



*The Ruskington  
Chestnut Street CofE Primary School*

# **INCLUSION POLICY**

Policy Co-ordinator: Jo Bingwa  
Policy Dated : March 2011  
Reviewed Policy Date: September 2014  
Other Relevant Documents:

Presented to Governors: March 2015  
Date to be Reviewed: March 2018

## Introduction

The Special Educational Needs and Disabilities (SEND) Policy sets out the actions which will be taken by Chestnut street, to ensure that the needs of children with SEND are met effectively, and that they have every opportunity to access high quality provision. This policy was informed by reference and guidance from the Lincolnshire Support Service and Code of Practice.

The policy defines the roles and responsibilities of service providers and sets out the support that parents, children and young people can expect to receive, in order to ensure that *NO CHILD OR YOUNG PERSON IS LEFT BEHIND* and that every child and young person achieves the best possible outcomes.

- For a child with Medical or Special Educational Needs, learning in many areas of the curriculum will be not affected. S.E.N. has, therefore, an important place within the school. This policy outlines the nature, identification and management of pupils with Special Needs at Chestnut street Primary School.
- The school policy for Special Needs reflects the consensus of opinion of the whole teaching staff and has the full agreement of the governing body.
- The implementation of this policy is the responsibility of all teaching staff.

## Definitions

For the purpose of this policy the definitions provided in this section are taken from the legislative framework that underpins provision for pupils with Special Educational Needs and Disabilities.

**“Children and young people aged to 0 – 25 with additional needs”** is a broad term used to describe all those at risk of poor outcomes as defined by the 5 outcomes (“Every Child Matters”). An estimated 20-30% of children have additional needs at some point in their childhood, requiring extra support from education, health or social care. This could be for a limited period, or on a long term basis.

Children have **special educational needs** if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a **learning difficulty** if they have significantly greater difficulty in learning than the majority of children of the same age and/or have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age.

Children and young people must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Children and young people with a disability are defined under the Equality Act 2010 as having a physical or mental impairment, which has substantial and long-term effect on his or her ability to carry out normal day-to-day activities.

Impairment does not itself mean that a child or young person has a disability; it is how this impairment affects normal day-to-day activities and whether or not this is a long-term and substantial impairment.

**'Long-term'** is defined in the Equalities Act 2010 as having lasted or being likely to last 12 months or more. Ability to carry out day-to-day activities must affect one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift or carry or otherwise move every day objects
- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk

**'Physical impairment'** includes sensory impairment and mental impairment including learning difficulties and an impairment resulting from, or consisting of, a mental illness. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments and Attention Deficit Hyperactivity Disorder (ADHD). Pupils with severe disfigurements are also covered by the Equalities Act 2010, as are those with progressive conditions that are likely to change over time such as cancer. Many, although not all, children and young people with a disability will have a special educational need if they have difficulty accessing education or if they need special educational provision to be made for them.

The term Learning Difficulties and/or Disabilities (LDD) is used to refer to individuals or groups of learners who have either a learning difficulty in relation to acquiring new skills or who learn at different rates to their peers and who have a disability as defined under the Equalities Act 2010.

## **The Nature of Special Needs**

It is recognised that many children will have special needs at some time, either long term and complex, or short term and transient. Thus we need to be aware of a variety of Special Needs and disabilities, which may need to be met within the school.

In this school, it is felt that any child causing the class teacher significant concern - whether showing difficulties in learning, exhibiting social or behavioural problems, suffering some form of sensory impairment or physical disadvantage or in one or more areas, should be considered to have Special Education Needs. Gifted and Able children are also considered as having Special Needs.

## **Entitlement**

It is the aim of Chestnut street Primary School to enable each pupil to develop to their full potential and to provide resources in the most suitable and appropriate form to enable learning to take place, using a variety of teaching styles to meet their needs.

Chestnut street Primary School aims to provide for all children a broad and balanced curriculum showing progression and coherence, and one which is relevant and differentiated to meet their needs.

All children who are identified as having Special Educational Needs will have a programme devised for them to meet their needs. They will work from the positive starting point of what that child is able to do and will have small and achievable steps built into it to ensure success. This will be reviewed a minimum of 3 times per year.

