



# **Inclusion Policy including SEND**

**Ratified by the Governing Body on: June 2018**

**To be reviewed: June 2019**

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SEND Governor: Mrs J Colwell

Ours is a school that develops children's skills and values for lifelong learning and fulfilment.

## **Compliance**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- SEND code of practice 0-25 (September 2014)
- Schools Special Educational Needs (SEN) Information Report Regulations (2014)
- Equality Act 2010: advice for schools DfE (February 2013)
- Statutory Guidance on supporting pupils with medical conditions (April 2014)
- Safeguarding policy
- Accessibility Plan
- Teacher Standards (2012)

This policy was produced by Rachel Tuck, SENDCo, in liaison with the schools' key stakeholders including parents, staff, governors and staff.

See the West Blatchington website for copies of relevant policies as well as a copy of the SEN Information report.

## **Introduction**

Definition of Special Educational Needs

***‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her’. Special educational provision means ‘educational provision that is additional to or different from that generally made for other children or young people of the same age by mainstream schools’. (SEND code of practice 2014)***

### **Our Statements of Values and Principles**

West Blatchington Primary School is an inclusive school and follows the LEA policy on Inclusion. The school believes that it is striving for effective inclusion practice and individualised learning, in order to achieve the best, and provide the best, opportunities for all its pupils. The school recognises that for successful inclusive practice to occur the ethos and philosophy should reflect a structure that incorporates effective leadership, positive and supportive staff attitudes, effective links between home and school and flexibility in approach regarding teaching styles and methods.

We value all of the pupils in our school equally. The aims of education for pupils with Social Emotional and/or learning difficulties and disabilities and pupils assessed as ‘gifted and talented’ are the same as those for all pupils. The approaches used to enable pupils to progress will vary to suit the individual.

It is the responsibility of all teachers, support staff and SLT (including the SENDCo) to identify and meet the needs of SEND pupils. In this, they can draw on the resources of the whole school, one of these resources being the SENDCo. All pupils are entitled to be given the maximum possible access to a broad and balanced curriculum including the National Curriculum.

Our approach to Inclusion ensures that we are raising the aspirations and expectations of all pupils, inclusive of SEND to ensure that they achieve the best possible outcomes.

The school follows the guidance set out in the Code of Practice and Equality Act to ensure that ‘reasonable adjustments’ can be made to support the inclusion of pupils with SEND.

The Inclusion Coordinator and SENDCo at West Blatchington Primary School is Ms Rachel Tuck. She coordinates the day-to-day operation of the Inclusion/SEND policy and strategic planning for Inclusion together with the Senior Leadership Team (SLT). She is a member of the SLT.

The objectives of the policy are:

- To ensure that the school adheres to the recommendations of the Code of Practice 2014 and Equality Act 2010
- To identify and give clear guidance on the graduated approach to the identification of special educational needs as outlined in the Special Educational Needs Code of Practice 2014
- To set up a framework that provides clarity for teachers, support staff, parents and governors about the provision in our school
- To ensure that all pupils with SEND and/or additional needs receive the level of support to which they are entitled so that their needs are fully met
- To ensure that parents/carers are involved as much as possible in any provision for their child and that parents feel they have a voice

- To ensure that all staff are made aware of the needs of pupils whom they teach or whom they are in regular contact and receive the information, training and support that they require in order to fulfil their obligations towards the successful education of pupils with SEND.

### **Identifying Special Educational and Disability Needs**

We promote early identification of SEN so that effective provision and intervention can be put in place to ensure improved outcomes. Pupils have SEND when their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age. We assess each child's current skills and levels of attainment on entry and build on information from previous settings where appropriate. We would also consider evidence that a child may have a disability under the Equality Act and may need reasonable adjustments to be made for them.

A graduated approach to supporting pupils with SEN or disabilities has been adopted by the school. This graduated approach supports the identification of whether a child is SEN through high quality teaching being normally available to all, and high quality teaching targeted at a child's area for development this will mean that fewer pupils will require over and above support. Class teachers use the schools frameworks to support with strategies and identification of SEND. Meeting the needs of all pupils will be the cornerstone of all good inclusive quality first teaching for all (Wave 1). Short term evaluated interventions (Wave 2) provide a 'catch up' to enable pupils to reach their expected level/s. Pupils who have been placed on the SEN register may also receive highly personalised (Wave 3) interventions.

The SEND Code of Practice (2014) suggests that pupils are only identified as SEN if they do not make adequate progress once they have had good quality personalised teaching and interventions and adjustments made to meet their identified area of concern. Our teachers use assessment and observations to produce differentiated planning in the first instance, Quality First Teaching enables teachers to both identify and support pupils with special educational needs through assessment and differentiation of tasks and support.

The school's systems for regularly observing, assessing and recording the progress of all pupils is used to identify pupils who are not progressing comparative to their peers, and who may have additional needs. The schools' system is based on Assessment for Learning and Quality First Teaching and includes reference to information provided by:

- Transition information and baseline assessments
- Foundation stage profile assessments
- Progress measured termly against programmes of study
- Termly pupil progress meetings where teachers may raise concerns
- Parental concerns
- Progress measured against P level descriptors
- Observations of behavioural, social and emotional development
- Ongoing recording of information on CPOMS
- Assessment by a specialist service, such as EP or SALT
- An existing Education, Health and Care Plan (EHCP)

Assessments and observations help us to identify what action the school needs to take. Once a child is placed on the SEN register there are two categories of support:

1. Special Educational Needs Support: We arrange provision from our own resources and may seek advice from relevant professionals/outside agencies. If the child has still not made expected progress over time, even with a high level of in school and specialist support, then we may request an Education, Health and Care needs assessment.
2. Education, Health and Care Plan (EHCP): specifies the special educational provision required by the child in order to ensure it meets their needs and will help them to achieve the desired outcomes. We continue to arrange our own provision alongside that of intervention supported by external agencies, which may include Health and Social Care. The local authority must make sure this support is provided and have a duty to review the EHCP every 12 months.

SEND pupils are identified following four broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health
- Sensory and/or Physical needs

Pupils may show need in more than one area, provision is matched to the primary need at the time but over time needs may change. We use data and provision mapping to look at the child as a whole and ensure that the identified support is in place. The provision made for a child is based on understanding their particular strengths and needs and seeks to address them, using in and out of class interventions targeted at areas of difficulty, and using specialist resources as needed.

As a primary school we recognise that SEND can be identified at an early age but for other pupils difficulties may only be evident over time as they develop. We identify the needs of pupils by considering the profile and story of the whole child, which will include more than just the special educational needs of the child.

There may also be other factors that may impact on progress and attainment that is not SEN such as:

- Disability ('reasonable adjustment' duty under the current Disability Equality legislation)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of Serviceman/woman

In these cases the child will not be identified as SEN but they still may require targeted support and provision to meet their short or long term needs

### **Graduated approach to SEND support**

Our school maintains Quality First Teaching in all classes, which enables us to create an inclusive environment. Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, differentiated for groups and individual pupils, is the first step in responding to pupils who may or may not have SEND. Although additional support can be accessed both in school and externally from outside agencies, this does not compensate for good quality teaching in the classroom and a variety of measures will be put into place to support a child in class before they are identified as SEN and placed on the register.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement through:

- termly tracking analysis of achievement data, inclusive of monitoring the attainment of vulnerable groups
- pupils progress meetings
- drop ins and observations
- termly intervention tracking
- individual pupils action plan reviews
- pupil profiles
- accountability through teachers appraisals

If the targeted support has been put in place within the classroom and progress has still not been made then the pupil may be referred to the SENDCo who will advise and evaluate, and the pupil may be placed on the SEN register. Following the Code of Practice guidance at West Blatchington we use the ASSESS- PLAN-DO-REVIEW cycle to inform our decisions about when a child is placed on the SEN register and what level of support they should receive. This process is also continued once on the SEN register to ensure provision is matched to the needs of the child and involves.

