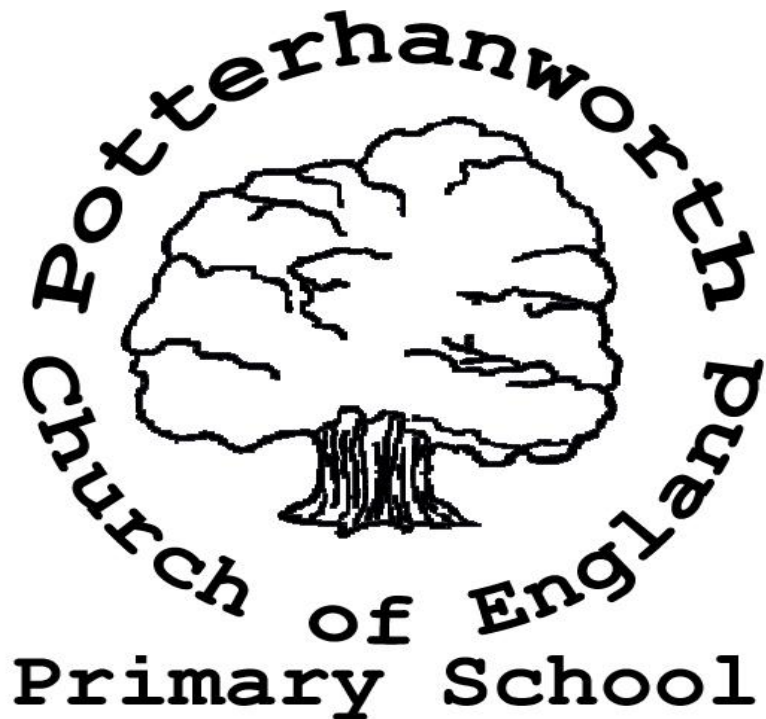


**Potterhanworth Church of England Primary School**  
**Educational Inclusion including**  
**Special Educational Needs and Disability Policy**  
(this is part of the Equality and Diversity Strategy)



**Our Christian Values**

Our Christian values are respect, fairness, commitment, trust, friendship and responsibility.

**Equality and Diversity Statement**

At Potterhanworth Church of England Primary School we promote equality of opportunity. We promote positive attitudes and encourage active participation of all stakeholders regardless of race, gender, disability, age, religion, belief and sexuality.

In so doing we strive to eliminate any unlawful discrimination or harassment of any group and where any such harassment is found, appropriate action will be taken immediately.

To be read in conjunction with the following school policies:

- Attendance
- Behaviour
- Anti-Bullying
- Homework
- Home/School Agreement
- Disability Equality Scheme
- Accessibility Plan
- PSHE & Citizenship
- English as an Additional Language
- Equal Opportunities
- Gifted and Talented Children
- Racial Equality
- Guidance for Lunchtime Staff

### **Aims**

Potterhanworth CofE Primary is an inclusive school where we focus on the well-being and progress of every child. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We achieve this through the attention we pay to the different individual and groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs and disability;
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.
- children who receive the Pupil Premium Finding (PPF) and Service Premium.

### **Provision for Children with Special Educational Needs and Disabilities**

We aim to meet the definition of Special Educational Needs and Disability (SEND), as stated in the SEND Code of Practice.

*Special educational provision means: educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school.*

At any point in their school life a child may have Special Educational Needs or/and Disability. This policy ensures that curriculum planning and assessment for children with special educational needs and/or disability takes account of the type and extent of the difficulty experienced by the child.

The Equality Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act. We assess each child as required, and make the appropriate provision, based on their identified needs.

The school fully meets the requirements of the amended *Equality Act* that came into effect in 2010 and are as committed to meeting the needs of children in our school who have disabilities as we are to meeting the needs of all groups of children.

As a school, we are committed to providing an environment that allows disabled children full access to all areas of learning. All our classroom designated points of entry, allow wheelchair access. We adapt equipment and other furniture as and when necessary for pupils with specific physical needs. Our Equality and Diversity Strategy (including Disability Equality Scheme and Accessibility Plan) identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

### Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs as part of classroom quality first teaching. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. However, there are times we ask the children to work in small groups, or in a one-to-one situation outside the classroom in order to maximise learning,

We welcome everybody into our school community and aim to support every child to reach their full potential both academically and socially, whatever their ability or needs. We want all our children to feel that they are a valued part of our school community and through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We achieve educational inclusion by adapting and refining our curriculum to meet the needs of all learners. The National Curriculum 2014 is a key part in planning a curriculum that meets the specific needs of individuals and groups of children. We continually review what we do by asking ourselves the following 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?*

