



INCLUSION & SPECIAL EDUCATIONAL NEEDS POLICY

Date approved by the Full Governing Body:	December 2021
Signed by Chair/Vice Chair of Governing Body:	

Reviewed November 2021

INCLUSION POLICY FOR BARDFIELD ACADEMY

Contents

Definition of special educational needs	3
Special Educational Needs and Inclusion Statement	3
Aims and Objectives	4
Responsibility for the co-ordination of SEN provision	5
Speech, Language and Communication Needs (SLCN)	7
Cognition and learning	7
Social, emotional and mental health difficulties	7
Sensory and/or physical needs	8
The Graduated Approach Stage 1	9
The Graduated Approach Stage 2	12
The Graduated Approach Stage 3	13
Inclusion of children with English as an additional language	14
Inclusion of children who are looked after in local authority care	15
Inclusion of children who are Most Able: (greater depth)	18
Management of Inclusion within our school	22
Information about the expertise and training of staff	25
Information about how equipment and facilities	26
The role played by the parents	27
Involvement of Children	27
Effective Transition	28
Admission Arrangements	29
Complaints	29

INCLUSION POLICY FOR BARDFIELD ACADEMY

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (updated May 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014)
- SEND Code of Practice 0-25 (updated May 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting children at school with medical conditions (Sept 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding Policy
- Teachers' Standards (2012)

In light of the current SEN reforms this policy was created by the school's SEN team, with the SEN Director and in liaison with staff and parents of children with SEND.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (updated May 2015) says children 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:

a) has a significantly greater difficulty in learning than the majority of others of the same age

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. Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

Definition of special educational provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools or maintained nursery schools.

Special Educational Needs and Inclusion Statement

Everyone at Bardfield Academy is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life. This document supports the stated ethos of the school:

"Our vision for Bardfield Academy is to enable all children to achieve their full potential in a safe, welcoming and happy learning environment."

INCLUSION POLICY FOR BARDFIELD ACADEMY

We will strive to create responsible citizens who are independent and confident lifelong children equipped to meet the challenges of a changing future. This will be achieved within an inclusive school that values every individual and celebrates the diversity of our community. Every teacher is a teacher of every child or young person including those with SEN."

Aims and Objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014 (updated May 2015).

Our aims are:

To ensure that all children with SEN have their needs identified in order to

- support academic progression and continued good physical and mental health and wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.
- To ensure all children can access a balanced curriculum, differentiated where appropriate.
- To ensure that all children with SEN are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.
- To develop a close working relationship with parents.

Objectives

- Identify the needs of children with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school – where possible.
- Monitor the progress of all children in order to aid the identification of children with SEN. Continuous monitoring of those children with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure children with SEN have full access to the National Curriculum. This will be coordinated by the SENCo and leadership team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and that all children' needs are catered for.
- Alternative education will be sought out for children who need this type of support. Where possible this alternative education will be delivered in school.

INCLUSION POLICY FOR BARDFIELD ACADEMY

- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices.
- Support from outside agencies when a need has been identified and discussed with parents.
- Create a school environment where children feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between children and their teacher and will be made easier by carefully monitoring the progress of all children. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.

Responsibility for the co-ordination of SEN provision

- The person with overall responsibility for overseeing the provision for children with SEN is Mrs Lisa Cracknell (Deputy Headteacher) and Mrs Emma Terrell.
- Other visiting professionals include:
 - Educational Psychologist
 - Speech and Language Therapist
 - Paediatric Community Occupational Therapist
 - School Nurse
 - Various medical professionals (where appropriate)

Other professionals based in school for parents to access include:

- Wellbeing Practitioners
- School Counsellor
- Speech and Language Therapist
- Attendance and Well-being Officer
- Autism Champions
- Other groups families can be referred to (for support) are:

Family Solutions	https://www.essexlocaloffer.org.uk/listing/family-solutions/
Homestart	https://home-startessex.org.uk/
Young Carers	https://youth.essex.gov.uk/young-people/young-carers/
Dyslexia Support	British Dyslexia Association https://www.dyslexiasupport.info/
Mental Health	EWMHS

