

Court Lane Infant Academy



Inclusion Policy

September 2021

COMPLIANCE

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

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- 2014 Children and Families Act
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Teachers Standards 2012
- PCC guidelines on identification and assessment of SEND

SECTION 1

This policy was written by the school's SEND Coordinator (SENCO) in consultation with the SEND Governor, the Senior Leadership Team, all staff and parents of pupils with SEND (a special educational need and/or disability). A copy of this policy can be viewed on the school's website, is available in the school's prospectus or a copy can be requested from the school office.

The SENCO is Amy Ventham, who can be contacted Tuesday to Thursday via the school office by telephoning 02392 378890, or email aventham@courtlaneinf.co.uk

The schools SEND Governor is Glynis Alexander who can be contacted via the school office.

SECTION 2

(Please read in conjunction with CLIS Special Educational Needs and Disability Information Report 2021-22– see website/appendix at back of policy)

At Court Lane Infant Academy we believe that:

All children need to enjoy and engage in learning opportunities in order for them to develop self-confidence and independence and to become lifelong learners who love learning.

All teachers are teachers of pupils with Special Educational Needs and/or Disabilities (SEND). As such, staff provide quality first teaching and Ordinarily Available Provision which takes account of the particular individual needs of pupils with SEND within the classroom.

All children should be provided with equal opportunities in an inclusive environment where everyone can feel valued, respected and safe.

All children should be entitled to a high quality broad, balanced and relevant curriculum which is differentiated to meet their individual needs.

At Court Lane Infant Academy we believe that effective planning, communication and assessment of individual pupils needs is essential for all pupils, and particularly in developing early interventions for pupils with SEND. This ensures they can meet their full potential. This will be secured in partnership with parents/carers, class teachers, the children themselves and support from external agencies as appropriate. Indeed, success is expected, achieved and celebrated for all at Court Lane Infant Academy.

‘All teachers are teachers of children with special educational needs.’

At Court Lane Infant Academy we aim to raise the aspirations of and expectations for all pupils including those with SEND. **In order to do this we will:**

- Work in partnership with parents/carers in identifying, planning for, supporting and reviewing their child / children's needs.
- Use a child centred approach to take account of the views of the child.
- Identify at the earliest possible opportunity barriers to learning and participation for pupils with SEND and set informed, challenging targets.
- Recognise and meet children's needs through a flexible, varied and differentiated approach.
- Ensure that every child experiences success academically and socially and achieves to their maximum potential.
- Ensure all children develop confidence and increasing independence.
- Enable all children to participate in a broad, balanced and relevant curriculum where learning is matched to individual needs, abilities and interests.
- Encourage children to take an active part in reviewing their learning and setting targets.
- Work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- Provide support, advice and training for all staff working with pupils who have SEND or additional needs.
- Work within the guidance in SEND Code of Practice 2014

SECTION 3

What are special educational needs?

A person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. At compulsory school age this means they have a significantly greater difficulty in learning than the majority of others of the same age, or, have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in a mainstream school. **Education Reform Act 1981**

Headlines from the 2014 Code of Practice from September 2014:

- Statements have been replaced by Education and Health Care Plans (EHC Plans) which can be used to support children from birth to 25 years.
- School Action and School Action Plus have been replaced by one school based category of need.
- There are 4 broad categories of SEND:
 - *Communication and interaction
 - *Cognition and learning
 - *Social, emotional and mental health
 - *Physical and sensory

Please see CLIS SEND information report (pages 2-3) for more information on each of these aspects of SEND.

SECTION 4

Identifying Special Educational Needs

There is a whole school approach to provision for pupils who have SEND at Court Lane Infant Academy. The governing body, Senior Leadership Team (Headteacher, Deputy Headteacher), SENCO and all other members of staff especially class teachers and teaching assistants/early years assistants have important day-to-day responsibilities in identifying needs and ensuring these needs are met and progress is made. All teachers are teachers of children with special educational needs and provide quality first teaching in order to personalise learning. In addition, we implement some focused interventions to target particular skills in conjunction with the class teacher. We have high expectations of all children including those who have SEND.

