



# Inclusion and SEND Policy

**Reviewed by** Martin Lucas  
**Approved by** Full Governing  
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Statutory

## **Introduction**

We, the governors, staff, parents and carers, and community of Hanover Primary School aim to foster a lifelong love of learning that builds upon and develops children's interests, strengths and talents. We aim to motivate our children to achieve through an innovative, inclusive and creative curriculum. We ensure that the learning is broad and balanced, giving our children opportunities to learn beyond, as well as within, our school environment. We set our expectations high and celebrate the successes of every child. We expect our children to work hard and will help them to raise their aspirations and reach their full potential.

Our school environment is a safe place where all children are made to feel valued so they are able to become confident, independent learners. We encourage children to take risks with their learning whilst understanding that coping with obstacles and becoming resilient is a vital part of life. Inclusion begins in the classroom where we will ensure that we provide all children with high quality teaching experiences in a curriculum that is engaging and relevant and inclusive to all.

Hanover Primary School has due regard to the SEN Code of Practice: 0 to 25 years and the Equality Act 2010.

We are committed to providing equal opportunities to all groups of learners regardless of their age, gender, ethnicity, impairment, attainment or background. We are aware that we may be required to adapt our provision for different groups of learners who may have additional needs, for example:

- Children with special educational needs and/or those who are disabled (SEND)
- Children learning English as an additional language (EAL)
- Children who are entitled to free school meals
- Children looked after by the local authority (LAC)
- Children who are more able and/or talented
- Children from ethnic minority backgrounds.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that children learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We believe that many children, at some time in their school career, may experience difficulties, which affect their learning. At Hanover Primary School we aim to identify these needs as they arise and to provide teaching and learning contexts, which enable every child to achieve to their full potential.

## **Definition**

### SEND

The following definition is taken from the SEND Code of Practice: 0 to 25 years: A child or young person has special educational needs (SEN) if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

### EAL

English as an Additional Language learners includes anyone who has been exposed to a language other than English during early childhood and continues to be exposed to this language in the home or community (DfES 2003).

### LAC

A "Looked after child" is a child who is (a) in care of the local authority or (b) who was previously looked after before being adopted, or made the subject of a residence order or special guardianship order.

### More Able Children

The DfE defines the more able children in terms of those whose progress significantly exceeds age related expectations or have the potential to work at a standard above their peers in one or more academic subject. Hanover looks beyond the actual progress to include those who may be underachieving or whose skills and knowledge may extend beyond the school's measures of progress and curriculum.

## **Aims and Objectives**

We aim to match the quality and quantity of our provision to the changing needs of all our children.

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with SEND and/or other temporary or ongoing barriers to learning.
- To ensure that staff members seek to identify the requirements of children with additional needs as early as possible. This is most effectively done by gathering information from parents/carers, education, health and care services and early years settings prior to the child's entry into the school.

- To continually monitor the progress of all children, to identify needs as they arise and to provide appropriate levels of support as early as possible.
- To provide full access to the curriculum through differentiated planning by teachers.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those children where it is deemed necessary.
- To ensure that children with additional needs are perceived positively by all members of the school community, and that SEND and Inclusion provision is valued positively and accessed by staff, parents, and carers.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision-making that affects them, where appropriate.
- To instill in children an ability to meet and to enjoy the demands of lifelong learning.
- To create a school environment where children can contribute to their own learning.
- This involves encouraging relationships with adults in school where children feel safe to voice their opinions of their own needs, and monitoring carefully the progress of all children at regular intervals. Child participation is encouraged throughout the school by wider opportunities such as school council, residential visits, school plays and sports teams.

## Implementation

A number of policies and working documents are used to ensure that the above aims and objectives can be met fully. These are outlined below:

### External Guidance

- SEND Code of Practice (DfE, 2015)\_  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- School SEND Information Report (2015)
- Working together to safeguard children (DfE, July 2018)\_  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard\\_Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard_Children.pdf)
- The Children Act 1989 Guidance and Regulations Volumes 2 and 3
- Equality Act 2010: Advice for Schools (DfE, February 2013)\_  
<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- Reasonable adjustments for disabled pupils (Equalities and Human Rights Commission, 2015)\_  
[https://www.equalityhumanrights.com/sites/default/files/reasonable\\_adjustments\\_for\\_disabled\\_pupils\\_1.pdf](https://www.equalityhumanrights.com/sites/default/files/reasonable_adjustments_for_disabled_pupils_1.pdf)
- Supporting pupils at school with medical conditions (DfE, December 2015)\_  
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

- The Mental Capacity Act Code of Practice (2013)\_  
<https://www.gov.uk/government/publications/mental-capacity-act-code-of-practice>

#### School documents

- Teaching and Learning Policy
- Assessment Policy
- School Information Report September 2019
- Equalities and Community Cohesion Policy
- Managing Medical Conditions in School Policy
- Pupil Premium Policy.

### **Roles and Responsibilities**

Provision for children with additional needs is a matter for the school as a whole. Some responsibilities are defined in accordance with the code of practice.

#### Head Teacher

Have overall responsibility for all aspects of provision but will allocate roles so that special needs are met; will keep governors informed on the needs and progress of the children and will work closely with the Inclusion Manager to ensure that the requirements of children with additional needs are met within the school.

#### Inclusion Manager

The Inclusion Manager has responsibility for ensuring all groups of learners make expected or better progress through reference to performance and progress tracking data, discussion and liaison with staff, sharing good practice and intervention. In relation to supporting children with additional needs they also need to:

- Oversee the day-to-day operation of the school's Inclusion and SEND policy
- Co-ordinate provision for children with additional needs
- Liaise with the relevant Designated Teacher where a looked after child has additional needs
- Advise on the graduated approach of "assess, plan, do, review" when providing support to children with additional needs
- Advise on the deployment of the school's delegated budget and other resources to meet the needs of children effectively
- Liaise with parents/carers of children with additional needs
- Liaise with early year providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Be a key point of contact with external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure a child and their parents/carers are informed about options and a smooth transition is planned
- Work with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

- Ensure that the school keeps the records of all children with additional needs up to date.

