



Heron Hill Primary School

## **INCLUSION, SPECIAL EDUCATIONAL NEEDS | AND DISABILITIES POLICY**

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<b>Signed:</b>	
<b>Date:</b>	May 2023
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<sup>1</sup>This document requires approval from either the Governing Body or Proprietor

<sup>2</sup>This document must be reviewed annually

## **Inclusion, Special Educational Needs and Disabilities Policy**

A policy to promote the successful inclusion of pupils with special educational needs and disabilities at Heron Hill School.

### **1. Aims**

At Heron Hill School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities and irrespective of ethnicity, attainment, age, disability, gender or background. We believe every teacher is a teacher of every child and have a culture of high aspiration for all learners. We support all children to enable them to make progress at school and reach their full potential, providing a focus on achievable outcomes. All children are valued and their self-esteem promoted.

### **2. Definition of Special Educational Needs**

A child has special educational needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child has a learning difficulty or disability if:

- they have a significantly greater difficulty in learning than the majority of children at the same age; and/or
- they have a disability which either prevents or hinders them from making full use of all educational facilities provided for children of the same age in a mainstream school.

Special educational provision refers to:

- Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools in the area.

The Code of Practice (2015) describes four broad categories of need. These are:

- **Communication and Interaction**  
This covers difficulty with one, some or all of the different aspects of speech, language or social communication.
- **Cognition and Learning**  
This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes any specific learning difficulties (SPLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties**  
This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also covers difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.
- **Sensory and/or physical needs**  
This area includes children with vision impairment, hearing impairment or multi-sensory impairment as well as all other physical disabilities.

### 3. Objectives

The objectives of our policy are:

- to ensure the inclusion of all pupils through equal access to a broad, balanced and differentiated curriculum, in an environment which meets the needs of every pupil;
- to work within the guidance provided in the SEND Code of Practice (2015);
- to identify and provide for all pupils with special educational needs and disabilities, and additional needs;
- to encourage all pupils to have high expectations and experience levels of understanding and rates of progress that bring feelings of success and achievement;
- to develop all pupils' confidence and self-esteem, enabling them to be fully involved in their learning; and
- to work in partnership with parents/carers of pupils who have special educational needs/ disabilities and to involve them fully in their child's education and school experience.

### 4. Identification of Special Educational Needs and the Graduated Approach to Support

#### Quality First Teaching

Pupil Progress Meetings are held each term. The class teacher meets with a Senior Leader to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further differentiation and support to be planned. Any pupil who is falling significantly behind others in the class or presents with significant differences is monitored. If concerns are ongoing, a Cause for Concern Form is completed and shared with the SENCO. The SENCO provides further guidance, advice and support. Observations and assessments may be carried out. After monitoring, the pupil may be categorised as having 'Additional Needs'; concerns will be discussed with parents/carers informally or during parents' evenings and appropriate provision made.

#### SEND Support

If through observation and assessments the pupil is identified as having a special educational need or disability, she/he will be placed upon the Special Educational Needs Register. Action will be taken to remove barriers to learning and special educational provision will be put into place. The school follows the guidance contained in the Special Educational Needs Code of Practice (2015) which recommends a graduated approach to SEN support and includes a four part process which is recorded on an Individual Education Plan (IEP):

Assess      Plan      Do      Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### Assess

This includes analysing the pupil's needs, class teacher assessments, experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data plus the views and experiences of parents/carers. Observations and assessments may be undertaken by the SENCO and where relevant, advice from external support services may be sought.

#### Plan

Planning involves consultation between the teacher, SENCO, parents/carers and where appropriate, outside agencies to plan the interventions, strategies and support required to overcome learning barriers. Clear, achievable targets are set termly, specified on an individual education plan (IEP) and shared with parents/carers. All those working with the pupil understand the individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### Do

The class teacher remains responsible for working with the pupil on a day-to-day basis. They retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. The teacher works closely with teaching assistants to plan and assess the impact of support, interventions and links with classroom teaching. The SENCO provides strategic support during this stage.

### Review

In line with school policy, the progress of all pupils is continually monitored and reviewed. Formal reviews of a pupil's progress through the IEP process occur termly by the class teacher and SENCO. The review process evaluates the impact of interventions and adjustments and includes the views of the pupil and parents/carers. This review is recorded on a child's IEP. The class teacher, in conjunction with the SENCO revises the type and level of support and, if necessary, the cycle will begin again. Occasionally a pupil may need specialist support from an outside agency such as Speech and Language Therapy and then a referral will be made, with parental consent.

If a child's needs are complex or severe we may suggest to the parents/carers that we ask the Local Authority (LA) for a statutory assessment which may lead to an Education, Health and Care Plan (EHC Plan). This document defines a child's SEN and the provision recommended. EHC plans can involve the LA providing extra resources to help a child. This additional provision is reviewed annually or sooner if required and includes parents/carers, class teacher, SENCO, LA representatives and other professionals as required. In cases where intensive 1:1 support is required, due regard will be given to inclusion.

Looked after children identified with SEND follow the procedures set out above (Assess, Plan, Do, Review). Social care and foster carers are kept fully involved and aware of the planned support, interventions and invited to the meetings.

## **5. Roles and Responsibilities**

### **SEN Co-ordinator Role (SENCO)**

The named SENCO for the school is working towards the National Award for SEN Coordination and is responsible for the day to day provision. This will involve:

- overseeing day to day operation of the SEND policy;
- managing SEN records;
- regularly updating the SEN register;
- coordinating provision for children with SEN;
- working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- advising on a graduated approach to SEN support and working collaboratively with staff in writing and reviewing IEPs;
- advising on the use of delegated budget and other resources;
- liaising with parents/carers of children with SEN;
- links with other education settings and external agencies and
- liaising with potential next providers of education.

