



## Cockfield Primary School

### Inclusion Policy

Cockfield is a small, caring school. We work hard to ensure our children are safe and happy. We hope to promote a joy of learning and a thirst for knowledge. We have developed a creative curriculum which suits our children, we involve them in the development of topics which will interest and excite them. Whole school topics form part of our curriculum and have proved to be hugely successful.

At Cockfield Primary we respect each others: Age, disability, gender, gender identity, marriage or civil partnership, pregnancy, race, nationality, religion, belief and sexual orientation

We try to encourage a love of music and the arts, learn about the importance of healthy life styles and we regularly take part in sporting festivals and competitions. We provide a broad and balanced curriculum which focuses on the basic skills in Literacy, numeracy and ICT which will give every child a good start in their secondary education and beyond into their adult life.

We are proud of the caring and understanding attitude our children display. They have a strong understanding of other cultures and display a thoughtful attitude towards others. Visitors to the school comment on the children's exemplary behaviour, their politeness and the caring attitudes, which they display. We welcome everyone into our school, we value diversity and we promote an understanding that everyone is equally important and special.

The staff in our school are committed to the children in our school. They want the best for every child in the school. They recognise that exam results are important but they are passionate about children's personal and social development and dedicated to making school a happy and enriching environment for every child.

Excellence and enjoyment are what we work for on a daily basis. Every child deserves the best, a high quality education in a safe, caring and stimulating environment. We believe we have achieved this for every child in our school.

## **Our School Ethos and Values:**

- At Cockfield Primary School everyone will feel welcomed, respected and valued as equal members of the school community.
  
- We are committed to providing a safe and caring learning environment where everyone has the opportunity to reach their full potential.
  
- We will promote a culture of respect, responsibility and understanding of others.
  
- We value the diversity of our community and the world and we aim to promote the health and safety of everyone.
  
- We all work for our school to be a happy place where good behaviour is expected and all children enjoy their educational journey.

## **Introduction**

This policy outlines the provision for all pupils at Cockfield Primary School. The policy follows the guidance of the Code of Practice September 2014 in relation to those children with Special Educational Needs. The implementation of this policy is the responsibility of the Governing Body, Headteacher, SENCO and all teaching staff.

At Cockfield Primary School we provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning which mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. Effective differentiation is seen as the prime intervention in meeting pupils' needs.

Children may have special educational needs either throughout or at any time during their school life. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

This policy should be read in conjunction with: SEND Policy, Equality Policy and Accessibility Plan.

## **Admission arrangements**

Admission arrangements are determined by the school's Governing Body. Cockfield strives to be a fully inclusive school. Our school does not refuse admission to pupils with Special Educational Needs within our catchment area nor discriminate against pupils out of catchment area on the basis of their SEND . For pupils with Education Health Care Plans the LA determines admission, having regard to parental preference and in consultation with the Governing Body and the School's Admission Policy.

## **Aims and objectives**

Cockfield Primary is a fully inclusive school. 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 children and staff. We make this a reality through the attention that we pay to the different groups of children within our school:

- girls and boys;
- disadvantaged pupils (Free School Meals and Ever6)
- lesbian, gay, bisexual, transgender, gender fluid or pansexual children
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs; to create an environment which meets the special educational needs of each child;
- children with disabilities or medical needs
- gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children are involved in this process.

## **Educational Inclusion**

At Cockfield Primary School we aim to offer excellence, enjoyment and choice to all our children. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

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

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils, recognising these groups may be fluid and responding with flexibility;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children ( such as speech and language therapy)

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

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children 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?

## Special educational needs

Children with special educational needs have learning difficulties which call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

Many of the children who join our school have already attended an early years unit setting. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

## Arrangements for identifying pupils with SEND

At Cockfield Primary School we follow the revised Code of Practice to identify, assess and provide for pupils with SEND. Children's SEND and requirements fall into the following four broad areas:

- Communication and interaction
- Cognition and learning
- Emotional, social and behavioural difficulties
- Sensory and physical difficulties

## The Graduated Approach

If our assessments show that a child may have a learning difficulty, we use a range of strategies which make full use of all available classroom and school resources. This level of support is called **Intervention**. The child's class teacher will offer interventions which are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs. The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Short-term targets will be set for the child and a range of teaching strategies will be used to meet the needs of the child. It will also indicate the planned outcomes and the date it will be reviewed. In most cases, this review will take place termly.

If the review identifies that support is needed from outside services, we will consult parents prior to any support being started. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those at the

intervention stage. This enhanced level of support is called **SEN Support**. External support services will provide information for the child's new support plan. The new strategies within the support plan will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for an **EHCP statutory assessment** will be made to the LA. A range of written evidence about the child will support the request.

**(see SEN Policy and guidelines for more information)**

At Cockfield the Special Educational Needs Coordinator (SENCO) is Miss K Heatherington. At our school the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.

## **The role of the governing body**

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body is responsible for securing the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

The governing body has identified a governor who is Mrs S Todd, to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible people' in this school are the Headteacher / SENCO. They ensure that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

## **Allocation of resources**

In County Durham, funding for pupils with SEND is included in the school's delegated budget. (High Needs Funding and top-up funding) Funding is used within our school to provide learning support for children with significant special needs, as well as to fully include all children in school activities, the amount and nature of the support is set out in the child's EHCP.

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

## **Assessment**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices:

- Foundation Stage Profile
- National Curriculum attainment/progress
- Pupil observation – tracking and recording responses
- Assessment results
- Pupils' work

(See Assessment, Recording and Reporting Policy)

This is an ongoing process. The SENCO works closely with parents and teachers to plan an appropriate programme of support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. The LA seeks a range of advice before creating an EHC plan. The needs of the child are considered to be paramount in this.

## **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and success criteria; we differentiate work appropriately, and we use assessment to inform the next stage of learning. Support plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down

the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **Children with disabilities**

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school fully meets the requirements of the amended Disability Discrimination Acts that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning. Our external classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Our Accessibility Plan 2017 identifies how we intend to increase the extent to which disabled pupils can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children 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 children with disabilities the opportunity to develop skills in practical aspects of the curriculum. We ensure disabled pupils are involved in school trips and write comprehensive individual risk assessments to support their safe inclusion.

Teachers ensure that the work undertaken by disabled children:

- 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 children 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 children to learn about sound in science and music, and visually impaired children 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.

## **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 children, without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

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/carers and the LA. The school's governor with responsibility for special educational needs would also be closely involved in this process. 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, through a statement of special educational needs;
- section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.
- use of the NAA guidelines, updated annually.

## **Racism and Inclusion**

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 recorded and reported to the governing body by the Headteacher. The school contacts parents or carers of those pupils involved in racist incidents. (Further details are to be found in the school's Racial Equality Policy.)

The diversity of our society is reflected in our creative approach to planning and teaching the curriculum.

## **Partnership with parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents. We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

## **Pupil participation**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills. Children are involved at an appropriate level in setting targets in their support plans review meetings. Children are encouraged to make judgements about their own performance against their support plan. We recognise success here as we do in any other aspect of school life.

## **Monitoring and evaluation**

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO is involved in supporting teachers involved in drawing up support plans for children. The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

## **Summary**

At Cockfield School, we value each child as a unique individual. We will strive to meet the needs of all our children, and staff, we ensure that we meet all statutory requirements related to matters of inclusion.