

Higham Ferrers Nursery and Infant School

**‘Together, we enjoy learning in a happy,
caring and friendly environment’**



INCLUSION INCL SEN POLICY

**This Policy was agreed by the Full Governing Body in
Autumn 1 (2022)**

It will be reviewed in Autumn 1 (2025)

(Q of E Committee)

Signed:

(Chair of Governors)

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01. INTRODUCTION

We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs. We will provide differentiated learning opportunities to enable all the children to access the curriculum, focusing on progress of individuals.

02. AIMS AND OBJECTIVES OF THE POLICY

- To provide curriculum access for all.
- To show progress for SEND pupils.
- To meet individual needs through a wide range of appropriate provision.
- To carefully map provision for SEND pupils ensuring that staff, resources and interventions meet their needs.
- To ensure a high level of staff expertise with continued professional development.
- To work cooperatively with professionals from outside agencies to meet the needs of SEND pupils.
- To promote self-esteem and well-being for children.
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03. KEY ADULTS

Inclusion Lead	Mrs Samantha Farrell sfarrell@hfi.education 01933 312904
Head Teacher Designated Teacher for Looked After Children	Mrs Linda Ward 01933 312904 head@highamferrers-inf.northants-ecl.gov.uk
Deputy Head Teacher	Mrs Sara Miller 01933 312904
Family Support Worker	Mrs Clare O'Leary coleary@hfi.education 01933 312904
Inclusion Governor	Miss Alison Pullin
Safeguarding Governor	Miss Zoe Ilott

04. TYPES OF SPECIAL NEEDS

As an inclusive school we make provision for many needs and have had success in providing appropriate support. This has included pupils with:

- Autistic Spectrum Disorders
- Dyslexia
- Dyspraxia
- Visual Impairment
- Hearing Impairment
- Speech and Language Issues
- Physical Disabilities
- Medical Needs
- Social and Emotional Needs
- Cognition and Learning Needs

School would have formative discussions with the family and the Local Authority to determine the suitability of our provision. We understand that it is our responsibility to make provision for pupils with additional needs from our devolved SEN budget. We can apply for High Needs Funding if necessary.

05. STAGES OF NEED

- Well differentiated, high quality first teaching.
- Some learners will have access to carefully differentiated activities or approaches linked to the curriculum.
- SEND pupils will be included on a school provision map which highlights all interventions across the school. This enables to identify need, track provision, recognise gaps in the provision, organise support effectively, inform parents, Local Authority and external agencies about resource deployment.

05.1 Identification and Assessment

- Children's needs should be identified through entry profiles, data collection, common assessments, reading ages, whole school pupil progress data, teacher concerns, parental concerns, progress tracking, liaison with feeder schools, information from other professionals.
- A detailed provision map that is regularly updated after meetings with teachers and professionals.
- More in depth external assessments.

05.2 Curriculum Access and Provision

Where children are underachieving or identified as SEND, school may use the following provisions

- Differentiated tasks
- Small group work
- Extra support from an adult
- Extra/different resources

05.3 Monitoring and Evaluation of school's provision

This is carried out in a variety of ways:

- Classroom observation by Inclusion Lead and Leadership Team
- Ongoing assessments of intervention groups
- Work sampling
- Planning scrutiny
- Meetings with Inclusion Lead
- Pupil interviews where appropriate
- Pupil progress tracking using whole school systems
- Pupil progress meetings with Head Teacher
- Reports to Governors.

06. **ADDITIONAL SEND SUPPORT**

These children are identified as SEN as they have a need that requires intervention work which is 'additional to' or 'different from' the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

Underachieving pupils will be on the school provision map but will not all be SEN.

Some will require High Needs Funding and an application will be made to the Local Authority by the Inclusion Lead. School has to evidence that £6000 above AWPU has been spent for this to happen. The application will be linked to the LA SEN descriptors.

Where a pupil has a significant or severe need it may be necessary to consider the need for an Education and Health Care Plan (EHC).

07. **IEPS**

Our IEPs :

- Are a planning, teaching and reviewing tool.

- Are a working document that can be reviewed and amended as the need arises
- Will record that which is *additional to* and *different from* the curriculum for the class/cohort.
- Will have SMART targets.
- Will be accessible to all those involved in their implementation, including pupils where appropriate.
- Will be based on informed assessment and will include the input of outside agencies.
- Are manageable.
- Are monitored and reviewed regularly.
- Informative about who will support, how it will happen and for how long.
- Will be reviewed 3x year.

08. EDUCATION AND HEALTH CARE PLAN

Our school will comply with LA procedures when applying for an EHC and ensure that parents are kept up to date with all relevant information and have a clear understanding of the process.

Pupils who have an EHC will have an annual review of their plan.

09. ROLES AND RESPONSIBILITIES

The Head Teacher is responsible for:

- Monitoring and evaluating the progress of all pupils and for making strategic decisions that will maximise their opportunity to learn.
- Delegating the implementation of this policy to the Inclusion Lead, alongside the Governing Body.
- Keeping herself informed of the progress of all SEND pupils through regular meetings with class teachers and the Inclusion Lead.
- Discussions with parents alongside Inclusion Lead if necessary.

