



Inclusion (SEND)			V1.1
	Date	Name	Notes
Drafted	15 <sup>th</sup> Jan 2014	M.Sammons	
Adopted	15 <sup>th</sup> Jan 2014	Curriculum	
Reviewed	16 <sup>th</sup> Dec 2014	Curriculum	Updates incorporated
Reviewed	15 <sup>th</sup> Nov 2017		
Reviewed	10 <sup>th</sup> Jan 2018	Curriculum	
This policy will be reviewed every 3 years			

At Lytchett Matravers Primary School, everyone is encouraged to strive for the highest standards within the five outcomes of the Every Child Matters Agenda. We recognise that each person is unique and our aim is to support each other towards the achievement of the five outcomes stated in the Every Child Matters Green paper. These are to;

- be healthy.
- stay safe.
- enjoy and achieve.
- make a positive contribution.
- achieve economic well-being

### Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children 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 children of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

*Special educational provision* means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area
- b) for children under two, educational provision of any kind.

See Section 20 Children and Families Act 2014

### Aims for pupils

To promote inclusion to help create an inclusive and nurturing community

To foster self esteem and resilience in each child, valuing their unique worth not simply their academic ability

To ensure that arrangements for S.E.N.D satisfy statutory requirements as set out in the 2014 Code of Practice

To ensure through differentiation and a variety of teaching styles, that all children receive a broad and balanced curriculum relevant to their individual needs

To provide specific forms of support and structured teaching programmes

To manage SEND staffing and resources effectively and efficiently

To ensure that all staff work in partnership with the SENCo/ Inclusion Leader to identify, assess and provide for all children

To effectively monitor children’s’ progress

To manage the specialist support offered by outside agencies

To work closely with parents and to involve them fully in decisions made about their child’s education

Where appropriate, encourage the involvement of the children in decisions about his/her educational provision

## Staff roles and responsibilities

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.

Regular assessments of pupils should identify those pupils who are making less than the expected progress given their age and individual circumstances. These can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

High quality teaching, differentiated for the individual pupils, is the first step in responding to pupils who have or may have SEND.

In deciding whether to make special educational provision, the teacher and SENCo should consider all of the information gathered from within the school about the pupils' progress, alongside national data and expectations of progress.

This information gathering should include an early discussion with the pupil and their parents. These early discussions with parents should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

## The Head Teacher

The Head Teacher has the responsibility of the day to day management of all aspects of the school's work, including the provision for children with SEND. The Head Teacher works closely with the SENCo/Inclusion Leader and the named school governor.

## The Governing Body

The Governing Body, in conjunction with the Head Teacher;

Determines the school's general policy and approach to provision for the children with SEND.

Establishes the appropriate staffing and funding arrangements

Maintains an overview of the school's work through regular meetings with the Head and Inclusion Leader

The named Governor is: Marion Sammons

## Resource Allocation –

### Local Authority Funding

Schools receive a set budget to support pupils who have SEND. If pupils have extra needs that are not met by this budget, schools can apply for 'top-up' funding to pay for additional support. This 'top-up' funding is provided in the form of a banding system.

### School Funding

An amount of money is allocated from the schools budget to maintain time allocated to the Inclusion Leader and the upgrade and renewal of specialist resources.

## Identification of Need

At Lytchett Matravers Primary School we believe that it is early identification and support that is vital to a child reaching their potential.

Class teachers and/or Year Leaders will speak with the SENCo/Inclusion Leader to identify a child's need. Appropriate monitoring will then take place with details of additional support and intervention recorded. Class teachers will discuss this monitoring and associated progress with parents before the SENCo/Inclusion Leader approaches parents for referral to outside agencies.

Information may include;

- Information from previous school
- Informal observation by the class teacher or teaching assistant
- Parental information
- Foundation Stage profile on entry/ finish
- All Year groups– Teacher Assessment levels which are not in line with expected progress

Where a pupil is identified as having SEND, as a school we will take action to remove barriers to learning and put effective special educational provision in place.

This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

## Referral to Outside Agencies & Use of the Common Assessment Form

The Inclusion Leader will use the Common Assessment Form (CAF) and Doctor, SALT, Ed Psych team referral forms to refer children to outside agencies in line with Local Authority procedures.

The class teacher must fill out the sections based on learning.

This must be in conjunction with parents whose permission must be sought and permission to share must be signed for and a copy kept by school (the only exception being within the guidelines of Child Protection Procedures).

If permission to share is not signed then the SENCo/Inclusion Leader may not pass information to outside agencies (except for Child Protection Procedures)

The CAF/Referrals will then be sent to the appropriate agency.

Parents may receive a copy if appropriate.

## Assessment and Record Keeping

The SENCo/Inclusion Leader will maintain an up to date, accessible register of children identified as having a Special Educational Need and or disability.

Each class teacher is responsible for writing/updating an Individual Education Plan for children on the register and copying this to the Inclusion Leader/SENCo, in October (for parents evening) February (review) and June/July for handover to new class teacher.

A BSP/ IEP should be written for every child on the register.

BSP/IEP's should be reviewed and signed by parents at parent teacher meetings.

Class teachers should keep copies of medical records/information, previous I.E.P.'s, records from outside agencies, information from parents in their class inclusion file.

Confidentiality is vital and to be respected at all times.

Any completed C.A.F. should be held in the Education Extra room with a copy given to the Pastoral Leader, if appropriate.

The SENCo/Inclusion Leader will ensure that the permission to share form is held in the same file.

A copy of a CAF completed for Child Protection Procedures should be attached and filed using 'My Concern'. My concern is safe and secure software for recording and managing all safeguarding concerns in an educational setting.

## Partnership with Parents

Lytchett Matravers Primary School recognises that the relationship between parents and the school has a crucial bearing on the child's educational progress and the effectiveness of any school based action. The school will provide;

- Discussion for individual needs of children.
- Information sessions for children new to school in the Foundation Stage.
- Information sessions for different areas of school curriculum.
- Parent /Teacher consultations in autumn and spring term

- Optional Parent/Teacher consultations in summer term.
- Support from outside agencies, subject to availability.

In accordance with the Special Educational Needs and Disability Regulations 2014 we have published detailed arrangements for identifying, assessing and making provision for pupils with SEND. This is known as a 'School Local Offer' and can be found on our school website: [www.lmps-dorset.org](http://www.lmps-dorset.org)

## Staff Development

Staff will attend training courses appropriate to need. This will be determined by;

1. Needs arising in school through review/ evaluation.
2. School Development Plan priorities.
3. Availability of funding.
4. Individual bids/ requests.

## Complaints

Any grievance or complaint should be addressed in the following order;

1. Informal or formal meeting with the class teacher.
2. Arranged meeting with the class teacher and SENCo/Inclusion Leader.
3. Arranged meeting with the Head Teacher or Deputy Head Teacher.
4. Arranged meeting with the named Governor for SEND.
5. The school will inform the parents of a contact name should the matter need to be taken further.

This policy is to be reviewed every three years or at any such time as policy/ procedure changes.