

Wootton Primary School

Inclusion Policy

In compliance with
Statutory Instrument: Special Educational Needs (Information)
Regulations (Clause 65)
and
Special Educational Needs and Disability Code of Practice (2014)

This policy is reviewed annually:
Last reviewed April 2023
To be reviewed April 2024

If you would like to find out what services Northamptonshire Local Authority provides for children with Special Educational Needs and Disabilities, please click on the link below:

<https://www.northamptonshire.gov.uk/localoffer>

Please find further information about SEND at Wootton Primary School
in our SEND Information Report.

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Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents and carers, and children with reference to the following guidance and documents:

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 “A Statement is not enough”
- Equality Act 2010
- Children and Families Act 2014

Wootton Primary School Inclusion Vision

- Wootton Primary School is a truly inclusive school.
- We celebrate diversity and differences with children and adults in school and in the wider community.
- All children have access to high quality teaching, regardless of: whether they have special educational needs or disabilities (SEND), EAL, their religion, or whether they are disadvantaged, LGBTQIA+, looked after children, or vulnerable.
- Regardless of a child’s special educational need, all children have access to the same inclusive curriculum and exciting opportunities to develop academic success and to develop their sense of self, sense of others and sense of the world.
- In order for our children with SEND to have high levels of physical and mental wellbeing, and be passionate about their learning, scaffolds and adaptations are made to their curriculum as necessary.
- We use a graduated approach to supporting children; this always begins with the class teacher who gets to know every single child in their class.
- Our highly trained and skilled staff work together as a team to create ambitious targets for all children and this includes children with SEND; some of whom have SEND or EHCP Support Plans to document their personalised learning journey.
- All staff know the importance of fostering confidence and independence in children who may find aspects of their learning harder than others; this is important for all learning and further life skills.
- Children with SEND are included in all activities including engaging in our local community and the wider world to develop curiosity, creativeness and courageousness.

Responsibilities

Our head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to our Special Educational Needs Coordinator (SENCO). Our SENCO is responsible for reporting regularly to our head teacher and our SEND governor on the ongoing effectiveness of this Inclusion Policy.

Our Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

Our Family Support Worker is available to support our families with any concerns, big or small, and can signpost parents to other services which may help them. Where a specific need is identified, our Family Support Worker will open an Early Help Assessment (EHA) and will support the family during Team Around the Family (TAF) meetings, where external professionals may also be identified to support the family.

Contact details:

Head teacher	Mr Rob Crilly	rcrilly@woottonprimaryschool.org
SENCO	Mrs Louise Harries	lharries@woottonprimaryschool.org
Designated teacher for LAC	Mr Rob Crilly/ Mrs Louise Harries	rcrilly@woottonprimaryschool.org lharries@woottonprimaryschool.org
SEND Governor	Mrs Sarah Matthews	smatthews@woottonprimaryschool.org
Family Support Worker	Mrs Anita Deere	adeere@woottonprimaryschool.org
EAL Lead	Mrs Wendy Meadows	wmeadows@woottonprimaryschool.org

All teachers are teachers of pupils with special educational needs. All staff in school have a responsibility for maximising achievements and opportunities for vulnerable learners. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all children at all times.

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day-to-day implementation of this policy in the following ways:

- Coordinating provision for children with SEND
- Sharing SEND information and offering professional guidance to staff, ensuring high quality teaching which is adapted and personalised to meet the need.
- Monitor and review the attainment and progress of children on the SEND register.
- Coordinate the assessment and screening of children to inform the planning and delivery of intervention programmes.
- Continuing Professional Development (CPD) of SEND teaching and learning practices for teachers to ensure high quality teaching and adaptations where necessary.
- Working collaboratively with parents/carers to listen to their views and wishes, and decide on next steps.
- Working closely with external professionals to provide support and individual interventions when recommended.
- Complying with Local Authority guidance on the process for reviewing children with High Needs Funding (HNF) and Education Health and Care Plans (EHCPs).

Definition of SEND

As defined in the Special Educational Needs and Disabilities Code of Practice (2014):

- A child or young person has SEND 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.
- High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.

SEND may 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 educational need. High quality teaching provides adapted and individual learning opportunities for children who are learning EAL as part of our provision for vulnerable learners.