## **Implementation**

Chestnut street Primary has regard to all the requirements of the SEND Code of Practice (2001). The SEND Code promotes a common and graduated approach to identifying, assessing and providing for students' special educational needs. The approach is a model of action and intervention to help students who have SEND make, at the very least, adequate progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a student may be experiencing.

A child with Special Needs will be identified by the class teacher in one or more ways, at any time from the Foundation Stage to Year 6, through:

- Classroom observation
- Class teacher assessments
- SAT results (Y2- Y6) and optional SATs Year 3, 4, 5
- Spelling test results at Key Stage 2. (3 times per year)
- E-Profile Assessment for Foundation Stage
- Records from previous school
- Medical information

The class teacher will register their concern about the child and consult with the SEND Co for advice. A Special Needs Record will be started for the child by the SEN Co using gold SEN record sheets.

Parents will be kept informed and will be consulted about the child's problems from the teacher's initial concern being raised. Wherever possible, parents will be encouraged to work on the area of concern at home. Communication with the parents will be either informal, by letter or on parent's evenings and will come from the class teacher, SEN Co or Headteacher.

The SEND Co will inform the Headteacher of any concerns, significant events or assessments relating to SEND children.

The revised Code of Practice will be implemented by the Headteacher, SEN-Co, Teaching Assistants and Class Teachers in the following way:

### **School Action: The registration of concern by class teacher**

- Following discussion with SEN-Co, class teacher to differentiate work and strategies to help the child, and monitor progress.
- SEN-Co to be involved further - providing assessment, advice, materials and support for the child, class teacher and teaching assistant.
- IEP devised by those involved with child (class teacher, teaching assistant, SEN-Co) to be carried out in class, and if appropriate, with teaching assistant).

### **School Action Plus: Involving external agencies**

- The relevant outside agencies become involved - offering advice to the teacher, visiting the school, providing programmes of work and monitoring and assessing the child's progress and needs. The agencies involved could include:
  - Education and Psychology
  - Learning Support Services
  - Emotional Behavioural Support Services
  - Sensory Impaired Service
  - Speech and Language Therapy Service
  - Social Services
  - School Medical Officer and School Nurse
  - Gifted and Able Service
- The SEN-Co will maintain liaison between school and outside agencies.
- The school will refer a child to Special Needs Service for consideration of a Multi-disciplinary Assessment, following failure to make progress through School Action Plus. This may lead to the issue of a Statement of Education Need for the child.
- Throughout, the class teacher will retain responsibility for Special Needs children.

### **How SEND Pupils needs are determined and reviewed.**

Identification of needs and determination of the particular individual needs of students is a collaborative process between Academy staff, the SEND Co, student and parents, with additional expertise provided as and when appropriate from the Wybteron 's attached Educational Psychologist, and for example, LA or other advisory staff for autistic spectrum disorders, behaviour, specific learning difficulties, physical needs etc, the CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical and nursing services.

Needs and provision for students with statements of SEND is determined by the local authority, and are met through resources provided directly by the local authority and from Chestnut street resources.

Individual education plans are reviewed student plans are reviewed at least three times a year. Statutory reviews of statements take place at least annually or more frequently if the statement so requires. Interim or early reviews of statements are called where the Academy identifies a student who is at serious

risk of disaffection or exclusion and it is suspected that the existing provision may no longer be suitable.

### **Assessment**

Assessment within the school is carried out for all children according to the assessment policy and the curriculum framework. For some children especially those with Special Needs, the assessment activities may be varied in order to ensure all children have access to the tasks. If the assessment is an integral part of teaching and learning, for Special Needs children it can be a vital aid in matching work to ability and planning the next stages to be addressed.

### **The SEND Governor**

The governing body of every mainstream school is encouraged to have a Special Educational Needs and disabilities (SEND) Governor to champion the issue of special educational needs within the work of the governing body and to have specific oversight of the school's arrangements and provision for meeting special educational needs. The precise responsibilities of the SEND Governor need to be determined by the governing body.

This policy will be reviewed as part of the school's Policy Review Cycle.