**Assess-** the school's systems are based on Assessment for Learning and Quality First Teaching. Pupil progress is monitored and reviewed through these systems.

**Plan-** Teachers plan differentiated work which follows the National Curriculum and shows progression of learning. Teachers and other staff may also plan booster, small group or one to one support covering different areas of need.

**Do-** Differentiated Quality First Teaching and extra small group or one to one work.

**Review-** A child's progress will be reviewed and a decision made about whether a child is making satisfactory progress at this level of intervention or whether further support is required.

From this the decision as to whether the child is placed on the SEN register will take into account the graduated approach as above looking at: what has been done already; what impact has this had; assessments and observations of progress and, liaison with parents/carers.

We support pupils' learning by adapting the levels of support, challenge and resources to meet the needs of individual pupils. Once SEN support has been put in place class teachers remain accountable for the progress of the pupils, including where they access support from

support staff or specialist staff. Identification of and provision for special educational needs follows the process as outlined below.

- Additional support is primarily delivered by class teachers through differentiated teaching methods and utilising their class/year group Learning Support Assistants (LSAs) to support pupils with additional needs.
- All teachers and support staff have access to the SEN frameworks for the areas of need to provide guidance on good practice and strategies.
- Intervention teachers and trained support staff also provide additional support. This is in the form of one to one or small group support and is recorded on the whole school provision map. This is managed by the SENDCo and reviewed regularly in line with current pupil needs, the whole school development plan focus, intervention impact and budget.
- Close liaison with intervention staff and class teacher to ensure discussions in place around progress, targets and strategies for individual pupils.
- Once on the SEN register teachers and intervention staff review termly, or at the end of an intervention, individual pupils' action plan targets and set new targets as appropriate. This is in liaison with the SENDCo and other agencies as required.
- The SENDCo is alerted to newly arising concerns through class teachers informing the SENDCo either through email or on CPOMS (a system used in schools to record and monitor child protection issues) and, if a level of differentiated support has been put in place already, by making a SENCO referral.
- It is the class teachers' responsibility at this time to make arrangements to discuss concerns with the parent/carer. The SENDCo is available to attend this meeting if required by the teacher or parent/carer. It is the SENDCo's responsibility to ensure parents/carers are informed if their child is placed on the SEN register.
- A concern may also be raised by a parent/carer, this is also logged on CPOMS and a discussion had with the class teacher with further action taken if appropriate.
- Training for staff is arranged as necessary related to the needs of individual pupils or the needs of the school.

For higher levels of need, where provision within school is not having the expected impact, specialised provision may be accessed. This may involve working with **BHISS - Brighton & Hove Inclusion Support Service**, a team of professionals including: educational psychologists; family support workers; primary mental health workers; specialist SEN teachers and, specialist SEN practitioners. As a school we allocate BHISS support according to need. This may involve working with the following services:

#### ***Literacy Support Service (LLSS)***

A specialist teacher supports a small number of pupils weekly (yr 2-6) who have specific literacy difficulties. She works closely with trained support staff who delivers one to one support for the rest of the week. She also assesses pupils Literacy needs, as requested by the SENDCo, and provides class teachers with support to provide suitable differentiation for pupils.

#### ***Educational Psychologist Service (EPS)***

The SENDCo meets with the EP termly to look at caseload and the needs of the school. The school has a number of visits allocated per term, if there are ongoing concerns about a pupil and interventions have been in place with limited impact then a pupil may be referred for further assessment. Pupils are prioritised for assessment and review based on need and the amount of time allocated by the service.

**Specialist teacher- Language support**

The specialist language teacher works in close collaboration with the speech and language therapy team. The aim is to enable staff to support the Speech language and Communication Needs of all pupils by providing support and advice to ensure effective inclusion and intervention. Work is prioritised alongside the therapist at termly audits with the SENDCo.