We work closely with parents/carers and children to ensure that we take into account the parents/child's views and aspirations and the parents'/carers experience of, and hopes for, their child/children. Parents/carers are invited to be involved at every stage of planning, supporting and reviewing SEND provision for their child.

SEND needs are identified in a variety of ways including:

- *Liaison and discussion with parents/carers.
- *Liaison and discussion with previous Nursery/Pre-school or school.
- *Concerns raised by the child's class teacher/other adults working with the children e.g. through observations.
- *Through continuous observation and assessment in class and tracking of individual progress.
- *Child performing below year group expectations.
- *Child is having difficulties in terms of social, emotional needs or behaviour.
- *From specific assessments carried out in consultation with you.

The following are not SEND but may impact on progress and attainment:

- Attendance and Punctuality
- Health and Welfare including medical and emotional needs.
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child or ex LAC
- Being a child of serviceman/woman

These areas are supported through their own policy procedures within the school.

SECTION 5

Identification of SEND - A graduated approach to SEND Support

Court Lane Infant Academy ensures that quality teaching is our first priority and the class teacher will differentiate work to meet the needs and abilities of all children within the class. At Court Lane Infant Academy we believe that early intervention and effective planning, communication and assessment of individual pupils needs is essential in developing appropriate provisions for pupils with SEND to ensure that they reach their full potential. This will be secured in discussion with parent/carer, the class teacher, the children themselves and support from external agencies as appropriate. You will be kept fully informed at all times.

Court Lane Infant Academy provides a graduated response to each child's needs which is dependent on their individual level of need (called Wave 1, 2 and 3 – see CLIS SEND Information Report page 6 for examples of interventions at each level). Levels of support may vary over time according to the changing needs and circumstances of the child.

Wave 1 is what all children can expect to receive at Court Lane Infant Academy – high quality teaching and Ordinarily Available Provision, which is differentiated to meet the needs and abilities of individual pupils. The quality of teaching for all pupils is regularly reviewed and where necessary support and training is provided. The progress of every child is monitored at termly pupil progress meetings and half termly adjustments are made to provision for all. Where children are identified as not making expected progress in spite of quality first teaching they are discussed with the Headteacher, Deputy Headteacher, Year Leader and/or SENCO and a plan of action is agreed. This will be discussed with parents/carers.

Wave 2 is targeted provision either in class, within a small group or individually out of class. Progress towards targets are assessed and recorded and a decision made whether to continue, modify or consolidate the targets in class is made in consultation with parents/carers. The SEND Team monitors all children on interventions. Liaison between all members of staff involved with the individual is regular and thorough. This will be discussed with parents/carers.

At **Wave 3** the child may be receiving more intensive support with individual targets set in consultation with parents/carers, the class teacher and external agencies. Liaison between all members of staff involved with the individual is regular and thorough. Individual targets will be monitored and adapted at least half termly to ensure progress is made. This is part of the graduated approach cycle of 'Assess, plan, do, review' required in the Code of Practice 2014.

If a child continues to fail to make progress, in spite of high quality support, we may discuss with the parent/carer an application for the child to be assessed for an Education and Health Care Plan (EHC Plan). The Local Authority will be given information about the child's progress over time and the arrangements that have been put in place to support the child. This will include the views of the child and parents/carers. If an EHCP is issued it will provide a statutory framework, which will set out the needs and provision and will be reviewed at least annually.

SECTION 6

Accessibility - Equal opportunities and inclusion

The school site is on one level with wide corridors. In addition, there are 2 disabled toilets, one with ceiling hoist and motorised changing bed. There is also a physiotherapy room and facilities for small group/individual teaching. There is an Emotional Literacy Support Assistant who provides further additional emotional support for individuals and small groups across the school.

Court Lane Infant Academy is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote a culture of mutual respect, care and non-judgmental attitude throughout the school.

Children with SEND will be admitted to the school in line with the school's agreed admissions policy.

SECTION 7

Supporting pupils at school with medical conditions

The school recognises that pupils 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 also have a disability and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have a special educational need and may have an Education and Health Care Plan which brings together health, social care and educational provision. An EHC Plan will be reviewed at least annually in a pupil centred review.

