the start of the process
- Have the assessment process clearly and sensitively explained
- Have their opinions listened to and valued
- Be helped to make informed choices and decisions
- Be involved in the setting and reviewing of targets
- Have their views sought and honestly recorded as part of the annual review process and at other times, as appropriate
- Have their successes celebrated and their efforts recognised
- Become confident, effective pupils
- Be treated with respect from the rest of their peers

Pupil participation in the curriculum and breadth of the Federation school life is a goal for all pupils.

## **7. Admissions**

At The Trumpington Federation, our agreed Admissions Policy makes no distinction as to pupils with SEND. The aim of The Trumpington Federation is to meet the needs of any child of any parent / carer who wishes to register their child within The Trumpington Federation. In the case of pupils with an Education, Health and Care Plan, the SENCo will work closely with the Local Authority SEND casework officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that he/she has SEND or that relevant resources are currently unavailable.

## **8. Access Arrangements**

Additional Provision can be put in place for your child to access assessments if they meet the criteria set by the Department for Education. These may include additional time or a scribe. The Class Teacher and SENCo will meet to discuss whether your child would qualify for additional support.

## **9. Supporting pupils at Federation schools with medical conditions**



- The Trumpington Federation recognises that pupils at our schools with medical conditions should be properly supported so that 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 Federation will comply with its duties under the Equality Act (2010).
- Some children may also have special educational needs (SEND) and may have a Statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision for which SEND Code of Practice (2015) is followed.

For further information, please see the Federation's policy on managing medicines.

#### **10. Review of the SEND and Inclusion Policy**

The governors – through their link governors, will evaluate the success of this policy by enquiring how effectively pupils with special educational needs participate in the whole Federation/whole school curriculum and all activities. This will be reviewed annually. The governors will take into consideration:

- The aims of the SEND and Inclusion Policy and ensure these are being met
- The views of the parents / carers
- The views of the pupils (where appropriate)
- The views of the Executive Head teacher, SENCo and staff

The Governors will also ensure that the interventions for each pupil are reviewed regularly.

#### **11. Monitoring arrangements**

This policy and information report will be reviewed by the Inclusion Manager and Senco every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

#### **12. Links with other policies and documents**

This policy links to our policies on:

- The Federation's SEND information report
- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions