



St John's CE VC First School

Inclusion and SEND Policy



At St John's First School we are committed to providing high quality education and learning opportunities to all of our pupils to enable them to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background in accordance with the Equality Act 2010.

St John's is a highly inclusive school where we actively seek to raise achievement and remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Able, gifted and talented children
- Children who are at risk of disaffection or exclusion
- Travellers
- Asylum seekers

The EYFS Framework and the National Curriculum are our starting points for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children. This includes speech and language therapy and mobility training.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

Rights Respecting

We support the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998. Through our policy and actions we undertake to ensure that every child and young person is healthy, safe, is able to enjoy and achieve in their learning experience, and is

able to contribute to the wider community. **Article 23 states:** *A child has the right to special education and care if they have a disability so that they live a full life.*

Admission Arrangements

St John's First School uses the local authority arrangement for school admissions. The agreement is mindful of national requirements supporting all pupils, including those who are disabled, in a fair and non-discriminatory way, securing admission to school.

In addition to this St John's CE First School makes appropriate reasonable adjustments to accommodate those who are disabled. Where adaptations are required to support physical or medical needs, St John's CE First School liaise with the local authority, health services and parents to ensure that appropriate arrangements are made to meet individual medical conditions.

More information can be found in the local offer information held on the Dorset County Council's website: <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>

Teaching and Learning Style

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children. For some children, we use the programmes of study from earlier key stages. This enables some of our children to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the child shows particular aptitude.

Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

Teachers ensure that all children:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Participate safely in clothing that is appropriate to their religious beliefs
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Participate fully, regardless of disabilities or medical needs

Special Educational Needs and Disabilities

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 to 25 (July 2014) and has been written with reference to the following guidance and documents: Equality Act 2010: Advice for schools (DfE May 2014) SEND Code of Practice 0 to 25 (July 2014) Schools SEN Information Report Regulations (2014).

Definition

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This means that they have significantly greater difficulty in learning than the majority of others the same age or that they 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 mainstream schools (*SEND Code of Practice 0 to 25, July 2014*).

Not all pupils with disabilities have SEN and not all pupils with SEND meet the definition of disability, but this policy covers all of these pupils.

The SEND Code of Practice: 0 to 25 (July 2014) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Children may have needs in more than one category and we aim to ensure that individual support plans match personal learning requirements. Every effort is made to ensure the early identification of children who may have SEND and staff at our School use a wide range of tools to assess the amount and level of SEND support required. These include discussions and regular review meetings with parents or carers, medical information, observations of children in school, summative and formative assessments, standardised and diagnostic tests carried out internally or by external agencies.

Learning needs are managed either by using additional support or by having an Education, Health & Care Plan (EHCP). Teachers are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff. High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Special Educational Needs and Disabilities – School Information

The Headteacher, has overall responsibility for SEN and disability in St John's CE First School. The designated teacher responsible for coordinating SEN and disability provision for pupils is: Miss S Smith, who can be contacted by calling the school office or via e-mail at, ssmith@stjohnsfirstschool.org

The Academy Committee Member with oversight of the arrangements for SEN and disability is: Mrs R Fry. Mrs Fry can be contacted via the school office at office@stjohnswimborne.net

- At St John's CE First School we believe that all pupils should make the best possible progress. Where there are barriers to learning, we aim to remove them through a variety of strategies and interventions.
- In consultation with staff, parents/carers and outside agencies we aim to identify all pupils with SEND as quickly as possible so that we can ensure appropriate provision.
- We seek to create an atmosphere of encouragement, acceptance, and respect of achievements and sensitivity to individual needs, in which all pupils can thrive.
- Pupils with SEND will generally be taught alongside their peers in mainstream lessons, with appropriate differentiation and support to enable pupils to access the curriculum. There will be occasions when it will be more beneficial to withdraw the pupil for additional support. Every effort will be made to offer access to the

whole curriculum. At St John's CE First School School we do our best to ensure that pupils with SEND take part in and contribute fully to school life wherever practically possible.

- We work in partnership with parents/guardians to support pupils with SEND and ensure that pupils and their parents/carers are involved in the decisions that affect their education.
- We work to promote effective partnerships with outside agencies and feeder schools.

The success of the school's SEND policy will be judged against the aims/objectives set out above. The SEND policy will be reviewed annually by the SEND Co-ordinator who will make recommendations for change to the Headteacher and The Academy Committee as required.

Roles and Responsibilities

- The Academy Committee will exercise their duty and have regard to the Children and Families Act, 2014 and the Equality Act, 2010. This will include ensuring that St John's CE First School's arrangements are published on supporting disability and medical conditions, equality, school and SEN information pertinent to the SEND policy.
- The Headteacher, and the Academy Committee have delegated the responsibility for the day to day implementation of the policy to the SENCO.
- The Headteacher/SENCO is responsible for looked after children and previously looked-after children.
- The Headteacher is the Designated Senior Lead responsible for Child Protection. The Deputy Designated Safeguarding Leads are: Miss M Prince and Mrs P Skipp.
- All teachers are teachers of SEN and are aware of their responsibilities towards pupils with SEND, in line with the SEND Code of Practice, 2014.
- Teaching Assistants work to support pupils with SEN and their overall line management is the responsibility of the SENCO.
- Pupils with an Education, Health and Care Plan (EHCP) will have an allocation of funding, which is used under the guidance of the SENCO, SLT and class teacher. Support may be provided both on an individual basis and/or part of a small group, following local authority guidance.

Children with Disabilities

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. We have specialist equipment for pupils with limited motor-coordination skills. Our Access Plan identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled children:

- Takes account of their pace of learning and the equipment they use.
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids.
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials.

- Allows opportunities for them to take part in educational visits and other activities linked to their studies.
- Includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology.
- Uses assessment techniques that reflect their individual needs and abilities.

Supporting Children with Medical Conditions

St John's CE First School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions (DfE April 2014). We comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that St John's CE First School is expected to make reasonable adjustments to accommodate pupils who are disabled or have medical conditions.

Disapplication and Modification

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and Wimborne Academy Trust. The school's academy committee member with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act (1996). This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act (1996). This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

Inclusion and Racism

The school has implemented the recommendations of *The Stephen Lawrence Inquiry: Macpherson Report* (1999). The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are recorded and reported to Wimborne Academy trust and the Academy committee members by the head of school. The school contacts parents of those pupils involved in racist incidents..

Transition Arrangements

St John's CE First School is committed to ensuring that parents have confidence in the arrangements for pupils on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents and agree the information that should be passed onto the next phase of education. Successful intervention, support strategies and learning experiences may need to be maintained and continued. The SENCO and Class teachers are involved with regular exchange of information through:

- Reception new intake home visits
- Advanced planning for pupils in year 4
- Correspondence, liaison and meetings with SENCO
- Observing pupils in class
- Arranging for preliminary visits for pupils to their new schools
- Meeting with parents
- Attending Annual Reviews of pupils with EHCPs

Training and Resources

Training needs are identified through a process of analysis of the needs of both staff and pupils as and when required. The SENCO will provide information on specific needs for new staff. The SENCO will frequently attend personal training through the Local Authority and Wimborne Academy Trust SENCO network briefings. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Accessibility

St John's CE First School publishes its Accessibility Plan on the school website, this information can be found on the following page of the website:

<https://www.stjohnswimborne.dorset.sch.uk/page/?title=Special+Educational+Needs&pid=34>

Monitoring and Review

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

This policy will be kept in the policies folder. It is accessible to all staff, academy committee members and parents and carers. It will be reviewed every two years.

The school is committed to safeguarding and providing for the welfare of all pupils and expects its staff to share in this commitment

This policy has been reviewed in line with the 9 principles set out in the Equality Act Statement .

Reviewed: January 2022

Review date: January 2023

