

Marish Academy Trust
(Incorporating Marish Primary School and Willow
Primary School)

SEND/Inclusion Policy

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Version: 4.0

Aims of this policy

Within Marish Academy Trust we aim to implement Inclusive practice by focusing on individual well-being, encouraging pupil participation, celebrating achievement and viewing diversity as a rich resource to support the learning of all. We believe that the inclusion of different strengths, abilities and needs in our community is natural and desirable, because this leads to learning and growth for the whole community and provides each pupil and team member with a valued role. Inclusion in the school context requires striving for optimal growth of all pupils in the most enabling environment by recognising individual strengths and needs.

Our policy on inclusion aims to ensure appropriate learning and positive experiences for all pupils. This process involves structuring the environment, culture, curriculum and classroom organisation so that we are able to respond to the different needs of pupils and take into account their views and experiences. We also promote inclusive practice because we believe this will enhance the learning experience of all pupils. Indeed, equality of opportunity becomes a reality for all of our children through the attention we pay to the different groups and individual children within our schools. These include:

- Children with Special Educational Needs or Disabilities (SEND)
- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children who are disadvantaged in one or multiple ways
- Children who are vulnerable in some respect
- Gifted and talented children
- Children who are looked after (CLA)
- Travellers, asylum seekers and refugees
- Victims of abuse or domestic violence
- Disabled children
- Young carers
- Pupils at risk of exclusion

Section 1: Special Educational Needs or Disabilities (SEND)

Definition of Special Educational Needs or Disability (SEND)

A child or young person has 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:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Roles and Responsibilities

The headteacher will:

- allocate roles and responsibilities to staff so that special needs are met

- liaise with staff, support services, parents and children
- report to governors on the needs of the children with school across the Trust

SENCOs will:

- play a key role in delivering the strategic development of the SEND policy and provision
- oversee the day-to-day operation of the Trust's SEND policy
- monitor the needs of children with SEND together with the senior leadership team and teachers
- assist with and advise on, the teaching and assessment of children with SEND
- organise annual and termly reviews for children and parents where appropriate, at least three times a year
- ensure learning plans are written and reviewed at least termly by class teachers, parents and senior leaders, as appropriate
- meet regularly with the senior leadership team to discuss individual children and the efficient use of resources to meet their needs
- Liaise with other support services in consultation with the headteacher and class teachers
- Report to governors as requested by the headteacher
- Lead inset on SEND in school as appropriate

Class teachers will:

- Provide every child with access to a broad and balanced education, including planning differentiated work that is appropriately match to learning needs and ensuring progression
- Identify children experience difficulties using a range of evidence, including progress data, formal assessments and informal observation
- Discuss children with the inclusion team and parent/carers and contribute to the planning and provision to meet identified needs
- Produce, monitor and evaluate learning plans on at least a termly basis and ensure that these plans are shared with parents

Governors will:

- Identify at least one governor with responsibility for SEND
- Use their best endeavours to ensure that children's SEN are identified and provided for
- Ensure that there are effective procedures for ensuring that parents/carers are informed when special provision is made for children

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. At Marish Academy Trust, we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The National Curriculum is our starting point for planning a curriculum that is adapted to the specific needs of individuals and groups of children, through **Quality First Teaching** for all pupils, including:

- **early identification of pupil's needs and regular tracking of progress** by teachers and monitored by the Impact and Inclusion teams.
- **setting suitable learning challenges** through effective differentiation and deployment of additional adult support within the class.

- **responding to children’s diverse learning needs**, including the implementation of recommendations from specialists and specific academic or social interventions.
- **overcoming potential barriers to learning** by sharing good practice and expertise in particular areas and using experienced, skilled staff throughout the school.

Broad Areas of Need as outlined in the SEN Code of Practice

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical Needs

Early Identification of SEND

Class teachers, supported by the senior leadership team, 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 should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected, the class teacher, working with the SENCO and specialist professionals, should assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) the class teacher will put in place extra teaching or other rigorous interventions designed to secure better progress, where required.

The Assess, Plan, Do, Review Cycle

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil’s needs. This should draw on the teacher’s assessment and experience of the pupil, their previous progress and attainment, as well as information from the school’s core approach to pupil progress, attainment, and behaviour.

Plan

Where it is decided to provide a pupil with SEN support, the parents are formally 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.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on Provision Map.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff

involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. Parents are always consulted before referrals are made to outside agencies. Parental consent is needed before the referral is made.

At Marish Academy Trust, we work closely with the local authority and other providers to identify the range of local services and clear arrangements for making appropriate requests.

Such specialist services include, but are not limited to:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers or support services, including specialist teachers with a mandatory qualification for children with hearing and vision impairment , including multi-sensory impairment, and for those with a physical disability.
- therapists (including speech and language therapists, occupational therapists and physiotherapists)

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress.