### **Teachers and Teaching Assistants**

Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including children with SEN. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN. Teachers and Teaching Assistants play an integral role in curriculum planning, formulating IEPs and supporting the child's learning, in partnership with the SENCO and parents/carers.

### **Pastoral Learning Mentor**

The Pastoral Learning Mentor works alongside the SENCo to support and maintain an atmosphere where students feel safe, valued, respected and happy. This role involves:

- monitoring attendance and punctuality;
- build a working relationship with parents and carers to work in partnership to improve attendance and punctuality;
- supporting children to prevent school avoidance and promote the ethos of our school;
- responding in a sympathetic way to any concerns and anxieties of our pupils;
- liaising with class teachers and support staff;
- supporting emotional needs through small group and interventions to help remove barriers to learning;
- delivering individualised support programmes and interventions for children to develop their emotional literacy;
- working alongside lunchtime staff to facilitate positive play and social interactions.

### **Headteacher**

The Headteacher is the school's 'responsible person' and oversees SEN throughout the school to ensure its effective day-to-day operation.

### **Governors**

The Governing Body as a whole is responsible for making provision and reasonable adjustments for pupils with Special Educational Needs and Disabilities. They ensure that the ISEN Policy and the SEND Information Report is published on the school website and reviewed annually. A named member of the Governing Body takes a special interest in SEND.

### **Supporting Pupils and Families**

At Heron Hill, we believe that a close working relationship with parents/carers is very beneficial for the child and helps with their social and academic progress. Class teachers work closely with parents/carers throughout their child's education. Parents/carers should in the first instance contact the class teacher in case of any concern or difficulty.

We aim to involve parents/carers in their child's education and actively encourage them to contribute their opinions through:

- discussions with the class teacher;
- parents evenings;
- discussions with the SENCO and other professionals;
- discussions about IEPs.

The school provides information about Cumbria's SEND Information and Advice Support Service to any parent/carer of a child with special educational needs.

In accordance with the Equality Act (2010) all parents/carers can access the school's SEND Information Report on the school website.

## **6. Supporting Pupils with Medical Conditions**

At Heron Hill we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and PE. Some children with medical conditions may also have disabilities. The school ensures opportunities are provided that enhance the child's learning and comply with its duties under the Equality Act (2010).

If a pupil has an identified medical need then a detailed Individual Health Care Plan is compiled by the parents/carers and medical professionals. It is discussed with all staff who are involved with the pupil and staff training is given if needed. Where medically necessary, and in agreement

with parents/carers, medicines are administered in school in line with our Supporting Pupils with Medical Conditions Policy.

## **7. Evaluating the Success of Provision**

The success of SEN provision and interventions for children on the SEN register are recorded on an individual Education Plan (IEP), which is updated on a termly basis. The SENCO analyses and summarises information on outcomes of children with SEN to evaluate the success of provision.

## **8. In Service Training and Continuous Professional Development**

The training needs of all staff are continually reviewed and updated to support SEN pupils. Training needs are identified through the Performance Management process and liaison with the Staff Development Officer and SENCO. Relevant SEN focused external training opportunities are made available to teaching and support staff where appropriate. The SENCO regularly attends relevant SEN courses and meetings, disseminating relevant information to staff and the Headteacher.

## **9. Complaints Procedure**

The school's complaint procedures are set out in the school prospectus and follow LA guidelines. <https://www.heronhill.cumbria.sch.uk/school-policies.html>

Staff will work closely with parents at all stages and should be the first port of call in case of any difficulty. An appointment can be made to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint.

## **10. Accessibility Plan**

There are ramped accesses into school and two disabled toilets. There are three well-equipped Learning Support Rooms which are used for individual and small teaching groups and are also available for external professionals

## **11. Admission Arrangements**

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010.

## **12. Transition Arrangements**

Many strategies are in place to enable a pupil's smooth transition between new schools, as well as transition between year groups and key stages. These include:

- discussions between the previous or receiving schools/teachers prior to the pupil joining/leaving;
- all pupils attend a transition session where they spend some time with their new class and class teacher;
- additional visits are also arranged for pupils who need extra time in their new school/class;
- meetings with parents/carers prior to their child joining the school;
- liaison with the SENCOs from the secondary schools to pass on information regarding pupils with SEND;
- discussions between class teachers when a pupils move to a new year group and
- all pupils attend a transition session with their new year group teacher.

When pupils move to another school their records are transferred within 15 days of ceasing to be registered at Heron Hill.

### **13. Funding**

The SEN budget is allocated each financial year by the Local Authority. The money is used to provide additional support or resources dependant on an individual child's needs. Application for additional EHCP funding is made to the local Authority when appropriate.

### **14. Access to the Curriculum**

In line with the school's aims and objectives, all pupils have an entitlement to a broad and balanced curriculum, where reasonable adjustments are made and which is differentiated according to need.

Teachers and Teaching Assistants use a range of strategies to meet pupils' needs.

### **15. Monitoring**

The SENCO and Headteacher meet on a weekly basis to discuss and review the special needs provision.

The SENCO and the named governor with responsibility for special needs hold termly meetings to discuss and monitor provision.

The SENCO in conjunction with the SEN Governor reviews this policy each academic year and reports the outcomes of the review to the Governing Body.