#### Inclusion Link Governor

Be fully involved in developing and monitoring the Inclusion and SEND Policy on behalf of the Governing Body, and have up to date knowledge about the school's SEND provision, including how funding, equipment and personnel resources are deployed. Ensure, along with the Head Teacher, that financial resources are available to carry out the Inclusion and SEND policy and ensure the quality of provision for children with additional needs is continually monitored.

Liaise as necessary with the Head teacher, Inclusion Manager and staff.

#### Class Teachers

Identify the additional needs of individual children in conjunction with the child's parents Inclusion Manager, provide learning experiences that are differentiated and appropriated to the needs of the child, plan for and resource learning to be provided by Teaching Assistants (TAs) and ensure TAs are carrying out work as directed by the class teacher or Inclusion Manager, provide evidence of assessment, tracking and/or monitoring of progress against specific or individual targets. This is supported by the following statement taken from the SEND Code of Practice: 0 to 25 years (2015): *Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*

#### Teaching Assistants

Have appropriate responsibility for the child's specific needs during their time with that child. They will be led by the class teacher and/or Inclusion Manager on planning to ensure progress.

### **Identifying Children with Additional Needs**

The school's system for regularly assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may be identified as having additional needs.

- a) Any children who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a child has been identified as possibly having additional needs staff will closely monitor them in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities, which will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The Inclusion Manager will be consulted, as needed, for support and advice and may wish to observe the child in class.

- e) The level of provision the child will need to progress optimally can be determined through b) and c)
- f) If a pupil has been removed from the SEN register recently, they may also fall into this category and continued monitoring will be necessary.
- g) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally.

## **Support Provisions**

### SEN

Where it is determined that a pupil does have SEND, parents will be advised formally of this and the pupil will be added to the SEN register. The aim of formally identifying a pupil with SEND is to help the school to ensure that effective provision is put in place and so remove barriers to learning. For more information please see the Schools SEND Information Report

### Children learning English as an additional Language (EAL)

We are strongly committed to celebrating cultural diversity and promoting equality of opportunity for all EAL children both at an early stage of English language acquisition and more advanced bilingual learners. All staff:

- have the responsibility to provide the highest quality first teaching and learning opportunities for all children
- provide enhanced opportunities for speaking, listening and drama
- ensure children have access to good models of spoken English
- provide additional visual support, e.g. posters, pictures, photographs, etc.
- provide additional verbal support, e.g. repetition/reinforcement, modelling, peer support, pre-teaching key vocabulary, etc.
- make use of a range of ICT activities
- make use of collaborative activities that involve purposeful talk and encourage and support active participation
- provide scaffolding for language and learning, e.g. talk/writing frames
- provide a variety of ways, if possible, for children to record their work, including recording in their first/ home language
- where appropriate, provide dual-language books and dictionaries.

### Children who are entitled to free school meals

We ensure that teaching and learning opportunities meet the needs of all children and that appropriate provision is made for those belonging to vulnerable groups, including those entitled to free school meals. Therefore, we ensure that the needs of socially disadvantaged children are adequately assessed and addressed. However, in making provision for socially disadvantaged children, we recognize that not all children entitled

to free school meals will be socially disadvantaged. For more information please see the school's Pupil Premium Policy.

#### Children looked after by the local authority (LAC)

Children in public care will be subject to all school assessment and identification procedures. In addition they will have targets set within a Personal Education Plan (PEP). The targets will be set by the school, carers and Childrens' Social Care. We aim to work closely with social services and carers in ensure the child is supported and attaining well. Academic progress of LAC will be reported to the governing body.

#### Children who are most able and/or talented

We recognise that some children have high academic abilities and/or special talents. The most able and/or talented definition includes all areas of interest and involvement not just academic ability or school-based learning and can include, among other things, the following:

- General intellectual ability
- Specific aptitude in one or more areas of the curriculum
- Creative or performing arts
- Sporting skills.

There is no single measurement with which to identify children. Therefore, we use a combination of the following sources of information:

- Teacher observation and assessment
- Children displaying an indication of high ability and/or talent through
  - consistent high achievement
  - testing
  - rapid grasp of new concepts
  - recognised characteristics of ability and potential
- Background knowledge from parents/carers, past teachers and appropriate specialists.

Children identified as being more able and/or talented are provided for by their class teacher through a differentiated curriculum. The teacher may discuss the needs and support provided for those identified as being more able and/or talented with the Inclusion Manager. Some of the identified children may be supported and challenged further through specific interventions.

### **Evaluating the success of the school's Inclusion and SEND Policy**

In monitoring the policy, the Head Teacher, Inclusion Manager and/or Governors may consult with support services, other schools and parents/carers. Following such a review, the policy will be updated as necessary. In order to evaluate the effectiveness of this policy, the Governors and staff will evaluate whether our aims have been achieved. They will do this by considering the following:

- Have all children, including those with SEND, had access to a broad, balanced and relevant education, including an appropriate curriculum?
- Has an inclusive approach been operated with all children with additional needs being fully integrated into all school activities?
- Have adequate arrangements been made to keep parents/carers informed of their child's additional needs?



- Has effective use been made of internal support staff and external support agencies?
- Have the views of the children with additional needs and parents/carers been sought and taken into account?
- Have the children with additional needs had their needs met by the provision available?
- Have children made expected or better progress and achieved any targets set for them?
- Has staff received appropriate training in meeting the requirements of children with additional needs?