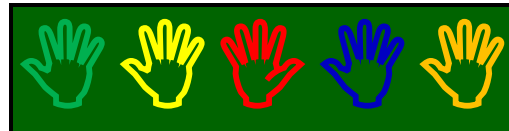
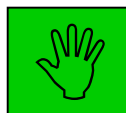


Rusper Primary School



POLICY FOR INCLUSION

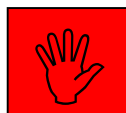
Rusper Primary School is a mainstream setting for pupils aged 4-11. We aim to provide a broad, balanced and relevant curriculum for all children. This includes those with special educational needs. We believe ourselves to be an inclusive school; our ethos is built on our core values:



Collaboration: is being part of a team that works co-operatively in partnership



Independence: is the ability to make informed choices and decisions, and the confidence to judge the impact of these



Individuality: accepts unique and distinctive characteristics, allowing them to be nurtured and celebrated



Creativity: is the demonstration of imaginative, innovative and original thoughts or ideas



Spirituality: is a journey to discover a sense of purpose and identity, rooted in a set of values

The school responds to the requirements of the SEND Code of Practice 2014. This policy should be read in conjunction with other documents:

- ⇒ Local Offer
- ⇒ SEN Information Report
- ⇒ Equality policy
- ⇒ Behaviour policy
- ⇒ Child Protection
- ⇒ First Aid
- ⇒ Assessment policy

Definitions

Special Educational Needs (SEN) and Disability Code of Practice for 0 to 25 years (June 2014) gives the following definition:

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 them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:
(a) have a significantly greater difficulty in learning than the majority of others of the same age; or
(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

The Equality Act (2010) gives the following definition of a child with a disability:

A physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities

Long-term is defined as a year or more

Substantial is defined as more than minor or trivial

This includes pupils both with and without an Education, Health and Care Plan (EHCP). Some children with a disability will also have SEN; others will not.

The admissions policy for children with SEND is the same as that for other children, and follows the Local Authority policies and procedures.

This policy also makes reference to Gifted and Talented pupils – those who are performing at a level significantly higher than that expected for their age

Principles

- ⇒ All pupils have an entitlement to teaching that is good or better
- ⇒ All teachers are teachers of pupils with SEND
- ⇒ The school will work with parents to ensure early identification of needs
- ⇒ Staff will be provided with training and guidance to support them address the needs of the individuals in their classes
- ⇒ The strengths of children with SEND will be identified in order that these can be built upon
- ⇒ Planned provision will be shared with parents/carers, who will also be included in its review
- ⇒ Provision, progress and attainment will be monitored, evaluated and reviewed regularly, in line with the school's assessment policy
- ⇒ The views of the child will be considered
- ⇒ The school will draw on external specialist support and work co-operatively with these agencies
- ⇒ Parental permission will always be obtained before the involvement of external agencies or introduction of an Intervention Programme
- ⇒ Appropriate resources will be allocated to individuals
- ⇒ Celebrate all achievements

Roles and Responsibilities

The Governing Body will

- ⇒ Appoint a governor with particular responsibility for SEND
- ⇒ Ensure the school has a SEND policy and procedures in place for the identification and assessment of pupils with SEND
- ⇒ Monitor the provision for children with SEND

The Appointed Governor will

- ⇒ Liaise with the Headteacher and SENCo for information
- ⇒ Monitor the progress and attainment of pupils with SEND
- ⇒ Report to the Governing Body

The Headteacher will

- ⇒ Ensure the SEND policy is implemented
- ⇒ Facilitate appropriate training
- ⇒ Report to the Governing Body

The SENCo will

- ⇒ Facilitate the day-to-day operation of the SEND policy
- ⇒ Co-ordinate the delivery of provision for children with SEND
- ⇒ Line manage Teaching Assistants to deliver Intervention Programmes
- ⇒ Liaise with other staff and external agencies
- ⇒ Monitor and evaluate the effectiveness of actions
- ⇒ Oversee requests for statutory assessment, reviews of Education, Health and Care Plans, and transition arrangements
- ⇒ Oversee records of progress and intervention
- ⇒ Provide information for the Headteacher and Governing Body

Class Teachers will

- ⇒ Deliver high quality teaching to all pupils
- ⇒ Provide a differentiated curriculum
- ⇒ Identify and support pupils with SEND
- ⇒ Liaise with the SENCo to draw up and implement IEPs and behaviour plans
- ⇒ Liaise with the First Aid Co-ordinator to draw up and implement healthcare plans
- ⇒ Ensure IEPs are shared with parents/carers
- ⇒ Make plans available to all relevant staff, including supply staff where appropriate
- ⇒ Review and evaluate plans regularly
- ⇒ Keep a written record of all meetings with parents/carers

Support Staff (including additional teachers) will

- ⇒ Assist class teachers in delivering a differentiated curriculum
- ⇒ Deliver intervention programmes as directed by the class teacher or SENCo
- ⇒ Provide feedback to the class teacher

The Learning Mentor will

- ⇒ Liaise with class teachers regarding referrals
- ⇒ Assess pupils' needs and implement intervention
- ⇒ Facilitate sessions for pupils to address their barriers to learning
- ⇒ Keep written records of conversations
- ⇒ Provide feedback to class teachers
- ⇒ Report any safeguarding concerns to the Headteacher
- ⇒ Liaise with and feedback to parents/carers
- ⇒ Review and evaluate actions

Parents/carers will

- ⇒ Inform the school of any concerns
- ⇒ Provide the school with copies of any relevant reports from external agencies
- ⇒ Support the work of the school
- ⇒ Support the implementation of any plans
- ⇒ Attend meetings to discuss issues or monitor progress

Monitoring and Evaluation

This policy will be reviewed every three years, or as a result of any major changes in legislation.