

St Ippolyts CE (Aided) Primary School

"Love one another. As I have loved you, so you must love one another"

John 13:34



Inclusion Policy

Date of Issue: June 2022

St Ippolyts Inclusion Policy

1. Legal Framework

This policy was formulated with regard to the Children and Families Act (2014), the Special Educational Needs Code of Practice 0-25 (2015) and the Equality Act (2010), with Specific Duties (2011). It should be read in conjunction with the **School's SEND Information Report** and **SEND statement** which can be found on the school's website.

Associated Policies

- Behaviour Policy
- Equalities Statement
- Supporting children with medical conditions Policy
- Intimate Care Policy
- Assessment Policy
- Safeguarding Policy

The Inclusion Manager is Mrs. Gayle Stewart and the SEND Governor is Mrs Helen MacInnes. Both of these can be contacted through the school office.

2. Guiding Principles

The Code of Practice states that:

“All children are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to achieve their best and become confident individuals living fulfilling lives“ (CoP 6.1)

St Ippolyts school believes that every pupil has an entitlement to develop their full potential. Therefore educational experiences are provided which develop pupils' achievements and recognise their individuality. In this school inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum. It is appropriate to their individual abilities, talents and personal qualities.

St Ippolyts school is committed to equal opportunities for all, regardless of protected characteristics – including age, disability, ethnicity and race, gender, religion and belief.

St Ippolyts is an educationally inclusive school, in which the teaching and learning, achievements, attitudes and social and emotional wellbeing of every pupil matter.

In our school we aim to offer excellence and choice to all our pupils whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the early identification of and the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our community.

We encourage a child-centred approach. We equip children with knowledge about learning through our Building Learning Powers approach, and encourage them to be proactive at managing their own learning. Children's views will be sought and listened to about how we can best support them, and we encourage them to come up with their own ideas for addressing barriers to learning. All children have their own

personal targets, and are challenged to reflect on their personal progress and successes. We work in partnership with parents/ carers to support their child’s education.

3. Definitions

At St Ippolyts School we take the definition of SEND and disability from the SEND Code of Practice:

SEND: Children have special educational needs if they have a learning difficulty which calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.“ (CoP 6.14)

Learning Difficulty: A child has a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age, or they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Disability: A child has a disability if they have a physical or mental impairment, which has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

Categories of Need: The Code of Practice describes the possible barriers to learning under four broad areas of need and support. Many children’s needs fall mainly within one of these categories. However, some children have difficulties in more than one area.

Area of Need	Examples
Communication and Interaction	Speech language and communication difficulties Autistic Spectrum
Cognition and Learning	Moderate learning difficulties: Children learn at a slower rate than their peers, even with appropriate differentiation. Severe learning difficulties: Support needed across most curriculum areas and associated difficulties with mobility and communication Profound and Multiple Learning Difficulties: severe and complex learning difficulties as well as a physical disability or Sensory impairment Specific learning difficulties: eg. dyslexia, dyspraxia, dyscalculia
Social, Emotional and Mental Health	Wide range of behaviour which manifests itself in many ways and may reflect underlying mental health conditions eg/ anxiety, depression, self harming. ADD/ ADHD Attachment disorder
Sensory/ Physical Needs	Hearing or visual impairment Multisensory impairment Physical disability

4. What this looks like in our School

4.1 Role of the Inclusion Manager

The key responsibilities of the Inclusion Manager include:

- Overseeing the day to day operation of the SEND Policy
- Co-ordinating provision for children with SEND
- Advising and coaching teachers on the graduated approach to providing SEND support

- Advising on the deployment of the SEND budget and other resources to meet pupils' needs effectively.
- Liaising with parents of children with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

(SEND Code of Practice 6.90)

The Inclusion Manager must be a qualified teacher, and must achieve a National Award in Special Educational Needs Coordination within 3 years of appointment. Mrs Stewart is a qualified teacher, who is currently completing her NASENCO Award (2022). The Inclusion Manager has 2.5 days per week to fulfil the role (0.5 FTE).

The Inclusion Manager is part of the Senior Leadership Team.

4.2 SEND Provision: Graduated Response

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including children with SEND.

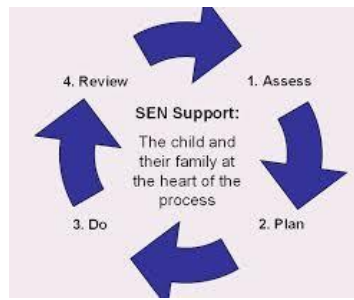
In our school, we believe in high quality class teaching, differentiated for individual pupils as the first step in responding to pupils who have or may have SEND.