Requesting an Education, Health and Care needs assessment

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Pupils with an Education, Health and Care Plan

During the statutory assessment process, the Local Authority's SEND panel decides whether to place the student in a mainstream or Resource Base setting. This designation determines the funding received in order to meet the student's additional needs, although the school has the authority to use mainstream and Resource Base provision flexibly in order to meet the needs of all children. EHC plans should be used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed by the local authority as a minimum every 12 months. Reviews must focus on the child or young

person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

National Curriculum Assessments - disapplication and modification

Marish Academy Trust can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our policy is to do this only in exceptional circumstances. At Marish and Willow, we make every effort to meet the learning needs of all our children, without recourse to disapplication or modification. Should we go ahead with modification or disapplication, we would do so through Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum or elements of it, through a statement of Special Educational Needs (Section 365 of the Education Act 1996).

Record Keeping

The Trust uses Provision Map, an online SEN record system, to maintain SEND records in line with the requirements of the Data Protection Act 1998. Class teachers are responsible for updating records and reviewing plans, and these plans are made available to parents at Parent's evenings.

Monitoring and Evaluation

Developing a personalised approach to learning is the responsibility of every teacher, HLTA and TA within the Trust. In order to support and monitor inclusive approaches, the Inclusion Team, (a group of staff from both schools within the Trust) meet regularly to discuss and disseminate best practice, as well as advise with regards to any specific cases. Phase and Team Leaders are responsible for ensuring provision is monitored and adapted through Impact Meetings and Provision Mapping in order to track the impact of provision put into place.

Section 2 – Supporting other vulnerable groups of children

Children with Physical Disabilities or with Medical Needs

At any time, some children in our schools may have physical disabilities/medical needs and consequently need additional resources. The Trust is committed to providing an environment that allows these children full access to all areas of learning. Teachers modify teaching and learning as appropriate for these children, often with the support from the members of the Inclusion Team. In their planning, teachers ensure that they give children with physical disabilities/medical needs the opportunity to develop skills in practical aspects of the curriculum.

Gifted & Talented Pupils

Children who are considered 'Gifted & Talented' in particular curriculum areas are tracked as a group and provision is tailored to suit their abilities. Our links with Langley Grammar School allow us to run a 'Day a Week' school where G&T pupils work away from school and are exposed to higher level subject knowledge delivered by secondary school teachers.

Pupils at risk of exclusion

We value the education of every child in our school. The Inclusion team works closely with the Headteacher and the Governors to ensure pupils at risk of exclusion have appropriate support put in place to ensure they can access a full education in school. Our close links with the SEBDOS team allow us to draw on their expertise and support so that the pupils and teachers can work together for a successful outcome.

Young Carers

A Young Carer is someone under 18 who helps look after someone in their family, or a friend, who is ill, disabled or misuses drugs or alcohol. This can involve a range of tasks including: cooking, housework and shopping; helping someone out of bed; emotional support, such as talking to someone who is distressed; personal care, such as helping someone dress or looking after brothers and sisters.

Being a Young Carer can have a big impact on the things that are important to growing up, including education, health and emotional well-being.

We identify Young Carers through Every Child Matters referrals and meetings. We provide support by first identifying the young person and their particular needs. Then we will either provide some support from within school, for example, a Learning Mentor or Homework support; or by making a referral to an outside agency, using the Early Help Assessment process where appropriate.

Minority ethnic and faith groups

Marish Academy Trust complies with the Race Relations Act 2000. The diversity of our society is addressed through our schemes of learning, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic, cultural, religious or social heritage. All racist incidents are recorded and reported to the governing body and the Local Authority.

Furthermore, cultural and linguistic diversity are celebrated within the Trust through the teaching of foreign languages, the reinforcement of British Values as a central trust value within our ethos, the cross-curricular delivery of SMSC education and the celebration of a variety of cultural and international festivals.

Disadvantaged Pupils

These are children who experience poverty and deprivation in their family lives for a variety of different reasons. They also include pupils whose parents serve in the armed forces. The government provides extra money for these children of £1300 per child per year, in the form of Pupil Premium. Additionally, some of these children are eligible for Free School Meals.

Vulnerable Pupils

This is our own category and applied to any child we are concerned about. These concerns include: being persistently absent or having lower than average attendance, featuring frequently in our weekly behaviour reports; having social care or early help involvement; being bereaved or having a parent or family member with mental health needs, to name a few possibilities. There are many others for inclusion in this group.

Provisions

The Resource Base

We have a Resource Base at Marish for pupils with complex needs. The Resource Base supports pupils with a range of more complex learning difficulties who have an Education, Health and Care Plan. Pupils work with additional adult support to access a highly modified and differentiated curriculum. Pupils in the Resource Base are given access to a wide range of educational opportunities, including trips, workshops and assemblies and integrate into mainstream as much as possible.