INCLUSION POLICY FOR BARDFIELD ACADEMY

	<p>https://www.nelft.nhs.uk/services-ewmhs Young Minds https://www.youngminds.org.uk/ MIND https://www.mind.org.uk/information-support/for-children-and-young-people/ General Support http://www.bardfieldacademy.org/mental-health-behaviour-support/</p>
Speech, Language and Communication	<p>The Communication Trust https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/ National Autistic Society https://www.autism.org.uk/about/family-life/parents-carers.aspx Child Autism UK https://www.childautism.org.uk/ Useful Reading http://www.bardfieldacademy.org/autism-spectrum-disordersascasd-information-support/</p>
ADHD Support	<p>http://www.adhd-support.org.uk/ https://adhdfoundation.org.uk/parents/</p>
General SEND	<p>SEND https://www.snapcharity.org/ ACE Centre https://acecentre.org.uk/ Support Services for SEND https://cyp.iassnetwork.org.uk/ Families in Focus https://www.familiesinfocusessex.org.uk/ Contact https://contact.org.uk/ IPSEA https://ipsea-charity.org.uk/</p>

INCLUSION POLICY FOR BARDFIELD ACADEMY

The process for identifying and managing children with SEN

SEND Code of Practice 0-25 (updated May 2015) identifies 4 broad categories of need.

Speech, Language and Communication Needs (SLCN)

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where

children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may

have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people,

INCLUSION POLICY FOR BARDFIELD ACADEMY

including how they will manage the effect of any disruptive behaviour so it does not adversely affect other children. The Department for Education publishes guidance on managing children' mental health and behaviour difficulties in schools.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas provide an overview of the range of needs present in our school. Once a child's needs have been identified, the SEN team, with parents and the child (if appropriate), decide upon the support to be provided and the action the school needs to take. The needs of the whole child will be taken into consideration during this process. The following needs are NOT considered to be SEN but they may impact on a child's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Receiving a pupil premium allowance
- Being a looked after child
- Being a child of a serviceman/woman

These issues are monitored by the school for every child where relevant. A graduated approach to SEN Support. Our approach to SEN support is based on a continuous cycle. This is a four-part cycle (assess-plan-do-review) through which earlier actions are revisited, refined and revised with a growing understanding of the children' needs and of what supports the pupil in making good progress and securing good outcomes.

The Graduated Approach

Stage 1

Well-differentiated, quality first teaching, including, where appropriate and the use of interventions.

- All children will have access to good to outstanding quality first teaching.
- Some vulnerable children will have access to particular interventions. These will probably be children who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be children with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for children with SEN.

All vulnerable children will be included on a detailed provision map which outlines and monitors all additional intervention across the school. The provision map enables the school and teachers to:

- Plan strategically to meet children' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage levels, assessment, other whole-school pupil progress data / meetings.
- classroom-based assessment and monitoring arrangements.

(Cycle of planning, action and review.)

- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services

INCLUSION POLICY FOR BARDFIELD ACADEMY

- maintaining a provision map for all vulnerable children but which clearly identifies children receiving Additional SEN Support. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

INCLUSION POLICY FOR BARDFIELD ACADEMY

Curriculum Access and Provision for vulnerable children

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual children.

teachers differentiate work as part of quality first teaching

- Implementing strategies suggested by SENCO and measuring impact of these Interventions
- Similarly to above taking advice from other professionals such as EP, SALT, OT or Specialist Teacher
- other small group withdrawal
- individual class support / individual withdrawal
- further differentiation of resources,
- learning buddies
- homework
- feedback and marking
- following recommendations from outside agencies.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable children is carried out in the following ways:

- classroom observation by the SENCO and senior leaders.
- ongoing assessment of progress made by intervention groups - track using provision map programme, using the review facility to ensure interventions are having a positive impact on children's learning and development.
- regular book looks and pupil conferencing
- scrutiny of planning ensuring clear components and composites
- pupil progress meetings with the SLT
- informal feedback from all staff.
- pupil interviews relating to need & progress
- One Plan reviews
- monitoring targets, evaluating the impact children' progress.
- regular meetings about children' progress between the Pastoral Support Team and the Head teacher
- Head teacher's report to Directors

INCLUSION POLICY FOR BARDFIELD ACADEMY

Based Stage 2 Additional SEN Support

Children 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 children in the school.

