



## Newbottle and Charlton

### C.E.V.A. Primary School

*Every Person Matters, Every Moment Counts*

*'I can do all this through him who gives me strength'*

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# INCLUSION POLICY

(Statutory – annual review)

**Incorporating Special Educational Needs Information, in compliance with  
Statutory Instrument : Special Educational Needs (Information) Regulations  
(Clause 64)**

<b>Adopted by the Governing Body on [Date]:</b>	May 2023
<b>Reviewed by:</b>	Standards & Curriculum Committee
<b>Date of committee review:</b>	-----
<b>Chair of Governors Signature:</b>	
<b>Date of next review:</b>	May 2024

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## 1. Introduction

At Newbottle and Charlton CEVA School, our intention is that all children are provided with equal opportunities and access to the curriculum, with challenges and support that reflects their needs. We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs. All children are equally valued and are taught to value each other as individuals.

All pupils, regardless of physical or learning needs or abilities, are included in all aspects of school life. High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is a special educational provision under Section 21 of the Children and Families Act 2014.

Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

## 2. Aims

The aims of our inclusion policy and practice in this school are:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- To provide curriculum access for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for children with SEN to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others” (National Curriculum, 2000).

## 3. Legislation and guidance:

This policy is based on the following legislation and guidance:

- Special Educational Needs and Disability (SEND) Code of Practice
- Working Together to Safeguard Children (2013): Statutory guidance from the Department for Education

- The Children Act 1989 Guidance and Regulations Volume 2 (Care Planning Placement and Case Review) and Volume 3 (Planning Transition to Adulthood for Care Leavers)
- Equality Act 2010: Advice for schools: Non-statutory advice from the Department for Education
- Reasonable adjustments for disabled pupils (2012): Technical guidance from the Equality and Human Rights Commission
- Supporting pupils at school with medical conditions (2014): statutory guidance from the Department for Education

#### 4. Definitions

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 or mainstream post-16 institutions

***SEN Code Of Practice (2014)***

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

***SEN Code Of Practice (2014)***

A pupil who has **English as an Additional Language** is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

#### 5. Roles and responsibilities

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

##### 5.1 The SENCO

The SENCO is Mrs Lovesay-Bonham

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

## **5.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

## **5.3 The headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the policy and provision in the school
- Have overall responsibility for the provision and progress of all learners
- Monitor and evaluation the progress of all pupils
- Make strategic decisions which will maximise their opportunity to learn
- Maintain and analyse class provision maps and plans created in pupil progress meetings with individual teachers and the SENCo

## **5.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Providing quality first teaching, including differentiated teaching and learning opportunities
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- Working with the Headteacher and SENCO to review and monitor each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

#### **5.4 EMA Co-ordinator**

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- in collaboration with the SENCO, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- in collaboration with the SENCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- in collaboration with the SENCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum
- advising on and sourcing bilingual and culturally reflective materials
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EMA Co-ordinator network meetings and training as appropriate.
- liaising with the school's Inclusion Governor
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

## **6. Identification of SEN**

### **6.1 The kinds of SEN that are provided for:**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

## 6.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social and emotional needs. Northamptonshire SEN descriptors, along with other assessment tools, may be used to identify specific areas of need and highlight areas of concern.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Pupils will be offered additional SEN support when it is clear that their needs require intervention, 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.

Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support, nor will they have an IEP (but will be on the class plans).

It may be decided that a very small number, **but not** all of the pupils on the SEN register will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN register and, in addition to this, will have an Annual Review of their plan.

## 6.3 Consulting and involving pupils and parents

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome

- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

We also recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of success criteria. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- contribute to an IEP by giving their views for the section "views and aspirations of the child"

#### **6.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

These will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.



## **6.5 Supporting pupils moving between phases and preparing for adulthood**

We will ensure early and timely planning for transfer to a pupil's next phase of education. Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise.

## **6.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have additional needs. This will be differentiated for individual pupils.

We will also provide additional interventions and specific programmes, provision and strategies to support a pupil's individual needs.

## **6.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching and responding to children's needs within lessons, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **6.8 Additional support for learning**

We have a number of highly trained teaching assistants who are able to deliver a range of interventions, small group sessions and provide 1-1 support within the classroom.

We also have an Emotional Literacy Support Assistant (ELSA) who has completed in depth training in order to deliver an educational psychology led intervention for promoting the emotional wellbeing of children.

We also work with the following agencies and professionals to provide support for pupils with SEN:

- Educational Psychology Service
- Speech and Language Service
- Occupational Therapy
- GPs and Pediatricians (in addition to specific medical professionals)
- CAMHS (Children and Adolescent Mental Health Service)

- Northamptonshire Targeted Mental Health in Schools (TaMHS)
- School counsellor
- Educational Therapist

### **6.9 Securing equipment and facilities**

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

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

### **6.10 Evaluating the effectiveness of provision**

We evaluate the effectiveness of provision for pupils, including those with SEN, by:

- Using formative and summative data
- Holding regular progress meetings involving the headteacher, SENCo and class teacher
- Reviewing the impact of interventions termly
- Using pupil and parent voice
- Monitoring by the SENCO
- Using provision maps and Individual Education Plans (IEPs) to measure progress for those on the SEN register
- Holding termly SEN reviews for those with IEPs, involving staff, parents and the child
- Holding annual reviews for pupils with EHC plans .

### **6.11 Complaints about SEN provision**

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO/EMA Co-ordinator, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **7. Inclusion of pupils with English as an additional language**

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English.

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

## **8. Inclusion of pupils who are looked after in local authority care**

**Our school recognises that :**

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early 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.

There are commonly understood reasons (Social Exclusion Unit Report: 2003] why children who are looked after in local authority care often fail to make expected progress at school :

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:

- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support

- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child's social worker to ensure that there is effective communication at all times
- celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

## **9. Staff Training and Expertise**

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator is a qualified teacher working at our school and has the national statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

The SENCO and EMA Coordinator will regularly attend local network meetings.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

### **Key contacts:**

*Mrs Hannah Lovesay-Bonham – SENCo, DDSL, PLAC coordinator*

[SEN@newbottleandcharlton.co.uk](mailto:SEN@newbottleandcharlton.co.uk)

*Mrs Sally-Anne Hawes - SEN Assistant*

Mrs Hawes can also be contacted on the SEN email above

*Mr Peter Smith –Head teacher, DSL, EMA*

[head@newbottle.northants-ecl.gov.uk](mailto:head@newbottle.northants-ecl.gov.uk)

*Mrs Katrine Hodgson- Emotional Literacy Support Assistant (ELSA)*

Contacted via the school office

## **8. Monitoring arrangements**

This policy will be reviewed every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **9. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Equality Duty Policy
- Medical Policy