**Social, Emotional and Mental Health Practitioner**

The school has an allocated practitioner who supports pupils who are displaying Social, Emotional and Mental Health issues. The SENDCo refers pupils who have reached a certain stage on the Behaviour Framework.

**Specialist teacher in Autism Spectrum Condition (ASC)**

The school has an allocated specialist teacher for ASC and the SENDCo meets with the teacher to agree the use of the direct time to support children in the school who have a diagnosis of ASC.

**Sensory needs Service (SNS)**

The school are supported by the SNS who help and advise staff on pupils who have a hearing or visual impairment.

**Family support Workers**

Family support workers can undertake focused work to support families with issues of mental wellbeing and additional needs. This can be through supporting school staff or undertaking some direct work with families.

Other services the school access include:

**Speech and Language (SALT)**

The SENDCo, speech and language therapist and specialist teacher from the Language support team service carry out a speech and language audit termly. Pupils are prioritised for assessment and review based on need and the amount of time allocated by the service. These services also provide an advisory and training role for staff.

**Outreach Service**

We work with special schools, such as Hillside or Downs Park, who visit and advise us on supporting pupils with complex needs.

**Ethnic Minority Achievement Service (EMAS)**

EMAS supports pupils who have English as an additional language, which may be a barrier to learning. We work closely with specialist teachers from this service who work directly with pupils, as well as liaising with staff and parents/carers. The service also provide bilingual support if required for pupils in the Early Years, and also for pupils who join the school who are new to English. It is unlikely that EMAS will work with a pupil who has SEN needs that are impacting on learning rather than EAL.

**School Nurse**

A pupil may be referred to the school nurse when there are ongoing health needs.

**Referral for further assessment**

The school, with the guardian's permission, may refer a child for further support and/or assessment. This may be to Seaside View Child Development Centre (SSV) if there are concerns about a child's developmental needs. Alternatively, a referral would be made to the Wellbeing Service if there are concerns about a child's emotional and mental health.

### **Managing Pupils Needs on the SEN Register**

Pupils are identified on the SEN register within two categories of support either SEN SUPPORT or EHCP (as described on page 3) and the pupil's main category of need is also recorded. The SENDCo is responsible for ensuring that this is kept up to date and that the SEN needs of a pupil are also recorded on SIMS, a system for recording data, and updated as required.

Termly pupil progress meetings provide an opportunity to look at assessment data and identify any pupils who are not making adequate progress compared with their peers. Other factors such as social, mental and emotional concerns are raised through internal tracking on CPOMS and/or an Inclusion referral by staff, as well as by parents. From this, intervention may be put in place with the support of the Inclusion team. If a pupil is already identified on the SEN register, the SENDCo and class teacher will work together to establish what has been successful and where extra support/provision may be needed.

A whole school intervention provision map is used as an ongoing tool and is kept up to date by the SENDCo; both as an overview of support utilised by the school, and as a record of the measures taken to support individual pupils. After consultation with class teachers, and SEN support staff, regarding the effectiveness of interventions, and any additional needs not covered within current provision, provision is identified that is best felt to support the pupil.

The class teachers work with the SENDCo to produce individual action plans. These outline the specific objectives and outcomes for each pupil on the SEN register, as well as the provision in place to support the pupil to achieve the objectives, inclusive of timeframe. It is the class teacher and intervention staff's responsibility to keep the action plans up to date with objectives and reviews and to inform the SENDCo of any concerns. Pupil passports/profiles may also be in place for some pupils with more complex needs, these support pupil voice and show child friendly targets.

Where a pupil's needs are greater, and good quality intervention is not having the expected impact, with parental permission, specialist advice may be sought by the SENDCo from other services such as BHISS or SALT (see above). With support from the SENDCo it is the class teacher's responsibility to put in place the recommendations that the specialist services have made after assessment, and for the SENDCo to allocate out of class interventions as appropriate. These will be reviewed alongside the SENDCo as part of the graduated approach.