SEND register

Children are placed on the SEND register if they are receiving provision which is 'additional to or different from' what is normally provided through high quality teaching in the classroom. The SEND register is a dynamic list that children can be added to or removed from at any time, depending on how appropriate it is to their needs. There are two codes on the SEND register: SEN support is code K and children with an EHCP are code E.

Children on our SEND register will fall into one or more of the following four areas of need:

- Communication and Interaction, for example speech and language difficulties, Autistic Spectrum Disorder.
- Cognition and Learning, for example dyslexia, global delay.
- Social, Emotional and Mental Health, for example ADHD, anxiety.
- Sensory and/or Physical needs, for example visual or hearing impairment, epilepsy.

The Graduated Approach

The SEND Code of Practice states that the first response to slow progress should be high quality teaching targeted at the child's areas of weakness. Where progress continues to be less than expected, the class teacher, working with the SENCO, should assess whether the child has SEND. At Wootton Primary School, where a child is identified as having SEND, we make reasonable adjustments to put effective special educational provision in place to remove the barriers to learning. This SEN support takes the form of a four-part cycle called the graduated approach. Decisions and actions around provision are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good

progress and securing good outcomes. The four-part cycle is: assess, plan, do, review and we document this on Edukey Provision Map.

Assess

Wootton Primary School uses a variety of whole school and individual assessment tools. Assessments are reviewed regularly and information is shared to ensure the provision identified for children is well-informed, targeted and matched to their current level of need. Assessment tools include:

- Information sharing from pre-schools or nurseries prior to admission, or other primary schools for in-year admissions.
- Attainment and progress data is shared by pre-schools and nurseries.
- For children with complex needs, additional information sharing opportunities are undertaken which may include: additional transition visits for the child, parent and carer meetings, external professional meetings, pre-school or nursery observations, external professional advice, attending TAF meetings.
- Early Years Foundation Stage (EYFS) Government baseline assessments and Early Learning Goals.
- Years 1-6 termly reading, maths, writing and GAPS assessments.
- Whole school Little Wandle phonics assessment, until the child has met the phonics standard.
- Where children are below the expected level of attainment for their age we may use: Salford reading and comprehension age assessment, Number age assessment, reading and spelling of Common Exception Words.
- Individual diagnostic screening tools for children with specific needs.
- Attitudinal assessments such as SDQ and Emotional Literacy questionnaires.
- Teacher, SENCO and Senior Leader observations.
- Health assessments conducted by the Community Paediatrician, School Nurse, CAMHs, for example.
- Gaining parent and carer views on their child's strengths and areas to develop.

Plan

- Parents and carers are always informed of the intervention or support strategies which are put in place for their child, and there is always a clear date for review.
- Targets and expected outcomes are recorded ready for the review process.
- Evidence-based interventions will be deployed to meet the individual child's needs and the effectiveness of these interventions are regularly assessed.
- Staff who deliver interventions are appropriately trained and supervised by the class teacher or the SENCO.

Do

Wootton Primary School uses the Waves Intervention Model to categorise the interventions or support strategies available in response to the child's SEND. At all waves of intervention, the class teacher remains responsible for the child and their progress. Teachers are supported by the SENCO, but they are responsible for the continual assessment and review of provision and outcomes for the children in their class.

Wave 1 interventions are incorporated in inclusive high quality teaching that can be adapted and personalised to meet individual needs. The vast majority of children will

make expected progress with wave 1 interventions alone. Interventions may include, but are not limited to:

- High quality teaching.
- Adapted and personalised lesson content and delivery.
- Assessment for learning and quality feedback.
- Summative assessment.
- Information sharing with SENCO and Senior Leaders.

Wave 2 interventions are additional provision which is deployed alongside wave 1 interventions, not as a replacement. These interventions are targeted at addressing gaps in learning to support children to meet the expected standard for their age. Some wave 2 interventions will take place inside the classroom and some outside the classroom, in small groups or individually. These interventions will be overseen by the class teacher. Interventions may include, but are not limited to:

- Additional in class support by the teacher or teaching assistant.
- Little Wandle phonics catch up programme.
- Reading support.
- Spelling support.
- Maths support.
- Fine or gross motor support.
- Pastoral support plan.
- Movement breaks.
- Social stories.
- Emotional support.
- Meet and Greet.
- Interventions to support attendance.

