



# Inclusion SEN Policy

## Including EYFS

### Haddon Dene School

#### 1. Introduction

We are committed to giving all of our pupils every opportunity to acquire new knowledge and make good progress, increase their understanding and develop their skills. We do this by actively encouraging pupils to make their best progress; through good quality teaching, making reasonable adjustments and taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum, designed to allow all pupils to engage as fully as practicable and be appropriately demanding with high expectations for all. The achievements, attitudes and well-being of all our pupils matters. This policy supports and promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background.

The education we offer our pupils is based on the following principals:

- It builds on what our pupils already know and can do
- It ensures that no pupil is excluded or disadvantaged
- It offers a structure for learning that has a range of starting points, content that matches the needs of young pupils, and activities that provide opportunities for learning both indoors and outdoors
- It provides a rich and stimulating environment

Regard has been taken to the following school policies, guidance, and advice:

- Special Educational Needs and Disability Code of practice 2014
- Equality Act 2010
- Children and Families Act 2014
- Statutory Framework for the Early Years Foundation Stage April 2017

And should be read in conjunction our school policies: Admissions, Safeguarding, Assessment, EAL, Gifted & Talented, Curriculum, Behaviour, Attendance, Disability, Accessibility and Equal Opportunities.

This policy will be reviewed annually.

#### Definition of 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 if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age;

or

(b) 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 (2015, p15)

Special Educational Needs categories are:

1. Communication & Interaction
2. Cognition & Learning
3. Social, Emotional and Mental Health
4. Sensory &/or Physical

### Definition of disability

Many children and young people who have SEN may also 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.’ This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2015, p16)

## **2. Aims and Objectives**

Our school aims to be an inclusive school. We aim to provide a learning environment which meets the needs of each child. We want to ensure that everyone working to meet a child’s needs understands their responsibilities. Parents and pupils alike have a voice in planning how particular needs may be met. We have high expectations for all pupils and staff. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our pupils. We make this a reality through the attention that we pay to the different groups of pupils within our school:

- Girls and boys
- Minority ethnic and faith groups
- Pupils who need support to learn English as an additional language
- Pupils with special educational needs
- Able, gifted and talented pupils
- Pupils who are at risk of disaffection or exclusion
- Lesbian, Gay, bisexual and transgender pupils
- Those members of the school who are experiencing homophobic, biphobic or transphobic (HBT) bullying

## **3. Inclusion**

We believe that our pupils matter. We give our pupils every opportunity to achieve their best. We do this by taking account of our pupil’s range of life experiences when we are planning for their learning.

At School we set realistic, challenging and achievable expectations keyed to the needs of our pupils. Some pupils progress beyond this point. We help them to do this by planning to meet the needs of both boys and girls, of pupils with special educational needs, of pupils who are more able, of pupils with disabilities, of pupils from social and cultural backgrounds, of pupils from different ethnic groups, and of those from diverse linguistic backgrounds.

We meet the needs of all our pupils through:

- Planning opportunities that build on and extend the pupil's knowledge, experience and interests, and develop their self-esteem and confidence
- Using a variety of teaching strategies that are based on pupil's learning needs
- Providing a wide range of opportunities to motivate and support the pupils, and to help them to learn effectively
- Offering a safe and supportive learning environment, in which the contribution of all pupils is valued
- Employing resources that reflect diversity, and that avoid discrimination and stereotyping
- Planning challenging activities for pupils whose ability and understanding are in advance of their language and communication skills
- Monitoring pupil's progress, providing support (such as speech therapy) as necessary, including using/facilitating external specialists if required.
- Involving parents in setting up individual plans for pupils as necessary, reviewed three times per year
- Applying for access arrangements as appropriate/necessary

The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We meet these needs through:

- Setting suitable learning challenges
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our pupils achieve their best?
- Are there differences in the achievement of different groups of pupils?
- What are we doing for those pupils who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting racial harmony and preparing pupils to live in a diverse society?
- Could we do something differently?

#### **4. Teaching and Learning Style**

We recognise that it is the teachers' responsibility to meet the needs of all pupils in their class. Using the graduated approach; Assess, Plan, Do, Review we ensure all pupils' needs are addressed at the earliest opportunity.

We aim to give all our pupils the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each pupil's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their pupils and ensure that work is appropriately differentiated. For some pupils, we use the programmes of study from earlier key stages. This enables some of our pupils to make progress in their own lessons, perhaps after significant amounts of time spent away from school.