If a pupil has an EHCP then Annual Reviews provide an opportunity to look at the success of individual support and interventions to ensure all the needs, as outlined in the EHCP, are being met. If it is felt that adequate support cannot be provided within the nominal SEN budget then a request would be made for additional funding through the LA Higher Needs

Block. Information is gathered from assessments to support the request and parents may contribute to any requests being made.

### **Criteria for Exiting the SEN Register**

As part of the ASSESS- PLAN- DO- REVIEW process, there is a clear understanding that a child will exit the SEN register once they are making good progress at, or accelerated progress towards, age appropriate level and this is sustained. There will be a term of monitoring and then a review will take place to look at successes and progress over time. Parents will be informed, and the class teacher will continue to monitor that child through the usual school systems. There are interventions that pupils may access as booster support even if they are not on the SEN register.

### **Supporting Pupils and Families**

Parents/carers have access to the school and the ASC facilities Local Offer through the school's website, this details the support that the school can provide for pupils with SEND. The school has a statutory requirement to provide a SEND Information Report and this is available on the school website.

### **Admissions**

Our school complies with the CYPY policy on the admissions of pupils with additional needs and pupils with SEN will be admitted to the school in accordance with the usual admissions procedures (see admissions policy). If there is an already identified SEN need the SENDCo will consult with previous settings and outside agencies, and then work alongside staff to identify suitable transition arrangements, placement, support required and also identify any possible training and support needs for staff. If a child is joining the school with an EHCP the paperwork has to go to governors to ensure that the school can meet the needs of the pupil. If agreed then parents/carers and other professionals will be invited to discuss the provision that can be put in place in order to meet their identified needs.

All pupils in the ASC facility have an EHCP plan with ASC as their Primary Need, and admissions to the ASC unit is through the SEN panel rather than school admissions. The school and governors are consulted as to whether the placement is deemed suitable to meet the needs of the individual child.

### **Links with other agencies**

West Blatchington works closely with external agencies who can advise, support and assess individual needs within the school. The school also has links with many agencies that can support families in and out of school. If multi agency support is required for pupils and their families then a referral to Front Door for Families may be advised and/or Early Help Assessment may be explored with a regular Team around the Family meetings put in place to enhance the wellbeing of the child and their family.

We will contact any agency as required to ensure the best support is in place for our pupils, and families of children with SEND. Parents and carers are also encouraged to contact AMAZE and the Family Information Service for further support.

### **Transition**

Nursery, Reception and the ASC staff undertake visits to the current pre-school/Nursery setting and home visits prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this visit. The SENDCo also has a transition meeting with a specialist Early Years teacher from BHISS where preschool SEN children are discussed. Where necessary the SENDCO will arrange further transition visits for these children and organise additional support staff where appropriate. The SENCO is likely to undertake observations of children in their pre-school setting where SEN has already been identified.

Transition support is also in place for pupils who may struggle transferring year groups, and also when moving from the infant site to junior site at Year 3. When a pupil is transferring from West Blatchington to another school the SENDCo will confidentially pass all information related to particular needs and additional provision that has been in place on to the Head Teacher/ SENDCo of the receiving school. West Blatchington may advise a visit by the new school or further transition visits for the pupil. The SENDCo and staff liaise with all Secondary schools that Year 6 pupils are transferring to. All pupils that West Blatchington are concerned about and/or who are on the SEN register are discussed, with extra transition visits and/or support sessions arranged for particular pupils as necessary.

When pupils are joining the school from other schools class teachers and relevant staff will receive information from the previous school; if there is an SEN need the SENDCo will contact the parents and school to further discuss the child's needs.

### **Access Arrangements**

It is the SENDCo's responsibility to ensure that access arrangements are in place for all assessments and testing across the school for pupils with identified additional needs or an EHCP. It is the class teacher's responsibility to ensure that it is everyday practice for the individual pupil.

### **Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. We will take into account any absences from school that are directly related to the medical condition. Some pupils 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 pupils may also have special education needs (SEN) and may have an EHCP which brings together health and social care needs, as well as their special educational provision following the SEND Code of Practice (2014).