Wave 3 interventions are tailored and personalised support to meet an individual child's need or gap in learning, alongside wave 1 and 2 interventions. These interventions are limited to children with a high level of need. External professionals can sometimes be involved in the assessment, planning and delivery of these interventions. For some children who receive wave 3 interventions, a SEN Support Plan will be completed for them by their class teacher, which identifies the priority targets and expected outcomes each term. Intervention may include, but are not limited to:

- Educational Psychology assessment and involvement.
- Provision identified by the Specialist SEND Support Service.
- Social skills intervention programmes.
- A significant amount of additional adult support within the classroom.
- In-school counselling.
- Speech and Language Therapy.
- Physiotherapy.
- Occupational Therapy.
- CAMHs.
- Other specific assessment or provision identified by external professionals.

Review

The review and evaluation of the effectiveness of SEND provision is completed regularly and within an agreed date. Parent and carer and student views are sought alongside the evaluation of impact and quality of the provision or intervention. This review informs the future assessment of the child's need and planning of provision, and may include:

- Teacher assessment and progress reporting in Pupil Progress Meetings.
- Positive and negative behaviour scores (house points and consequences).
- Observations and feedback from staff.
- Summative assessments.
- Parent and carer and child feedback.
- Attendance records.
- TAF meetings.
- Feedback and review carried out by external professionals.
- SDQ and Emotional Literacy questionnaire reviews.

High Needs Funding

It may be decided that a very small number of children on the SEN support list will require additional High Needs Funding (HNF), for which we can submit a HNF application to the Local Authority. This is to ensure the child's SEND can continue to be addressed and supported within our school. This may be the case, particularly where outside agencies have been involved in assessing the child's needs or contributing to their provision.

Where we can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a child within any one financial year in order to meet SEND, an application is made to the Local Authority, with reference to the success criteria and SEN Descriptors published as part of the Local Offer.

EHCPs

The majority of children on our SEND register have their needs met through SEN support. However, for a very small number of children, 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. School or parents and carers can apply for the Local Authority to complete a needs assessment of the child, which may lead to the Local Authority issuing an EHCP.

The EHCP outlines the outcomes for the child at the end of their next school Key Stage and the provision to be offered in order to meet their SEND. For children who have an EHCP, an EHCP Support Plan will be completed for them by their class teacher, which identifies the priority targets and expected outcomes each term. The EHCP is reviewed annually, and the SENCO co-ordinates this Annual Review meeting with parents and carers and relevant external professionals. The child is also invited to the Annual Review if we feel it will be beneficial for them.

Inclusion of pupils with English as an Additional Language

Definition

A child who has English as an Additional Language (EAL) is a child whose first language is not English, and who uses that language on a regular basis inside or outside of school. Children with EAL 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.

At Wootton Primary School, we recognise, respect and celebrate the enrichment that linguistic and cultural diversity brings to our school community. We have high

expectations of all children regardless of ethnic, cultural or linguistic heritage. We aim to include all children and parents and carers in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents and carers. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream education of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of inclusive strategies, interventions and adaptations of the usual school curriculum.

Provision

Children with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve their acquisition of English. This will be provided through high quality teaching, wave 1 interventions, and where appropriate, wave 2 interventions.

The following provision can be expected:

- Where required, simple picture communication cards will be given to children to enable them to express their needs in the classroom.
- Children will be assigned a language buddy (in their first language if possible).
- Provide visual support for children with EAL to access the curriculum.
- Collaborative groups learning.
- Additional verbal support – repetition, alternative phrasing, peer support.
- Additional visual support – posters, objects, non-verbal cues, demonstration, use of gesture.
- Bilingual texts and dictionaries, online support and translations.
- Writing frames and word maps.
- Opportunities for role play.
- Where appropriate, teaching assistant support.
- If a child with EAL is working below the expected level for their age in reading writing or maths, the class teacher will complete The Bell Foundation assessment tool. Targeted support is then agreed with our EAL Lead.
- Children with EAL will not be placed on the SEND register unless there is an identified special educational need.

We follow the PAWS (prepare, alert, welcome, support) model for initial introduction for children with EAL. Please see our EAL Policy for more information regarding this.

