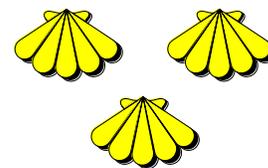


High Wych CE Primary School



High Wych Child Inclusion Policy 2016

At High Wych we are committed to giving all our children every opportunity to achieve the highest standards and to take part in all aspects of school life. This policy helps to ensure that this happens for all the children in our school, regardless of age, gender, ethnicity, attainment or background.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010. Inquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. Other enquiries can be addressed to the SENCo. Please make an appointment with the school office if you wish to speak to the SENCo.

Headlines from the 2014 Code of Practice

From September 2014

- ✚ No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years.
- ✚ School Action and School Action Plus have been replaced by one school based category of 'Special Education Needs Support' (SENS). All children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo and SMT.

There are four broad categories of SEN:

- ✚ communication and interaction
- ✚ cognition and learning
- ✚ social, emotional and mental health
- ✚ physical and sensory.

Aims and Objectives

High Wych aims to be an inclusive school and this means that equality of opportunity must be a reality for our children. We ensure this through the attention we pay to the different groups of our children within our school.

- Girls and boys
- Minority ethnic and faith groups
- Children with special educational needs
- Children with physical disabilities
- Gifted and talented children
- Children, such as sick children, young carers and children from families under stress
- Children who are at risk of disaffection or exclusion
- Children 'looked after' by the local authority
- Travellers and asylum seekers

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- Setting suitable learning challenges and targets for learning
- Responding to children's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- 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 programmes to develop gross and fine motor skills)

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?

Responsibility for SEND at High Wych Primary School

All adults at High Wych accept that provision for children with SEND is a matter for everyone.

In our school the SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy;
- supporting and advising colleagues;
- co-ordinating the provision for children with special educational needs;
- managing the records of all children with special educational needs;
- liaising with parents and carers;
- acting as a link with external agencies and other support agencies;
- contributing to the professional development of staff;
- monitoring and evaluating the special educational needs and disabilities provision and reporting to the governing body;
- managing a range of resources, both human and material;
- raising the standard of teaching, learning and attainment for all children in the school with special educational needs.

The Role of the Governing Body

The Governing Body has a responsibility for ensuring that the necessary provision is made for pupils with special educational needs. The Governing Body has a duty to monitor and review access to the school and keep the Access Plan up-to-date.

The Governing Body aims to:

- to ensure that the necessary provision is made for any child who has special educational needs;
- report annually to parents and carers on the implementation of the school's policy for children with special educational needs and disabilities;
- ensure that parents and carers are notified of any decision by the school that SEND provision is to be made for their child.

The Governing Body has identified a governor/s to have specific oversight of the school's provision for children with special educational needs and disabilities. They meet regularly with the Headteacher and SENCO to monitor the SEND provision and keep the Governing Body informed of how funding and resources are deployed.

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. This information is used by teachers to plan for all abilities. For some children we use the programmes of study from earlier key stages. 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 attainment of a child significantly exceeds the expected level of attainment teachers use materials from a higher level or Key Stage, or they extend the breadth of work within the area or areas for which the child shows a particular aptitude. Children may be taught in a higher age group.

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

Teachers ensure the children:

- Feel secure and know that their contributions are valued
- Appreciate and value the difference 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 common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Activities are differentiated by task as well as outcome
- Are encouraged to participate fully, regardless of disability or medical needs

Children with Disabilities

The school is committed to providing an environment that allows children with disabilities full access to all areas of learning for example most classroom entrances are wide enough for wheelchair access, and the points of entry for our school also allow wheelchair access. Teachers are trained in dyslexia friendly ways. (Thorley Hill SPLD Base)

Where appropriate teachers modify teaching and learning. For example, they may give additional time to children to complete certain activities. In their planning teachers will ensure that they give children the opportunity to develop skills in practical aspects of the curriculum.

Teachers will ensure that work for all children:

- Takes account of their pace of learning and the equipment they use
- Takes account of the effort and concentration needed in any learning
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or to 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 to learn about light in science and to use visual resources and images both in art and design in design and technology
- Uses assessment techniques that reflect their individual needs and disabilities

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting as well as the SEN information report. (Local Offer)

School Activities

At High Wych we believe that all our children should have access to any school activities. These activities may include:

- School trips
- School journeys
- Local outings
- Clubs

At times we may need to consult with parents or other authorities and it may be necessary, on occasions to impose certain restrictions, if it is deemed that a child may pose a risk to themselves, or others during the activity. Clear risk assessments will be taken before decisions will be made. It is our policy that a physical disability should not exclude a child from any school activities, although in certain circumstances it may be necessary to ask a parent to accompany their child.

If there is cause for concern about a child going on a school trip or journey the Head Teacher will consult the child's parents. However, our intention is that unless there are extreme circumstances all children will be able to go on school trips and journeys. Before any school journey or trip is undertaken clear guidelines for conduct and behaviour will be given to both children and parents.

Arrangements for monitoring and evaluation

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- ✚ monitoring of classroom practice by the Head, SENCO and subject coordinators
- ✚ Monitoring of children's progress and attainment through pupil progress meetings
- ✚ analysis of pupil tracking data and test results for individual pupils and for cohorts
- ✚ progress data for pupils on the SEN register
- ✚ termly monitoring of procedures and practice by the SEN governor
- ✚ feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.

Date: October 2016

Review: October 2018