Staff have high expectations of all pupils and aim to achieve this through the removal of barriers to learning and participation. Teachers and other support staff respond to children's needs by planning to develop their understanding through multi-sensory teaching and having common curriculum experience that allows for a range of different learning styles. Teachers plan for children's full participation in all areas of the curriculum, regardless of disabilities or medical needs, and aim to meet the differing needs by:

- responding to children's diverse learning needs;
- setting suitable learning challenges;
- having challenging targets that enable them to succeed;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing support for children who need help with communication and language;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- teaching in groupings that allow children to experience success;
- ensuring children feel secure and know that their contributions are valued;
- supporting children in appreciating and valuing the differences they see in themselves and others;
- using diverse materials that reflect a range of social and cultural backgrounds, without stereotyping;
- providing enrichment opportunities outside the National Curriculum as part of our 'Extended School' provision.

We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. Teachers use ongoing assessments of each child's progress when planning their lessons, enabling them to consider

the abilities of all their children. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can.

If the attainment of a child falls below the age-related expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Where the attainment of a child exceeds the age-related expectation expected level of attainment, teachers use materials to further extend the breadth of work within the area or areas for which the child shows particular aptitude.

Within planning and delivery, teaching and support staff ensure that children with disabilities are given the opportunity to develop skills in practical aspects of the curriculum. Teachers modify learning expectations and teaching styles as appropriate for children with disabilities and ensure that the work undertaken by disabled children:

- takes account of their pace of learning, the equipment they use, and the effort and concentration needed in oral work, or when using learning aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or 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 children with a hearing and visual impairments to learn about aspects of the curriculum such as sound and light.
- uses assessment techniques that reflect their individual needs and abilities.

## **Identifying and Supporting Children with SEND**

We recognise that the identification of a child's need can be made by a number of people, including G.P., Health Visitor, previous teacher/educator, parent. Early identification is vital.

All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs and Disability Coordinator (SENDCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENDCO will then take the lead in further assessments of the child's needs and work closely with parents and teachers to plan an appropriate programme of support.

An Individual Education Plan (IEP) will be created and reviewed as part of the graduated approach to SEND: *Asses, Plan, Do, Review*. It will record the strategies used to support the child and show the short-term targets set and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place three times a year.

Within the implementation of the graduated approach to SEND, we are committed to:

- creating an environment that meets the special educational needs of each child;
- ensuring that the special educational needs of children are identified, assessed and provided for;
- making clear the expectations of all partners in the process;
- identifying the roles and responsibilities of staff in providing for children's special educational needs;



- enabling all children to have full access to all elements of the school curriculum;
- ensuring that parents are able to play their part in supporting their child's education;
- ensuring that our children have a voice in this process.

If the IEP review identifies that support is needed from outside services; we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new IEP. The new strategies will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for an Education, Health and Care Plan statutory assessment may be made to the County Council. A range of written evidence about the child will support the request. The Headteacher, as the 'responsible person', ensures that all those who teach a pupil with an EHCP is aware of the nature of the statement.

### **Partnership with Parents**

The school works closely with parents in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs and disabilities.

The school website contains details of our policy for special educational needs and disabilities, and the arrangements made for these children in our school.

We have regular meetings each big term to share the progress of the SEND children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs and disabilities.



The school shares extensive details with our parents of our SEND provision on our school website under 'Local Offer'.

### Pupil Participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school. Children are involved at an appropriate level in setting targets in their IEPs and in SEND review meetings. Where appropriate, children are encouraged to make judgements about their own performance against their IEP targets and the support they receive. We recognise success here as we do in any other aspect of school life.

### The Role of the SENDCo

The SENDCo is responsible for the day-to-day operation of the school's SEND policy and the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHCP.

All mainstream school must appoint a qualified teacher to be their SENDCo.

The SENDCo will:

- co-ordinate the provision for and manage the responses to children's special needs;
- support and advise colleagues;
- oversee the records of all children with special educational needs;
- act as the link with parents;
- act as the link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision, and report to the governing body;
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contribute to the professional development of all staff.
- review the SEND policy and *local offer*.

### **The Role of the Governing Body**

The governing body has due regard to the SEND Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities.

The governing body monitors the provision for any pupil identified as having special educational needs and disabilities, consults the LEA and other schools, when appropriate and reports annually to parents on the success of the school's policy for children with special educational needs and disabilities.

The governing body has an identified governor to have specific oversight of the school's provision for pupils with special educational needs and disabilities. The SEND governor meets annually with the SENDCo to review SEND practices. They ensure that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel through termly reports prepared by the SENCO.

The SENDCO and governing body review this policy annually and considers any amendments in the light of the review findings.

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