In line with SEN Code of Practice 2014, the Inclusion Lead is responsible for:

- Maintenance and analysis of the provision map, including those with HNF or on EHCs.
- Coordinating provision for SEND pupils

- Liaising and advising class teachers and support staff
- Overseeing SEND records
- Contributing to staff training
- Ensuring regular reviews take place for all SEND pupils (including Annual Reviews)
- Making referrals to professionals
- Requesting HNF
- Applying for EHCs
- Ensuring all information to new schools is transferred and a smooth transition takes place for the child.
- Monitoring and evaluating IEPs alongside class teachers - 3 x year.
- Evaluating the impact and effectiveness of all interventions for SEND pupils.
- Liaising and consulting sensitively with parents and families of SEND pupils.
- Ensuring parents are kept up to date with progress on IEPs
- Attend SENCo meetings and cluster groups to keep informed of new initiatives
- Liaising with SEND Governor
- Liaising with professionals and outside agencies.
- Take the lead in EHAs where appropriate

The class teacher is responsible for:

- Liaising with Inclusion Lead to identify SEND pupils
- Keeping IL up to date with progress of SEND pupils
- Keep IL informed about who is on what intervention and its impact.
- Ensuring all pupils make progress in their class.
- Providing a balanced curriculum in a way that meets the needs of all pupils in their class.
- Effective deployment of resources (including adults) to maximise potential.

School will:

- Ensure that we are fully inclusive
- All pupils are given the opportunity to attend events, clubs regardless of their need.

- Ensure training is provided if needed to meet certain needs.

The **Family Support Worker** (FSW) will:

- Advise and support staff and families
- Liaise with families and guide them to professionals if necessary
- Work with the Head Teacher and Inclusion Lead to address the needs of pupils in school.
- Lead EHAs where appropriate.

10. SUPPORT FOR WELLBEING AND PUPIL VOICE

The school has wellbeing of all its shareholders at the forefront and is promoting positive wellbeing through regular yoga sessions, tracking the wellbeing of pupils, a new PSHE curriculum, nurture and self esteem work for individual pupils as the need arises.

There is an active School Council elected from pupils from Reception to Yr 2. They have a voice across the school and will listen actively to the views of pupils.

There is a group of dedicated Peer Buddies who have been trained to deal with situations that may arise in the playground e.g. monitor behaviours, solve problems and support other pupils.

11. RESOURCES AND FACILITIES

When specialist equipment or a high level of staffing is required to support a pupil with additional needs, school will fund this as additional SEN support up to £6000 per annum per individual pupil. Thereafter the Inclusion Lead will apply for High Needs Funding.

Specialist equipment and expertise will be purchased, hired, commissioned by the school subject to the usual guarantees, service level agreements and quality assurance criteria. Our school may join with another school in a joint purchase where necessary.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruitment policy and best practice.

12. PARTNERSHIP WITH PARENTS

The school aims to work in partnership with parents and carers by:

- Working effectively with other agencies supporting our families, eg IASS (Information Advice Support Service.)
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Encouraging parents and carers to inform school of any concerns they may have about their children

Reassuring them that school will listen and act appropriately

- Focusing on the child's strengths as well as their areas of need
- Agreeing targets for pupils
- Keeping parents and carers informed and supporting them during any assessment process
- Ensure that parents are aware of Parent Partnership services available from NCC
- Providing all information in an accessible way e.g. translated for EAL families

13. INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in decision making about their learning. We encourage them to:

- Give their views about their learning and education where appropriate
- Identify their own needs where appropriate
- Create one page profiles
- Share in target setting where appropriate
- Evaluate their targets where appropriate

14. INCLUSION OF PUPILS WHO ARE LOOKED AFTER BY LOCAL AUTHORITY

Our school recognises that

- Children who are looked after by the local authority have the same rights as all children but may have additional needs due to attachment issues, 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.
- All schools must have a designated teacher for looked after children / children in care. Their responsibilities include:

- monitoring the progress of looked after children/children in care to ensure they have access to the full range of opportunities at school and the best life chances possible
- that looked after children/children in care have access to the right support
- checking that the PEP is regularly reviewed
- ensuring all information is transferred between professionals and agencies
- preparing a report on the child's educational progress to contribute to the statutory review
- discussing feedback for the statutory review to the necessary adults
- liaising with social workers to ensure there is effective communication at all times
- celebrating the successes of the child and acknowledge progress being made

Our school will work closely with the county's Virtual School.

15. OTHER AGENCIES

At our school we identify sources of support as the need arises. We will refer to the Local Offer for advice.

Some of the agencies we may use are

- Educational Psychology Service
- CAMHS
- TAMHS
- EHA team
- Local NHS services e.g School nurse, Health Visitors, Community Paediatricians, SALT, Physiotherapy
- Specialist Support Service
- MASH
- Social Services

In accordance with SEND Code of Practice 2014 we invite all relevant agencies to annual review meetings, transition meetings, EHAs.

The Inclusion Lead is the point of contact in school for outside agencies.

16. TRANSITION

We will ensure that a smooth transition takes place for SEND pupils if/when moving to another school. Transfer meetings will take place for parents and professionals.

Support will be put in place for the child and this may involve extra transition visits or Social stories. Staff from the new setting may come and work with the child in school or alongside any 1:1 TA. All paperwork (including medicare and health care plans) will be passed on and discussed as necessary with the receiving school.

17. ADMISSION ARRANGEMENTS

No child will be refused admission to school on the basis of his or her special educational needs, medical needs, ethnicity or language needs. In line with the Equalities Act 2010 we will not discriminate against a child with a disability and we will make reasonable adjustments to provide effective educational provision. (See Admissions Policy)

18. COMPLAINTS

If there are any complaints relating to the provision for SEND children, these will be dealt with in the first instance by the class teacher and Inclusion Lead. If unresolved then the Head Teacher and then Inclusion Governor (see Complaints Policy.)