The Nurture Group

Currently we have an established nurture group at Marish and Willow. Each Nurture Group is a small group of children / young people staffed by two supportive adults. It offers a short term, focused, intervention strategy, which addresses barriers to learning arising from social, emotional or behavioural difficulties, in an inclusive and supportive manner. Children continue to remain part of their own class group and return full time after 3 terms. Central to the philosophy is attachment theory; an area of psychology which explains the need for any person to be able to form secure and happy relationships with others in the formative years of their lives. Through successfully addressing the barriers to learning, this results in both improved academic attainment and improved health and wellbeing.

Children's University

Marish Academy Trust is fully committed to providing quality study support experiences for all pupils aged 6 and over, outside the classroom and directed teaching time, as part of our Children's University provision. Each term a varied menu of clubs, workshops and activities are offered.

Behaviour, Learning Mentors and R-time

Marish Academy Trust sets high expectations for behaviour for all pupils. The Trust is a community which values and respects each individual: staff and pupils, parents, carers and governors. Racism, sexism and other forms of discrimination are not acceptable. Schools within the Trust aim to prepare pupils for living in a diverse society. Where pupils infringe on these standards, schools within the Trust seek to respond in a way which deems the behaviour as unacceptable, while still considering the needs of the individual who carries it out. Sanctions are applied fairly in accordance with the Behaviour and Discipline Policy and exclusion is used only as a last resort when no other alternatives are available. The last "Step" of our behaviour policy (internal exclusion) is monitored in terms of ethnicity and gender and support is put into place where necessary.

Pupils having difficulty with their behaviour will be offered individual support, for example through a revised timetable, a Mentoring Programme or, where appropriate, a Support Action Plan designed to meet their needs. Learning mentors support pupils within groups and with one to one sessions in order to explore reasons behind their behaviour and establish strategies to improve behaviour.

R-time is used throughout the Trust in order to teach pupils to build respectful partnerships with each other, listen and accept each other's views and support and value others. R-time is based on showing respect for all, is easily accessed by *all* pupils and is a key to the sense of community held within each classroom and school.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behavior, a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly interventions at a later stage.

Community events and Parents

Schools within the Marish Academy Trust recognise the need to not only promote inclusion within individual classrooms and schools but in the wider local community too. We aim for our schools to contribute to community cohesion. We seek out opportunities for different groups of people to come together within the school setting. Events are organised to celebrate pupil achievements but also to promote cohesive communities in the form of religious celebration events, fairs and concerts.

Further to this, Parental Engagement is a key target and integral to many educational activities. We welcome parents into the school to support learning and share expertise.

Attendance

Pupils are expected to attend the school full-time and on time, unless the reason for their absence is unavoidable. Parents are expected to work closely with school staff in resolving any difficulties at an early stage. The Schools will operate in accordance with the prescribed regulations covering the marking of registers, the granting of leave, the removal of pupils from roll and the authorization of absence. Maximising attendance at the school is a priority and though our ECM groups, the Trust seeks creative solutions to attendance problems wherever possible, recognizing any particular needs of individuals or groups and supporting them wherever possible. The mini bus services, attendance rewards and assemblies are all testament to this.

Admission

Marish Academy Trust operates admission procedures in accordance with the policy laid down by the governors. This policy will not discriminate on grounds of race, religion or ethnic origin. The Trust will not automatically refuse entry to pupils on the grounds that they have special, social, educational or behavioural needs or because they have a history of disruption.

Marish Academy Trust is willing to consider offering new opportunities to pupils who may have experienced difficulties previously. Parents and pupils may be asked to make agreements as to future conduct and attendance, but such agreements are not used as a condition of entry.

Requests for placements for pupils with EHCPs should be made through the Local Authority. The SENCO and Head teacher will carefully consider every application and will offer a place unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Efficient education means providing for each child or young person a suitable, appropriate education in terms of their age, ability, aptitude and any special educational needs they may have. Where a local authority is considering the appropriateness of an individual institution, 'others' is intended to mean the children and young people with whom the child or young person with an EHC plan will directly come into contact on a regular day-to-day basis.

Policy Review Dates

This policy was agreed in April 2019. It should be read in conjunction with:

- Teaching and Learning Policy
- Assessment Policy
- Equal Opportunities Policy

- Behaviour and Discipline Policy
- Admissions Policy.
- Pupil Premium Policy
- Supporting Pupils with Medical Needs Policy

Governing Body Approval

This policy is reviewed by all staff and governors and approved by the Strategic Board once every two years.

| Version | Approved | Next Review |
|---------|------------|-------------|
| 1.0 | April 2013 | March 2015 |
| 2.0 | April 2015 | March 2017 |
| 3.0 | March 2017 | March 2019 |
| 4.0 | April 2019 | March 2021 |