Court Lane Infant Academy works closely with parents/carers, the child, school nurse and other external agencies that may be involved in order to support the medical needs of children in their care. There is a Welfare Assistant employed by the school who liaises with the SEND Team and school nurse on medical issues. Medical health care plan / protocols are in place and reviewed regularly for some children who have more complex medical needs. These are agreed and signed by parents/carers, Headteacher and relevant staff to show agreement. A date is then set for this to be reviewed. Training is regularly reviewed and updated to meet the current medical needs within school including training refreshers for e.g. epi-pen use / epilepsy medication.

Staff have had a variety of the following courses:

- H.S.E. First Aid at Work Course
- Emergency First Aider in the Workplace training
- Advanced Paediatric First Aid
- Emergency Aid in Schools training

Asthma inhalers are kept in the child's classroom so they are easily accessible. Their use will be monitored and discussed with welfare assistant/parent/carer if the child is using more than normal.

SECTION 8

Monitoring and evaluation of SEND

Class teachers have overall responsibility for monitoring progress of children in their class. Subject managers are allocated time to observe and work with members of staff on developing their practice to ensure all pupils make progress through quality first teaching / differentiated planning. Moderation of work regularly occurs in year group teams and across the school as part of monitoring progress.

In addition class teachers have termly pupil progress meetings where progress is discussed and evaluated and targets set for the next term. This is discussed with the Deputy Head and SENCO at review meetings to ensure effective deployment of staff and interventions meet the current extent of pupils needs.

Children identified as having SEND or who are not making expected rates of progress are further discussed with the SEND Team to ensure a plan of action is in place. This will be monitored carefully by the SEND Team to ensure strategies and support are appropriate and having impact on the child's progress.

The SEND Team monitors small group and individual interventions that are being carried out by Teaching Assistants to ensure progress is being made. Observations will also be carried out in class to ensure children are applying skills taught in small groups back in class and to offer further support/advice to class teachers/learning support assistants. The SEND provision map is reviewed and evaluated half termly along with current interventions being carried out. Discussions about continuing, modifying or consolidation work in class will then take place with class teachers, pupils (if appropriate), and parents/carers.

Progress will also be monitored through external agency meetings such as Pastoral Support Plans, Team Around the Child/Family meetings, Educational Psychologist consultations and external agency reviews.

SECTION 9

Bullying / Safeguarding / Looked After Children / Pupil Premium

Please read school's bullying policy (on website or paper copy available from school office) which includes steps taken to minimise risk of bullying to vulnerable learners.

Safeguarding procedures – please see safeguarding policy (on website or paper copy available from school office).

The Designated Safeguarding Leads (DSL) are the Headteacher (Karen Geddes), the Deputy Headteacher (Karen Pickett) or SENCO (Amy Ventham).

The member of staff responsible for managing Pupil Premium and LAC (Looked After Child) funding is the Deputy Headteacher (Karen Pickett).

Admissions

The governors at Court Lane Infant Academy follow the national legislation of the SEN and Disability Discrimination Codes of Practice and the Portsmouth City Council admissions policy. Governors must not discriminate against any pupil when determining admission to the school. The governing body is required by law to comply with parental preference unless compliance would prejudice the provision of efficient education or the efficient use of resources for other pupils.

SECTION 10

Roles and responsibilities

Governing Body

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The role of the Governing Body is:

- *Have a named governor for Inclusion.
- *To work closely with the Headteacher, Deputy Headteacher and SENCO.
- *To determine the school's general policy and approach to inclusion and ensure this policy and linked policies are up to date.
- *To ensure everyone connected with the school is aware of this policy and linked policies.
- *To monitor effective and efficient management and impact of resources including SEND and pupil premium funding.
- *To evaluate impact of Inclusion Policy and monitor outcomes for pupils.
- *To report annually to Governing Body on success and development of this policy.
- *To be aware of all relevant government legislation, Local Authority initiatives and school priorities.

The SEND Governor meets with the SENCO at least termly to discuss actions taken by the school.

Headteacher

The Headteacher has day to day responsibility for all aspects of the school's work, including provision for pupils with SEND and Pupil Premium.

The Headteacher, in liaison with the Deputy Headteacher and SENCO, takes responsibility for:

- *Keeping the Governing Body fully informed.
- *Establishing funding priorities in line with the delegated SEND and Pupil Premium budgets to secure provision for children with additional needs.
- *Appointing support staff.
- *Monitor and evaluate impact of the policy.