Parental support

We recognise that some parents and carers 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 parents and carers with EAL in the life of the school by, wherever possible, providing interpreting facilities at Parents/Carers-Teacher Consultations and other school meetings, and by providing key school information in translated format. We provide support for parents and carers to access school systems and understand their child's progress.

Our EAL Lead is Mrs Wendy Meadows.

- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy,
- Creativity artistic, musical, linguistic

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

For primary, based on DFES guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.

Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on a provision map.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;

- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate adaptations.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

Partnerships

Partnership with Parents and Carers

At Wootton Primary School, we know that establishing positive relationships with parents and carers is vital in supporting children to reach their potential. We highly value the contribution that parents and carers make and believe that sharing information and having a joint approach is in the best interests of the children, especially children with SEND. We encourage parents and carers to promote a positive attitude to school and learning, and be role models for our school values.

Parents and carers of children on our school SEND register will be invited to a Parent/Carer-Teacher Consultation three times a year in order to discuss the progress and attainment of their child. The review and planning stages of the graduated approach are also discussed. Views of parents and carers of children with SEN or EHCP Support Plans will be recorded on the plan, which is logged on Edukey Provision Map.

Wootton Primary School facilitates working in partnership with parents and carers, to secure good SEND provision, by:

- Making parents and carers feel welcome and giving them opportunities to play an active and valued role in their child's education.
- Attending meetings and reviews when required.
- Focusing on the child's strengths and interests as well as their additional needs.
- Making parents and carers aware of external agencies and services which can provide support to the child or family at home or in the community.
- Responding to communication in a timely manner.
- Wherever possible, providing information in an accessible way, including translated information for parents and carers with EAL.

Involvement of Pupils

We recognise that all children have the right to be involved in making decisions and exercising choice. The child's voice is essential in building trusting relationships and ensuring their buy-in to their provision. We endeavour to fully involve children with the graduated approach and their views are recorded on their SEN or EHCP Support Plans on Edukey Provision Map.

Even children who have with the most complex needs are encouraged to share in target setting across the curriculum, so that they know what their targets are and why they have them. They will review their progress with their teacher and set new targets. Their success at achieving the targets are recorded on their SEN or EHCP Support Plan.

Partnerships with External Professionals

Wootton Primary School works collaboratively with external agencies to provide the most suitable provision and interventions for children, based on their individual needs. We work alongside a range of services and aim to provide an integrated approach between the external agency, the child, the parents and carers, and school staff.

Referrals to external agencies will usually occur at wave 3 provision where a child is unable to make progress within wave 1 and 2 provision. Referrals are included as part of our graduated approach where assessments and planning inform decision making.

In accordance with the SEND Code of Practice, we invite all relevant external agencies to Annual Review Meetings or Transition Meetings involving children with EHCPs.

Transition

We will ensure smooth transition into Wootton Primary School from the previous phase of education, and from our school into the child's next phase of education.

Where a child with SEND is identified to us during the admissions process, we work closely with the nursery or pre-school, and parents and carers, to establish how they are effectively meeting the child's needs. This will enable us to replicate as much of this provision as possible in our Early Years Foundation Stage classrooms.

Parents and carers of children in Year 5 with SEND are signposted to the Information Advice Support Service (IASS) meetings for Secondary School Transfer.

Year 6 teachers and the SENCO complete detailed transition documents for the Secondary School that children with SEND have been allocated. In addition to this, Secondary staff are invited to the Annual Reviews of children with EHCPs or a transition meeting for children coded SEN support. We adhere to the Secondary School's transition timeline and facilitate creating a social story for the child.

Support for the children in preparing them for moving on is carefully planned and will include, where appropriate, transition interventions. Children are included in

Transition Days to their Secondary School and may also be offered additional transition visits, where a familiar adult may attend if necessary.

Admissions

Wootton Primary School ensures that all children with SEND are admitted in accordance with the Admissions Policy. No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission Policy for the school, as agreed with the Local Authority). Where we are consulted on the placement of a child with an EHCP by the Local Authority, we will consider whether we are able to meet the needs of the child with SEND or if admitting them will be incompatible with the efficient education of others with whom the child would be educated, or with the efficient use of resources.

Complaints

If there are any complaints relating to the provision for a child with SEN or EAL these will be dealt with in the first instance by the class teacher, SENCO or EAL Lead, then if unresolved, by the 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).