All pupils with a medical condition have a health care plan that is written in liaison with parents and the appropriate medical services. Relevant staff receive updated training as required which is arranged by the SENDCo. See the school's policy on supporting pupils at school with medical conditions.

### **The Autistic Facility**

All pupils in the Facility are diagnosed, and have a statement of EHCP, with ASC as their primary need. The SEN panel allocate places on need basis and the paperwork is shared with school governors to ensure the ASC placement can meet the pupils' needs.

The Facility is organised to support the pupils in order that they can have access to the curriculum and reach their full potential. This includes small class sizes, a structured environment, routines, consistent expectations, targeted teaching to areas of need and a parental partnership. The Pupils in the ASC facility have daily access to sensory integration activities. All staff have experience in dealing with children with ASC (Autistic Spectrum Condition) and knowledge of Autism.

It is expected that pupils will be integrated into the mainstream school, when and if appropriate, according to the individual child's needs. This is reviewed on a regular basis and at least termly. There is an ongoing dialogue with parents around this. Other pupils in the school with identified needs may access the provision in the facility where appropriate. We also encourage reverse integration with main school pupils from different year groups.

### **Monitoring and Evaluation of SEN**

Every term, we analyse the data we have on the attainment of pupils with SEN and other targeted groups. We also analyse data to report on intervention impact and data on behaviour using CPOMS reports. We use this analysis to support the planning of provision and ensure that the provision is effective and having a good impact.

SEND provision is also monitored during class observations, monitoring of planning and book scrutiny as well as drop ins. If relevant, support staff appraisal includes a progress target related to progress of the pupils in the intervention they are running, and targets around individual pupils' progress for INAs, to ensure accountability.

All relevant staff are involved in reviewing individual progress during, and at the end of targeted support. Staff provide class teachers with a record of the progress the children have made within the intervention, what strategies have worked and next steps. All interventions that the school provide are either evidence based from in school tracking or using toolkits, such as the Sutton Trust.

Over the year the SENDCO will update governors on the numbers of pupils who are on SEN support and have an EHCP inclusive of who is on receipt of top up funding. The SENDCO will produce an action plan at the beginning of the academic year which will be reviewed termly and from this will provide a report at the end of the year to the governing body related to the progress and provision of SEND pupils. The SENDCO or Head Teacher will also report on any whole school developments in related to Inclusion, and will ensure that the governors are kept up to date with any legislative or local policy change.

The SENDCO will liaise regularly with, and meet with the SEN Governor to discuss Inclusion and SEND to ensure that the governor is up to date with all relevant information.

### **Training and Resources**

Resources identified within the school budget for pupils with SEN are allocated according to both individual need and the requirements of the School Development Plan. Support staff

are deployed in a manner, which promotes consistency and continuity, but also related to need of groups or individuals

The school receives a SEND budget from the local authority. This is reviewed annually and takes into account the needs of the school as well as individual needs. Needs are mapped out during pupil progress meetings, action plan meetings and reviews and the funding is matched appropriately.

All staff have access to professional development opportunities through whole school development and individual appraisal. The SENDCo will ensure staff receive appropriate training for individual complex needs.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place related to our SEND provision and practice and to discuss the needs of individual pupils. It will also include a meeting with the Senior Learning and Inclusion mentor to discuss the Behaviour for learning policy.

The SENDCo regularly attends SENCO cluster and city-wide SENCO forums to keep up to date with local and national updates in Special Needs Education, Disability and Inclusion.

## **Roles and Responsibility**

### **SEN Governor**

The schools SEN governor is Jen Colwell. The governors are responsible for:

- Having regard to the Code of Practice 2014 when carrying out their duties towards all pupils with special educational needs and disabilities.
- Maintaining an overview of SEND provision for staffing and funding.
- Reporting on the success of the SEND policy.
- Ensuring regular monitoring of the implementation of the SEND policy and outcomes of termly reviews.
- Ensuring that the SEND policy is an integral part of the school development plan.
- Supporting the school in all aspects of Inclusion.
- Regular liaison with the SENDCo.
- Ensure that the Local Offer and School Information report are up to date.