Deputy Headteacher

The role of the Deputy Headteacher will include:

- *Work with the Headteacher, Year Leaders and Class Teachers to monitor progress / outcome of Pupil Premium pupils.
- *Lead development of Pupil Premium throughout the school.

- *Maintain Pupil Premium register and oversee records of pupils.
- *Maintain the Pupil Premium provision map regularly.
- *Liaise regularly with staff on matters of Pupil Premium.
- *Provide guidance and training for school staff on matters of Pupil Premium.
- *Keep up to date with new developments and resources to support Pupil Premium.
- *Liaise with parents/carers.
- *Organise and facilitate Personal Education Plan meetings for Looked After Children.
- *Liaise with external agencies. Ensure all relevant staff are made aware of recommendations from external agencies and monitor and review these.
- *Review and monitor Pupil Premium provision throughout the school.
- *Annually report to the Governing Body on the success and development of this policy.
- *Co-ordinate inclusion throughout the school.
- *Operate the school's Inclusion Policy on a day-to-day basis.

SENCO

The role of the SENCO will include:

- *Work with the Headteacher, Deputy Headteacher and Year Leaders to monitor progress / outcome of pupils with SEND.
- *Lead development of SEND throughout the school.
- *Maintain SEND register and oversee records of pupils with SEND.
- *Maintain the provision map regularly.
- *Liaise regularly with staff on matters of SEND.
- *Provide guidance and training for school staff on matters of SEND.
- *Keep up to date with new developments and resources to support SEND.
- *Liaise with parents/carers.
- *Organise and facilitate pupil centred annual reviews.
- *Liaise with external agencies. Ensure all relevant staff are made aware of recommendations from external agencies and monitor and review these.
- *Work with feeder schools, nurseries, pre-schools etc.
- *Review and monitor SEND provision throughout the school.
- *Annually report to the Governing Body on the success and development of this policy.

Class teachers and support staff

All staff are responsible for identification and initial assessment of children with SEND within their class. The class teacher makes provision for these children to ensure they have full access to the curriculum.

- *Plan class work to ensure inclusion of all pupils through differentiation and support.
- *Raise any concerns and implement action plans for children who are experiencing barriers to learning and keeps records of interventions and progress.
- *Maintain class records of SEND pupils.
- *Encourage and develop the involvement of parents/carers in their child's special educational needs support.
- *Attend planning and review meetings as required.
- *Liaise with support staff (and external agencies when required).
- *Be aware of all vulnerable pupils in their class.

Emotional Literacy Support Assistant (ELSA)

The ELSA works alongside the Parents/Carers, Headteacher, Deputy Headteacher, SENCO and Class Teachers in supporting provision for:

- *Social Skills e.g. Circle of Friends, Lego club
- *Self-esteem work
- *Emotional work e.g. around bereavement, attachment, anxiety
- *Anger management
- *Collaborative problem solving

Parents/carers

- *Will be invited to share in planning, supporting and reviewing of targets related to their child's needs.
- *Will be asked to support their child's learning at home as discussed with school staff.
- *Will be included in planned referrals to outside agencies.
- *Will be invited to attend meetings with other agencies and school staff relating to their child's needs.
- *Will be supported in accessing any further support for their child.
- *Will be welcomed into school to discuss any concerns with key staff at the earliest convenient time.

SECTION 11

Reviewing the policy

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance).
Date of review September 2022.

SECTION 12

Dealing with complaints

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting pupil's needs.

All complaints are taken seriously and heard through the University of Chichester Academy Trust's complaints policy and procedure. A copy is available on the school's website or a paper copy is available from the school office.

SECTION 13

Appendices

Portsmouth Local Offer – the purpose of the local offer is to enable parents/carers and young people to see what services are available in their local area and how to access them. It includes provision from birth to 25 years across education, health and social care. Portsmouth's Local Offer is available from the PCC website - <http://www.portsmouthlocaloffer.org>

Court Lane Infant School – school's Special Educational Needs and Disability Information Report is available from the website - <http://www.courtlaneinfant.co.uk>