- Under-achieving children and children with EAL who do not have SEN will **not** be placed on the list of children being offered Additional SEN Support.
- Children with a diagnosis do not necessarily need to be on the SEN register; however, if their need is such that they are receiving *additional to* or *different from* the differentiated curriculum like other children on the SEN register, they will be entered.
- In keeping with all vulnerable children, intervention for children on the SEN list will be identified and tracked using Provision Map.

Our approach to One Plan Provision Maps is as follows:

Our ‘One Plans’ are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for children with special educational needs. They are seen as working documents which can be constantly refined and amended.

- Our ‘One Plans’ will only record that which is *additional to* or *different from* the differentiated curriculum plans which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our ‘One Plans’ will be accessible to all those involved in their implementation – children should have an understanding and “ownership of the targets”.
- Our ‘One Plans’ will be based on informed assessment and will include the input of outside agencies,
- Our ‘One Plans’ are devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our ‘One Plans’ will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
- Our ‘One Plans’ will have a maximum of 3/4 short / medium term SMART targets set for or by the pupil.
- Our ‘One Plans’ will specify how often the target(s) will be covered
- Our ‘One Plans’ will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

Targets for an ‘One Plans’ will be arrived at through:

- Discussion between teacher and SENCO
- Discussion, wherever possible, with parents/carers and pupil
- Discussion with child to gain their understanding and views
- Discussion/ meeting with another professional (if appropriate)

INCLUSION POLICY FOR BARDFIELD ACADEMY

Stage 3 Request for Assessment for Education Health and Care Plan

- Children with an Education Health and Care Plan (post September 2014) will have access to all arrangements for children on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/Education Health Care plan.
- Our school will comply with all local arrangements and procedures when applying for
 - Additional high needs Funding
 - An Education Health and Care Plan
- Will ensure that all prerequisites for application have been met through ambitious and pro-active Additional SEN Support.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance particularly with regard to the timescales set out within the process.

INCLUSION POLICY FOR BARDFIELD ACADEMY

Inclusion of children with English as an additional language

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 children 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 children regardless of ethnic, cultural or linguistic heritage. We aim to include all children 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. Children 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 oral and written information and help in first language which will facilitate the admission process and provide key information about our school. 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.

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 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 if appropriate
- 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 children with linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to

INCLUSION POLICY FOR BARDFIELD ACADEMY

improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.

- Additional support for children may be given through: first language resources & translation facilities; 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 children arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where children 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 children will be monitored. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable children in the school. The pupil will not be placed on the SEN register 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 POLICY FOR BARDFIELD ACADEMY

Inclusion of children 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 for looked after children. 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.
- 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.
- Completing pupil profile on CLA tracker with assessments and new targets.

INCLUSION POLICY FOR BARDFIELD ACADEMY

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

INCLUSION POLICY FOR BARDFIELD ACADEMY

Inclusion of children who are Most Able: (greater depth)

In this section the term 'Most Able' refers to children who have a broad range of achievement at a very high level. Those children who are 'Most Able' have very well-developed learning skills across the curriculum. The term 'talented' refers to children who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning. The definition according to the DCSF (2008) "*children and young people with one or more abilities developed to a level of significantly ahead of their year group (or with potential to develop these abilities)*"

- Physical talents sports, games, skilled, dexterity.
- Visual/performing abilities dance, movement, drama.
- 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 by working with families to nurture ambition. This policy guides the way in which this happens for our very able and/or talented children.

Identification

Before identifying any child 'Most 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 children as 'Most Able' 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.

INCLUSION POLICY FOR BARDFIELD ACADEMY

A 'Most Able' 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 'Most Able' children, this list will be kept under review.

Provision for Most Able children will be tracked on a school's provision map.

INCLUSION POLICY FOR BARDFIELD ACADEMY

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. Children are not disadvantaged with regards to making accelerated progress. 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; but children are suitably challenged.
- 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.
- We ensure close scrutiny of assessment results for this group of children.