### **Head teacher**

#### **The head teacher:**

- Works alongside the SENDCo to determine the SEND inclusion priority in the School Improvement Plan, and how this feeds into the single plan.
- Ensures that the governing body are kept fully informed.
- Has overall responsibility for allocation of the SEN budget from the LA.
- Regularly meets with the SENDCo to evaluate provision and progress for SEND pupils.

The Head Teacher has overall responsibility for putting in to place effective arrangements to ensure that pupils' special and/or additional needs are met. The Head Teacher also works

with staff and governors to ensure that the school's policy for Special Needs is up to date and being implemented consistently in school.

On an operational level, most of these responsibilities are designated to the SENDCo for the daily running of all aspects of Special Educational Needs.

### **Inclusion Coordinator (SENDCo)**

The Inclusion coordinator takes the lead in relation to SEND and inclusion and is a member of the Senior Leadership team. She also has overall responsibility for Equalities, EAL, CIC and the Inclusion team. Her responsibilities include:

- Day to day operation of the schools' SEND/Inclusion policy.
- Liaising with the head teacher and school leadership team on a regular basis.
- Working alongside Downs Park to manage the ASC facility and pupil admissions to the facility.
- Liaising with and advising teachers and support staff.
- Delegation of work of the Inclusion team.
- Performance management of INAs and the intervention element of support staff's appraisal.
- Ensure that all staff have relevant up to date information on individual pupils
- Coordinating provision for pupils with SEND and EAL, ensuring that appropriate individual action plans, pupil profiles and EHCPs are in place.
- Applying for EHCPs for the most complex pupils using evidence-based information from school and services.
- Coordinating training for class teachers and support staff.
- Maintaining and managing the school's records for all pupils with SEND and EAL.
- Monitoring pupil progress and data regarding the achievement of SEN, EAL, CIC, adopted and GSO pupils.
- Arranging reports and chairing Annual Reviews for pupils with an EHCP.
- Attending and writing the reports for the PEP meetings for CIC.
- Liaising and advising parents of pupils with SEND.
- Liaising with other professionals and agencies, and making referrals to other agencies and services as appropriate for individuals.
- Support/arrange transition of SEND pupils who are joining or leaving the school
- Keep up to date with local and national updates.
- Yearly update of the Local Offer, School Information report and Equalities statement.

### **Class teacher**

Class teachers are responsible for 'quality first teaching', which will be accessible to all pupils including those who have additional needs.

By quality first teaching we mean:

- Differentiating to meet the needs of all pupils in their class.
- Use a variety of teaching styles and approaches.

- Targeting groups or individual pupils for particular support and reviewing the impact.
- Careful monitoring of pupil progress across all areas.

The class teacher will take responsibility for thorough assessment and identification of additional needs. If additional needs have been identified then the class teacher must:

- Provide good provision targeted to meet the needs of the individual pupil.
- Liaise with parents.
- Seek support from the SENDCo when necessary either through asking for advice or a making SENDCo referral.
- Discuss pupils that are causing concern at pupil progress meetings.
- Set targets and review individual action plans and pupils profiles.
- Liaise with intervention staff and be responsible for assessment and the progress of pupils that have been included in an intervention.
- Implement advice from other agencies and review and report on its impact
- Support SENDCo in writing reports and making referrals.

### **Inclusion Team**

The Inclusion Team is line managed by the SENDCo, and includes the Family Liaison Officer and Learning Mentors

- The Family Liaison Officer - is the Designated Child Protection Officer responsible for all pupils on a Child Protection Plan, Child In Need Plan and Early Help plans. She also has Responsibility for monitoring all welfare incidents on CPOMS and following them up as necessary. In her absence the Designated Child Protection Officer is the Head teacher.
- The SENDCo is responsible for Children In Care, pupils that are on a Guardianship Order and adopted pupils and their funding allocation.
- The Senior Learning Mentor - oversees and ensures that the behaviour for learning policy is implemented, providing support for pupils, staff and parents/carers and liaising closely with the Senior Leadership team.
- The Learning Mentor - works directly with groups or individuals to support their social, emotional and mental health.

