



Marish Academy Trust

**(Incorporating Marish Primary School
and Willow Primary School)**



SEND/Inclusion Policy

Date: April 2017

Aims of the Marish Academy Trust

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. Our philosophy is one which views diversity of strengths, abilities and needs as natural and desirable, bringing to any community the opportunity to respond in ways which lead to learning and growth for the whole community and giving each member 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 diversity of pupils and take into account the views and experiences of the child. We also emphasise and respect the notion that adapting practice to meet the needs of a particular pupil, or group of pupils, can in fact enhance the learning experience of all pupils and therefore, adopting an inclusive approach is a priority within the Trust.

Equality of opportunity must be a reality for all of our children through the attention we pay to the different groups of children within our schools:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Gifted and talented children
- Looked After Children (Local Authority Care or Foster Accommodation)
- Travellers, asylum seekers and refugees
- Victims of abuse or domestic violence
- Disabled children
- Young carers
- Pupils at risk of exclusion

Provision across the Trust

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.

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. We meet these needs through **Quality First Teaching** for all pupils

- **Early identification of pupil's needs and tracking their progress:** which are reviewed regularly by both teachers and children and the Inclusion or ECM teams monitoring provision.
- **Setting suitable learning challenges:** Through effective differentiation and deployment of additional adult support within the class.
- **Responding to children's diverse learning needs:** Provision may be academic or emotional (small group intervention with a learning mentor or Nurture Group provision for example). Class teachers are responsible for implementing recommendations from specialists in their teaching e.g. Speech and Language Therapist, Educational Psychologist, in order to make lessons more accessible to pupils with SEND
- **Overcoming potential barriers to learning and assessment for individual and groups of pupils:** By sharing good practice and expertise in particular areas and using experienced, skilled staff throughout the school to ensure that we overcome these barriers in the best possible way.
- **Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children as well as opportunities for the extension and enrichment of learning opportunities :** For example through the Nurture Group and Resource Base as well as morning, lunchtime and after-school clubs and the Children's University.

Special Educational Needs

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.

Broad Areas of Need

- 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 to such progress 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, 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 pupil's response to such support can help identify their particular needs.

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

Pupils with EHCPs are taught in mainstream classrooms with support if the pupils needs can reasonably be met in this way. Pupils whose needs are more complex may be taught in the Resource Base for part or all of their lessons.

When an EHCP is issued, the SENCO will meet with the class teacher to ensure that a suitable curriculum is planned to enable the pupil to achieve the specified outcomes. 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).

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.

Provisions

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 usually return full time within 4 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.

Nurture groups are an effective, evidenced based approach supporting Special Educational Needs (SEN) / Additional Support Needs (ASN) in the form of Social, Emotional & Behavioural Difficulties (SEBD) in an inclusive manner. Through successfully addressing the barriers to learning, this results in both improved academic attainment and improved health and wellbeing.

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 a statement issued by Slough Borough Council. Pupils work with additional adult support to access our curriculum, which is differentiated to meet their needs. We try to ensure that pupils in the Resource Base are fully integrated into the life of the school, participating in all lessons, assemblies, trips and extra-curricular activities. Staff working with pupils within the Resource Base take a leading role in supporting other pupils with SEN throughout the Trust.

Children's University Study Support

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. The whole ability

range is catered for within this extra-curricular provision from children with Special Educational Needs to those who are more able.

Specific Groups

Children with Physical Disabilities

At any time, some children in our schools may have physical disabilities and consequently need additional resources. The Academy 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 Resource Base or other Inclusion Team staff members. In their planning teachers ensure that they give children with physical disabilities 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.

Marish Academy Trust: An Academy for the Community

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 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. In addition to this, at Marish, a lunchtime social group “Chameleon Club” is offered to children who may need support during their lunch hour with relationships or 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 behaviour 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 intervention at a later stage.

Racism

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 or social background. All racist incidents are now recorded and reported to the governing body.

To encourage racial acceptance the schools develop every opportunity to educate staff and pupils to accept different cultures. Furthermore, cultural and linguistic diversity are celebrated within the Trust through the teaching of foreign languages and the celebration of a variety of cultural and international festivals.

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.

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.

The role of the SENCO

Each Marish Academy Trust School has at least one SENCO. In 2016/17 academic year this Mrs Carol White, Assistant Head teacher at Marish Primary School, and Mrs Natasha Gentles, Assistant Head at Willow Primary School. They are supported by an experienced team of senior leaders who make up the Trust wide Inclusion team, including a Deputy Head and Assistant Head teachers.

The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school and in consequence they are part of the Trust wide School leadership team which meets weekly.

Each SENCO, with the support of their inclusion and the senior leadership team, has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. Additionally they provide professional guidance to colleagues and will work closely with staff, parents and other agencies.

Our SENCOs are aware of the provision in the Local Offer and work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching. The key responsibilities of the SENCOs at Marish Academy Trust include:

- supporting teachers in ensuring Quality First Teaching for all pupils, including those with SEND.
- overseeing the day-to-day operation of the school's SEN policy

- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and the trust governors to ensure that the schools meet its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date.

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. This group emulates the ECM "surgery" approach with regards to looking at individual cases, and discussing the best strategies forward in a shared forum. The Inclusion Lead for the Trust, the Assistant Head Teacher for Inclusion, the Assistant Head Teacher for ECM and the Personalised Learning Coordinator, in addition to the rest of the Senior Leadership Team, are responsible for the day- to –day support for teachers in order to implement this policy.

Phase and Team Leaders are responsible for ensuring provision is monitored and adapted through Pupil Progress Meetings and Provision Mapping in order to track the impact of provision put into place.

SEND code of practice: 0 to 25 years

This Code of Practice supports the changes in the Children and Families Bill and aims to put each young person and their family at the centre of discussions about the SEN support offered. We also have due regard for our duties under the Equality Act 2010 and the SEN Policy reflects our duties to promote equality of opportunity. In future our SEN policy, practice and the Local Offer will be reviewed annually by governors and all staff and on an ongoing basis by senior staff to incorporate any changes in practice as soon as possible.

Definition of 'SEND'

According to the Code, a child has Special Educational Needs/ Disability (SEND) if they have a learning difficulty or disability which calls for special education provision to be made for them due to:

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

The definition of disability in the Equality Act states children with a physical or mental impairment that has a 'substantial' and 'long term' (more than 12 months) negative effect on their ability to do normal daily activities, and this includes children with asthma, diabetes, epilepsy, and cancer. Schools must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

Policy Review Dates

This policy was agreed in April 2017 and will be reviewed in April 2018. 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