



## The Swallowtail Federation of Church Schools

### With friendship, trust and kindness we fly!

*(Love your neighbour as yourself; Mark 12:31)*

We welcome all people and encourage everyone to meet their full potential – to love each other, love to learn and learn to live in all its fullness. We love our neighbours – in our school, our federation, the local community, nationally and globally, as Jesus told us to do so.

## Inclusion and SEND Policy

This policy will be reviewed in full by the Governing Body every 3 years. This policy was last reviewed and agreed by the Governing Board on September 2022. It is due for review September 2025.

Signature      N.Butcher                      Executive Headteacher                      Date: Sept 2022

Signature      S.Watts                      Chair of Governors                      Date: Sept 2022

## Legislative Compliance

This SEND and Inclusion Policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written for staff, parents or carers and children and complies with the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework September 2019
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

## Inclusion Statement

This policy is in line with our teaching and learning policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headteacher; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo). The Governing Body, Headteacher and the SENCo will work together to ensure that this policy is working effectively.

High quality teaching is that which is differentiated to meet the needs of the majority of pupils. Some pupils will need something additional to and different from what is provided for the majority of pupils; this is special educational provision and we will use our best endeavours to ensure that provision is made for those who need it.

The Swallowtail Federation of schools will do its best to ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in the activities of the school. The staff and governors will also work to ensure that all SEND pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments.

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle, we believe that;

***All teachers are teachers of Special Educational Needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupils access support from teaching assistants or specialist staff.***

Teaching and supporting pupils with SEND is therefore a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents/carers, pupils, children's services and all other agencies.

## Aims and Objectives of this Policy

The aims of this policy are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To ensure that pupils' educational needs are identified at the earliest opportunity.
- To value and encourage the contribution of all pupils to the life of the school.
- To maintain regular communication with the SEN governor.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To create the climate where school and parents work together to support our children.
- To provide clear guidelines within which the staff can work effectively.

## Identification, Assessment and Review

The school follows the SEN Code of Practice 2014 with regard to the identification, assessment and review of pupils with special educational needs and adopts The Graduated approach. This means we begin by assessing each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we will consider any evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Class teachers 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

The first response to such progress will be high quality teaching targeted at specific 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.

The ways we assess our pupils are:

- Teacher assessment and knowledge of the pupil.
- Data on the pupil's progress, attainment and behaviour.
- The individual's development in comparison with their peers.
- The views and experience of parents.
- The pupil's own views.
- Advice from external support services.
- Sometimes it will be necessary to use individual assessment tools

While gathering this evidence our schools do not delay in implementing strategies or interventions to help our children learn and progress. The pupil's response to such support also helps identify their particular needs.

This assessment process allows us to identify children with a special educational need and place them on the SEND record. Parents are consulted throughout the assessment process and before any decisions are made. Any concerns regarding a pupil's progress or SEN can be discussed with the class teacher and SENCO at any mutually convenient time.

## Plan

When it is decided to place a child on the SEN record, we begin to plan targeted and personalised support that is in addition to and different from their peers. The classroom teacher, parents, child, SENCO and external professionals agree on what this support should look like as well as discussing the expected impact on progress, development or behaviour, along with a clear date for review.

Children with SEN create a personalised pupil passport with the support of their classroom teacher, family and SENCO.

Pupil passports develop children's independence by helping them express their own learning needs and track their own targets. The passport states, in the child's own words where possible, what support they need to help them access their learning and what they want to achieve.

Pupil passports travel with the child throughout their educational life, including school transitions and evolve over time with regular review.

## **Do**

Teachers and assistants actively use the pupil passport to differentiate their teaching and support the pupil's needs.

All targeted intervention and support that is additional and different is documented on the pupils SEN file.

All external professional reports are also documented on the pupils SEN file.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This includes advice from external professionals. This is recorded on the pupil's SEN file and the school's provision map.

Parents are made aware of the planned support throughout the planning process. We encourage them to reinforce or contribute to progress at home.

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.

Our schools will comply with all local arrangements and procedures when applying for an Education Health and Care Plan and will ensure that all prerequisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Review The review stage of the graduated approach ensures we gain a growing understanding of what approaches secure better outcomes for our pupils. We review the effectiveness of our provision in the following ways:

- classroom observation by the SENCO, subject co-ordinator and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling
- scrutiny of planning
- informal feedback from all staff
- pupil progress tracking using assessment data (whole-school processes)
- monitoring and evaluating the impact on pupils' progress of IEPs and IEP targets
- attendance records and liaison with the Attendance Officer
- Headteacher/SENCo report to governors

The SEND Code of Practice states that progress towards meeting planned outcomes should be tracked and reviewed at least once a term and the outcomes of the review should feed directly into the next phase of the graduated approach and so the 'Assess, plan, do, review' process begins again.

It is important to note however that informal and formal assessment of ALL pupils takes place continuously.

## **Inclusion of pupils with English as an Additional Language (EAL)**

### **Definition**

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.

### **Ethos**

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.

### **Admissions**

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide as much support as possible to assist with understanding school documentation. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning. Support will always be sought from the LA.

### **Provision**

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: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL
- a further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge
- Additional support for pupils may be given through: first language resources, teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level
- Progress of EAL pupils will be monitored. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and/or SLT. Provision will be recorded and monitored for effectiveness. The pupil will not be placed on the SEN record for reasons of EAL.

### **Parental support**

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.

### **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 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 in section 2). 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 acknowledging the progress they are making.

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

### **Responsibilities**

The SENCo for the federation is Mrs Moore. Mrs Moore can be contacted at Sutton Infant School on 01692 580608 or via email: [office@sutton.norfolk.sch.uk](mailto:office@sutton.norfolk.sch.uk)

The designated teacher for looked after children is Natalie Butcher, who can be contacted at Catfield School on 01692 580568 or via email: [office@catfield.norfolk.sch.uk](mailto:office@catfield.norfolk.sch.uk).

### **Management of inclusion within our school**

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this policy. In our school, due to the small number of pupils from ethnic minority groups, the SENCO has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. The designated teacher and Headteacher have strategic responsibility for the inclusion of children who are adopted or in local authority care.

**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.

### **Headteacher**

The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn

The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO.)

The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to the SENCO)
- pupil progress meetings with individual teachers
- discussions with pupils and parents

### **Special Educational Needs Coordinator**

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Liaising with class teachers to ensure high quality teaching for pupils with SEN.
- Maintaining the school's SEN record and overseeing the records of all pupils with special educational needs.

- Contributing to the in-service training of staff.
- Liaising with external support agencies and voluntary bodies.

### **Additional roles for SENCO if ethnic minority pupils are on roll**

- maintain a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- coordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers and outside agencies to plan for and teach children with EAL as part of mainstream teaching practice

### **Class teachers**

The class teacher will be responsible for the planning and delivery of the curriculum, organising the work of any teaching assistant in the classroom and liaising with the SENCO, parents, support teachers and the Headteacher. It is also the responsibility of the class teacher to raise concerns about a child's progress leading to possible inclusion on the Special Needs Record.

### **Expertise and training of staff**

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

### **Partnership with Parents/Carers**

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.

### **Involvement of Pupils**

We 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. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs about learning
- share targets with them so that they know what their targets are and why they have them
- self-review their progress and set new targets (as part of an IEP where appropriate)

### **Admission Arrangements**

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*)

### **Complaints**

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, 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)

Further information is available through the school website and our School Information Report published on our website. The LA local offer is published at: <https://www.norfolk.gov.uk/children-and-families/send-local-offer>