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 most able and very able learner.

We offer a range of extra-curricular activities for our children (where COVID Guidance allows). 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, specialist teaching and partnership with secondary schools. Bardfield Academy ensure a good transition to secondary schools and is tenacious in making sure that children are doing work that stretches them as soon as they join Year Seven. Children in Year Six are also given opportunities to visit secondary schools to enhance and extend their learning opportunities. Furthermore School Leaders provide a challenging curriculum for all children.

The name and contact details of the SEN co-ordinator.

Mrs L Cracknell & Mrs E Terrell

The name and contact details of the Ethnic Minority Achievement coordinator.

Mr M Patient

INCLUSION POLICY FOR BARDFIELD ACADEMY

The name and contact details of the Designated Teacher for Looked After children

Mrs L Cracknell

The name and contact details of the 'Most Able Co-ordinator'

Mrs L Cracknell

INCLUSION POLICY FOR BARDFIELD ACADEMY

Management of Inclusion within our school

The headteacher and the Trust Directors have delegated the responsibility for the ongoing implementation of this Special Educational Needs & Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the headteacher and the Director with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The Designated Teacher for Looked After Children has 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 children – specifically, all teachers are teachers of special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable children and a positive and sensitive attitude is shown towards all children at all times.

Headteacher

- the Headteacher is responsible for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn
- the Headteacher and the Trust Directors will delegate the day to day implementation of this policy to the Inclusion Team.
- the Headteacher will be informed of the progress of all vulnerable children 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 children
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCO/Inclusion Manager
 - discussions with children 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:

- maintenance and analysis of whole-school provision map for vulnerable children
- identifying on this provision map a staged list of children with special educational needs – those in receipt of Additional SEN Support and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable children
- overseeing the records on all children with Special Educational Needs

INCLUSION POLICY FOR BARDFIELD ACADEMY

- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all children with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request high needs block funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention Additional SEN Support, that a pupil may have a special educational need which will require significant support, possibly to the age of 25 and beyond
- overseeing the smooth running of transition arrangements and transfer of information for children on the vulnerable children' 'One Plan Provision Map'.
- monitoring the school's system for ensuring that 'Steps to Success', where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with children.
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable children.
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable children in their class who are being tracked on the provision map.
- liaising sensitively with parents and families of children on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable children, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable children.

INCLUSION POLICY FOR BARDFIELD ACADEMY

Class teacher

liaising with the SENCO to agree :

- which children in the class are vulnerable children
- which children are underachieving and need to have their additional interventions monitored on the 'vulnerable children' provision map – but do not have special educational needs.
- which children (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these children may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include children with EHCP)

securing good provision and good outcomes for all groups of vulnerable children by :

- providing differentiated teaching and learning opportunities, including differentiated work for EAL children which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for children with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2013)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable children.

INCLUSION POLICY FOR BARDFIELD ACADEMY

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- In accordance with Section 5.7 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator 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 children 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 children 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.

INCLUSION POLICY FOR BARDFIELD ACADEMY

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- 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 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 children 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.

INCLUSION POLICY FOR BARDFIELD ACADEMY

The role played by the parents of children with special educational needs (and other learning needs).

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 children, in particular, those not making expected progress and, for some children 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.

INCLUSION POLICY FOR BARDFIELD ACADEMY

Involvement of Children

We recognise that all children have the right to be involved in making decisions and exercising choice. In most lessons, all children are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all children 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,
- self-review their progress and set new targets
- for children with special educational needs monitor their success at achieving the targets on their Individual Education Plan.

Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all children in receipt of Additional SEN support and all those with statements of Special Educational Needs. Children with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. Children will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Children 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 named contact at the next phase provider with whom the SENCO will liaise with

INCLUSION POLICY FOR BARDFIELD ACADEMY

Any arrangements made by the Directors relating to the treatment of complaints from parents of children with special educational needs concerning the provision made at the school.

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.

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by Headteacher. The Director 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 Directors complaints procedure (see separate Complaints Policy)

This policy will be reviewed biannually or earlier if required.

Date Adopted: December 2021

Date for Review: December 2023