We have an Inclusive Classroom Checklist which details the common adjustments, support and visual and physical resources that we expect to find in every class.

All teaching and support staff are given training in the SEND most frequently encountered, and the Inclusion Manager will ensure that advice and information is sought about lower incidence SEND as and when required.

The graduated approach, as outlined in the Code of Practice, is designed to support the needs of individual pupils. It covers the identification, assessment and review of pupils who may have special educational needs. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and teaching and learning strategies.

There are 4 key actions in this approach:



Assess: Where a child may be experiencing a problem or not making expected progress, further investigation will be done to consider his/her needs. Pupil Progress Meetings are held termly after Assessment week to discuss the progress of all children, and especially those either already identified as having SEND or those on the School Monitoring List. A need may be identified by a member of staff, a parent or a child.

Plan: Parents, pupils and teachers will meet to plan a way forward. A Personal Support Plan will be put into place which lists additional strategies, resources or targeted support which will be provided to help 'diminish the difference' between current and expected attainment and progress. It may not be clear at this stage whether a child has SEND. The class teacher usually writes the plan, but this may include advice from the Inclusion Manager about the best strategies to try. As part of this planning, we may seek advice from external professionals about specialist support.

Do: The class teacher is responsible for delivering the plan. They may use other teaching staff and support assistants to deliver 1:1 teaching or group work but still retain responsibility for the planning, delivery and evaluation of any additional sessions.

Review: The plan is reviewed to see how effective it has been, using information gathered throughout the process. Pupils, parents and teachers are consulted to measure the impact of additional support. This information will determine what action, if any, needs to happen next.

The Assess-Plan-Do-Review approach links to our existing school processes, such as termly Assessment Weeks, evaluation of data in our termly Pupil Progress Meetings, communication with parents in our Parent Consultations (Autumn and Spring Term) and written report (Summer Term). We see this approach as complementary to, and not separate from, the provision we provide for all children.

4.3. Additional Support for Children with SEND

4.3.1 Pupil Voice

Our school fully recognises the importance of pupil involvement and engagement in their educational experience. We use Guy Claxton's 'Building Learning Powers' framework to support our children in learning the language of learning. We hope this will enable them to take greater responsibility for their own learning and learning needs. Children are regularly encouraged to select their own resources to complete tasks, to self-reflect on their strengths and learning needs and to ask for help when needed.

All children on the SEND Register have a personal support plan (PSP). This details more information about learning preferences, likes and dislikes, what strategies have worked in the past and how we can best support if they are finding something tricky. These are

updated termly, and are particularly useful in helping to provide a smooth transition to a new class, or when new adults join a class.

4.3.2 Partnership with Parents

The Code of Practice states that :

“Where a pupil is receiving SEND support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school”. (Para 6.65)

Parents have a unique overview of their child’s needs and how best to support them, and we greatly value parental involvement in helping us to understand their children’s needs better. We know that strong parental and school partnerships will help us to create the best outcomes for our children. Depending on age and appropriateness, pupils with SEND will also be encouraged to participate in the decision- making processes affecting them.

The key principles involved in communicating with and working in partnership with parents include:

- having positive attitudes towards parents, respecting the validity of differing perspectives
- providing user-friendly information and procedures, and being aware of the needs parents might have in respect of a disability or communication and linguistic barriers
- recognising the pressures a parent may be under because of a child’s needs
- acknowledging the importance of parental knowledge and expertise in relation to their own child
- gaining parental permission before referring them to others for support
- raising awareness of training and support offered to families by the DSPL (Delivering Specialist Provision Locally) and other services that may be of interest.

Meetings for parents of children with SEND wherever possible will be aligned to the normal communication cycle within the school. The Inclusion Manager will be available during parents consultations in the Autumn and Spring Terms and parents are encouraged to book appointments to discuss specific issues or concerns.

In addition, parents of children with SEND are offered face to face meetings with the Inclusion Manager and/or Class Teacher (as most appropriate) to support transition (usually in July).

For a few children with more complex needs, a more frequent process of communication and review will be agreed. We may use Home-School contact books.

The most valuable communication is frequent and timely and becomes an ongoing dialogue between parents and school. We operate an open door policy, and parents are encouraged to get in touch whenever it is needed. The Inclusion Manager is available for face to face appointments, telephone appointments or can answer queries by email on : Senco@stipps.herts.sch.uk.