All members of the Inclusion team are responsible for liaising with staff and parents/carers as necessary.

### **Accessibility**

Details on plans and targets on improving environmental access and promoting equal opportunities for disabled people and pupils are outlined in the Accessibility Plan, which is available on the school website. Yearly walks are completed with the premises manager to ensure accessibility for disabled pupils is reviewed and maintained.

### **Arrangements for Providing Access to Learning and the Curriculum**

The school will ensure that all pupils have access to a balanced and broadly based curriculum. National Curriculum programmes of study are used flexibly to meet every child's needs.

Staff will work hard to ensure all pupils are fully included in learning activities unless it is clearly of benefit to an individual to work one-to-one outside of the classroom and leads towards inclusion. Staff will always encourage mixed grouping, peer tutoring and collaborative learning. Differentiation is shown within teacher planning and activities may be adapted or planned separately as appropriate. Expectations are high for all pupils.

Pupils with sensory or mobility impairments or specific learning disability will access the curriculum through adapted materials and/or specialist resources such as ICT where appropriate.

### **Disability Equality on Trips or out of School Activities**

West Blatchington tries hard to ensure all trips are inclusive by planning in advance and using accessible places. Individual needs will be supported and, in liaison with parents, provision put in place as necessary to ensure all pupils can access trips/residential confidently and safely. All staff are aware of the needs of the pupils in their class and encouraged to be mindful of this when booking a trip. Reasonable adjustments and risk assessments will be made to ensure all pupils can attend. All pupils are welcome at after school clubs and our breakfast club. Outside providers have their own arrangements and policies for ensuring this and the school will support if required.

### **Storing and Managing Information**

At West Blatchington we collect personal information about a pupil and may receive information from a previous school. We hold this data to:

- Support a pupil's learning and needs
- Monitor and report on progress
- Provide appropriate social and emotional care
- Ensure the pupil has appropriate outside agency support
- Ensure medical needs are supported.

Information that we hold about pupils includes contact details, National Curriculum assessments, attendance information and personal characteristics such as ethnic group, any special needs a pupil may have and relevant medical information. We also request information from parents related to their child's and/or their own disability.

In relation to SEND we may also hold information about a child's progress in class or interventions as well as reports from professionals.

Any confidential information is held on the secure drives on the computer which has limited access. The information that is stored on CPOMS has secure access and staff have a varied amount of access to information recorded.

When a child leaves West Blatchington, any relevant information about their learning, special educational needs or Child Protection will be transferred to the new school. We will

pass on Early Help assessments and actions plans with the parent/carers permission. Information will be held for a maximum of 5 years and then destroyed.

### **Dealing with Complaints**

Parents/Carers are given opportunities to comment on their child's progress and the support they receive as a response to yearly class reports, feedback for Annual Reviews as well as parents evening and a meeting with the SENDCo. Our school believes that all complaints should be dealt with quickly and efficiently. If a parent wishes to complain about the provision or the policy they should raise the issue with the SENDCO, who will try to resolve the situation. If the issue cannot be resolved then the school complaints policy may need to be followed.

### **Bullying**

The curriculum promotes greater respect and understanding to enable pupils to celebrate and appreciate diversity and equality. Equality is one of the school's key curriculum drivers.

West Blatchington is committed to promoting Disability equality and all staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled pupils. The school will ensure that everyone is able to take part and the environment includes positive images of disabled people and other groups that challenge stereotypes. Our Inclusion team support staff to ensure that the school is a safe and positive environment for all.

See our Behaviour for Learning Policy and Anti-Bullying Policy for more information

### **Reviewing the Policy**

This policy will be reviewed by the school and governing body in twelve months time in June 2019.