When the attainment of a pupil falls significantly below the expected level, teachers support the pupil to succeed by planning work that is in line with that pupil's individual needs, using intervention or focus groups to support them in a more targeted way, if appropriate. Where the attainment of a pupil significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the pupil shows particular aptitude, again using focus groups to target their needs, if appropriate. Teachers are familiar with the equal opportunities legislation covering race, gender and disability.

## **5. Staff Responsibilities**

The Head teacher, Mrs Joanne Parpworth, has overall responsibility for overseeing the SEND policy, ensuring its implementation is in place.

Head of Learning Support is Mrs Emma Murray, who is also a member of the senior leadership team.

Staff responsibilities include:

- Developing the SEND provision on our school
- Ensuring all staff know their responsibilities and understand the needs of the pupils in their class
- Coordinating the strategy for SEND provision, including those who have EHC plans.
- Ensuring teachers are provided with all the information relating to any pupils specific provision
- Involving parents in planning which supports their child and maintaining a close relationship with parents, offering extra meetings as required
- Liaising with specialists and external agencies
- Progress of pupils with SEND is monitored regularly
- Records are kept up-to-date for all pupils with SEND

Teachers ensure that all pupils:

- Feel secure and know that their contributions are valued
- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Participate safely in clothing that is appropriate to their religious beliefs
- Are taught in groupings that allow them all to experience success
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable them to succeed
- Participate fully, regardless of disabilities or medical needs

## **6. Pupils with Disabilities**

We are committed to meeting the needs of all groups of pupils within our school. The School fully meets the requirements of the amended Disability Discrimination Act. All reasonable steps are taken to ensure that these pupils are not placed at a substantial disadvantage compared with any other pupil.

The School is committed to providing an environment that allows disabled pupils full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access. We can provide specialist desks and chairs for pupils with limited motor-coordination skills. Staff will also assist any pupil who requires support with movement around the school, ensuring their safety at all times.

Teachers modify teaching and learning expectations as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning, teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by disabled pupils:

- Takes account of their pace of learning and the equipment they use
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids
- Is adapted or offers alternative activities in those subjects in which pupils are unable to manipulate tools or equipment, or use certain types of materials
- Allows opportunities for them to take part in educational visits and other activities linked to their studies
- Includes approaches that allow hearing-impaired pupils to learn about sound in science and music, and visually impaired pupils both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology
- Uses assessment techniques that reflect their individual needs and abilities

## **7. Disapplication and Modification**

The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its pupils, without recourse to disapplication or modification. We achieve this through greater differentiation of the pupil's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, the Head of Learning Support/teachers work closely with these specialists to support the pupil.

In exceptional circumstances, we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents.

We would ensure that every effort had been made to provide the necessary support from within The School's resources before considering such action.

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, for pupils with special educational needs through an EHC Plan
- Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it

## **8. Inclusion and Racism**

The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). The diversity of our society is addressed through our schemes of work, 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 by the headmaster. The School contacts parents of those pupils involved in racist incidents and suitable sanctions/support will be put in place for all involved.

## 9. LGBT

The Equality Act 2010 states schools are required to eliminate discrimination on the grounds of sexual orientation and gender reassignment. This includes HBT bullying. The school promotes equal opportunities and fostering of good relationships. This means the school takes proactive steps to promote, respect and understand LGBT people and issues.

The school aims:

- To provide an inclusive environment in which LGBT pupils and staff are valued and respected
- To promote understanding of and support the needs of LGBT pupils and staff
- To enhance LGBT awareness and issues through the provision of an inclusive curriculum
- To monitor and tackle HBT language and bullying

## 10. Summary

In our school, we value each pupil as a unique individual. We will strive to meet the needs of all our pupils and seek to ensure that we meet all statutory requirements related to matters of inclusion.

## 11. Monitoring and Review

It is the responsibility of the Proprietor and Headmistress to oversee the school policy, its implementation and provision for pupils with SEN and disability. The Headmistress is responsible for ensuring all aspects of the schools SEN provision is in practice.

Head of Learning Support is Emma Murray, who is also the Assistant Head teacher and a member of the senior leadership team.

This policy is monitored by the senior management team and owners of The School, and will be reviewed every two years, or earlier if necessary.

Date	Position	Name of reviewer	Date of next review
January 2020	Headmistress	Mrs J Parpworth	January 2022
January 2020	Proprietor	Mr A Khan	January 2022