4.3.3 Transition

Changing classes or schools can be a challenging time for children with SEND. In our school we co-ordinate carefully to ensure that transitions between classes are smooth. Children with SEND will have a Personal Support Plan which allows them to tell their new teacher all about them in their own words, and additional provision for transition will be made, according to each child's needs.

To support new entrants into Reception we work closely with nursery and pre school settings to ensure they have a smooth and positive start to school life.

To support transition to Secondary School, we liaise closely with the Sencos at Secondary Schools to ensure that information about needs is shared appropriately.

4.3.4 Bullying and SEND.

Research tells us that pupils with SEND can be vulnerable to hurtful and unkind behaviour, and to bullying. All staff are expected to be vigilant and all incidents are taken seriously and dealt with according to our Behaviour Policy. SLT review the Behaviour Logs termly to identify any children who may be at risk of either perpetrating or being victims of unkind behaviour. Parents are kept fully informed of any bullying incidents.

4.3.5 Local Autism Offer

We recognise the additional focus given in the Hertfordshire SEND Strategy to Autism. and the Inclusion Manager is also the named Autism Lead for St Ippolyts School.

We have signed up to the Autism Offer suggested by our local network, which is:

- Every child with autism will be given a Personal support plan that highlights their strengths, interests and needs – and this will be reviewed regularly.
- There is a 'quiet working space' in every classroom where your child can go and be free from any distractions.
- Our staff have been trained by the Autism Education Trust to ensure that everyone who comes into contact with your child has a greater understanding of their needs.
- We ensure that there is a positive "Transition Pathway" that will support transitions within the setting/school and when your child moves onto their next school.
- We ensure that we have strong Parental partnerships so that any change in your child's circumstances are quickly responded to and needs are met. This relies on open parental communication.
- We endeavour to listen to your child's views, we take into consideration that children have different ways of communicating and we will need appropriate strategies to support them.

4.3.6 Mental Health Lead Role

We recognise the additional focus given in the DfE strategy to pupil mental health and wellbeing. Please also see the Wellbeing Policy.

The Inclusion Manager is the Senior Mental Health Lead for the school, and the RSHE Co-ordinator is the Deputy Mental Health Lead.

The Inclusion Manager is responsible for the development and implementation of the annual Mental Health plan as part of retaining the Healthy Young Minds in Herts Kitemark.

4.3.7 External Support

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for pupils with SEND.

When it is considered necessary, colleagues from the following support services will be involved with pupils with SEND:

- Educational psychologists
- Specific Learning Difficulties (SpLD) Advisory Teacher
- Speech and language therapists
- Behaviour support team
- Other specialist advisory teachers , such as those for visual impairment, hearing impairment etc.
- Autism Advisory Team.
- Families First
- Family Support Workers
- School Nurse and GPs

Other support organisations will be invited in to address particular needs.

4.4 The Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. Hertfordshire's Local Offer can be found on:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

St Ippolyt's local offer, which is called the **SEND Information Report**, can be found on our school website.

The SEND statement which has been written by Hertfordshire Local Authority and adopted by St Ippolyts School provides additional information about our obligations under the Code of Practice and how we are meeting these requirements. This is also found on our website.

4.5 Resource Allocation

The Headteacher and the Governing Body ensure that the budget is allocated to support appropriate provision. The resources provided to the school are determined by a local funding formula. High Needs Top Up Funding (for children with an Education, Health and Care Plan) may be provided by the LA to meet needs that do not regularly occur in schools.

4.6 The Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duty towards all pupils with special educational needs.

The Governing Body receive a termly report on the developments and success of the school policy for children with SEND. The Inclusion Manager is responsible for completing the annual SEND benchmark tool which will help provide a strategic overview of SEND provision. Actions that result from this will be included in the Annual School Development Plan.

The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with special educational needs.

4.7 Use of Information

If a child is recorded as having a Special Educational Need, this will be recorded on the school census, which is updated twice a year. Parents will be informed if their child is considered to have a Special Educational Need and is to be placed on the SEN Register.

Documents relating to pupils with SEND are kept in a locked filing cabinet in the Quiet Room. SEND records are passed on to the new educational setting when a child leaves our school. Parental consent will be sought to share information with individuals / agencies outside of the school, except in exceptional circumstances where the law or our policies do not require us to do this.

4.8 Inclusion Policy Review

The implementation of the policy will be kept under review and discussed with the Inclusion Manager, the Headteacher and the representative of the Governing Body. The policy will be reviewed and updated on a yearly basis. The outcomes of this review are used to inform aspects of the School Development Plan.

Ratified by Governors on: June 2022

Frequency of policy review: Annually

Review due by : June 2023

Policy maintained by: Inclusion Manager