



Swallowtail Federation of Church Schools

Our Federation's mission is to work together to create successful learners, confident individuals and responsible citizens.

With our values we aim to:

- Provide a Christian ethos relevant to all areas of school life
- Ensure a happy and caring environment in which all children and adults feel safe and can express their individuality
- Have high expectations for children in our care by providing an appropriate challenging curriculum which is inclusive and accessible to all
- Expect high standards of behaviour throughout the federation
- Ensure equal opportunities for all
- Model and nurture good social, physical and spiritual development
- Celebrate achievement in all areas
- Ensure Governors are committed and involved in the life of the federation
- Liaise effectively with parents, guardians, carers and the wider community
- Foster an awareness of and respect for the environment

Inclusion and SENd Policy

Formally adopted by the Governing Body/ Trust of:-	Swallowtail Federation of Church Schools
On:-	September 2015
Chair of Governors/Trustees:-	Sheila Watts
Last updated:-	September 2018
Next review:-	September 2021

Legislative Compliance

This SEND and Inclusion Policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written for staff, parents or carers and children and complies with the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Inclusion Statement

This policy is in line with our teaching and learning policy and aims to support inclusion for all of our children.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils;



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this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

The Swallowtail Federation of schools will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school. The staff and governors will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

Aims and Objectives of this Policy

The aims of this policy are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To ensure that pupils' educational needs are identified at the earliest opportunity.
- To value and encourage the contribution of all pupils to the life of the school.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To create the climate where school and parents work together to support our children.
- To provide clear guidelines within which the staff can work effectively.

Identification, Assessment and Review

The school follows the SEN Code of Practice 2014 with regard to the identification, assessment and review of pupils with special educational needs. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider any evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

The first response to such progress will be high quality teaching targeted at specific areas of weakness. Where progress continues to be less than expected, the class teacher, working with the SENCO, should

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assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) we will put in place interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

Pupils who fail to make expected progress on the basis of accumulated evidence are placed on the SEN register. Parents are consulted before this decision is made, and any concerns regarding a pupil's SEN can be discussed with the class teacher at any mutually convenient time.

Planning and Provision

Where it is decided to provide a pupil with SEN support, parents will be notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. These will be recorded in an Individual Education Plan.

Our approach to IEPs, which we recognise are no longer a requirement in the SEN Code of Practice 2014, is as follows:

- Our IEPs are written by class teachers and will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children, and will specify what it is hoped the child will learn.
- Targets will be SMART and short term, addressing the underlying reasons why a pupil is having difficulty with learning.
- IEPs are working documents, subject to constant review and alteration.
- Formal reviews of IEPs take place at least twice a year and are shared with parents and carers.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded on the school's provision map. Parents should be fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan. Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways.

- classroom observation by the SENCO and senior leaders.
- ongoing assessment of progress made by intervention groups
- informal feedback from all staff.
- pupil progress tracking using assessment data
- monitoring and evaluating the impact on pupils' progress of IEP targets
- Headteacher/SENCo report to governors.

Inclusion of pupils with English as an Additional Language (EAL)

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered



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to have a special educational need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide as much support as possible to assist with understanding school documentation. Support will always be sought from the LA.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching. The following provision can be expected:

- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- Additional support for pupils may be given through: first language resources, teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Progress of EAL pupils will be monitored. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and/or SENCO and/or SLT. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing key school information in translated format.

Inclusion of pupils who are looked after in local authority care

Our school recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support
- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months



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- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's Virtual School (VS) for Children which promotes the educational needs of looked after children and monitors admissions, PEP completion, attendance & exclusions.

Responsibilities

Special Educational Needs Coordinator (SENCo)

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- Liaising with class teachers to co-ordinate provision for pupils with SEN
- Maintaining the school's SEN register and overseeing the records of all pupils with SEN
- Ensuring that parents/carers are informed of their child's progress at review meetings
- Liaising with external support agencies

Additional roles for SENCO if ethnic minority pupils are on roll

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers and outside agencies to plan for and teach children with EAL as part of mainstream teaching practice

The SENCo and Designated Teacher for the federation is Julie Wones, who has undertaken the National SENCo Qualification. Miss Wones can be contacted via the school offices.

Headteacher

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the SENCO, who reports regularly to governors.

The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

Class Teachers

The class teacher will be responsible for the planning and delivery of the curriculum, organising the work of any teaching assistant in the classroom and liaising with the SENCO, parents, support teachers and the Headteacher. It is also the responsibility of the class teacher to raise concerns about a child's progress leading to possible inclusion on the Special Needs Register.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing



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- focusing on the child's strengths as well as areas of additional need
- keeping parents and carers informed and giving support during assessment and any related decision-making process

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share targets with them so that they know what their targets are and why they have them
- self-review their progress (as part of an IEP where appropriate)

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the complaints procedure (see separate Complaints Policy)

Further information is available through the school website and our School Information Report published on our website. The LA local offer is published at: http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm