Cherry Tree Primary School and Nursery

(A member of the Berlesduna Academy Trust.)

Caring, Thriving, Preparing, Succeeding.

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This policy was originally ratified by the local governing body:	Autumn 2019
Reviewed	Autumn 2025
Ratified by the local governing board	Autumn 2025
Signed by: Chair of Governors	 Mrs. S. West

Inclusion Policy

(Special Educational Needs)

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument 2013 Special Needs (Information Regulations) Clause 64** It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

Special Educational Needs and Disability Code of Practice: 0 to 25 year statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities January 2015 DfE and DfH 2015
Ofsted Section 5 Inspection Framework 2012
Ofsted SEN Review 2010 "A Statement is not enough"
Equality Act 2010
Education Bill 2011
Children and Families Bill 2013

(Most recent versions of documents will be consulted as and when appropriate.)

SEND and Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs within the constraints of resources available to us.
- Teachers provide adapted learning opportunities for all the children within the school and provide materials, as far as possible, appropriate to children's interests and abilities. This supports children in accessing the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort, within the remit of our resources, to narrow the gap in attainment between vulnerable groups of learners and others. For some children this will be reflected in very small steps of progress. For some children their progress will not be measured by academic progress.
- English as an Additional Language (EAL) is not considered a Special Education Need. Adapted work and individual learning opportunities may be provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on the development of individuals and use this as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
    - Some pupils in our school may be underachieving but will not necessarily have a special educational need. However, we know that concerns within the wider family can impact on a child's well-being and ability to be in a place to learn. It is our ambition to identify these and seek appropriate intervention to help these pupils.
    - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement) poor self-esteem and other social and

emotional needs. It is our ambition to support pupils with special educational needs in order to maximise their opportunities to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. Some of these will be provided, initially, through Additional SEN Support funded from the school's devolved budget although this is a limited source of funding. External support will also be sought although what is available to the school is often limited.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide access to the school's curriculum which is impacted by resources available to the school.
- To aspire to securing good levels of achievement for all.
- To meet individual needs, as best we can, through as wide a range of provision as available within and to the school.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To support staff in the development of their understanding of pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2000).

1. Information about the school's policies for the identification, assessment and provision for pupils with special educational needs, whether or not pupils have EHCPs (Education, Health and Care Plans), including how the school evaluates the effectiveness of its provision for such pupils.

and

2. The school's arrangements for assessing the progress of pupils with special educational needs

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation

of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

"Achievement for All" (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level" (p68)

SEN Code of Practice 2015

School Support Additional SEND Support

- Pupils, where appropriate, will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the adapted school curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2015.
- School will consult the Essex Ordinarily Available documentation in order to consider the best support and intervention for each individual.
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support/ provision.
- Intervention for pupils on the SEND list will be identified and tracked
- Pupils who are identified as SEND will have their needs tracked and monitored in order to plan strategically for them through the One Plan process

- Our approach to One Plans is as follows:
    - Our One Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be reviewed and amended termly.
    - Our One Plans will only record that which is *additional to* or *different from* the adapted curriculum plan which is in place as part of provision for all children. Provision will attempt to 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 based on informed assessment and will include the input of outside agencies (where applicable).
    - Our One Plans have been 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 termly review, there will be an agreed "where to next?"
    - Our One Plans will have a maximum of 3/4 short / medium term SMART outcomes set for the pupil.
    - Our One Plans will specify how often the outcome(s) will be covered
    - Our One Plans will state what the pupil should be able to do at the end of the given period.
    - Outcomes for a One Plan will be arrived at through:
        - Discussion between teacher and Inclusion Leader
        - Discussion with parents/carers and pupil
        - Discussion with other professionals, where applicable.
    - Our One Plans will be reviewed at least termly by class teachers in consultation with the Inclusion Leader.

<u>Request for Assessment for Education Health and Care Plan</u>

- Pupils with an Education, Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their Education, Health and Care Plan.
- Our school will comply with all local arrangements and procedures when applying for
    - Individual Pupil Resourcing Agreement (IPRA)
    - An Education Health and Care Plan

  and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND support/provision, resources permitting.
- 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.
- It should also be noted that other agencies e.g. GPs and paediatricians, and parents are entitled to apply for an Education Health and Care Plan; they are not the sole responsibility of the school.

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. It is the responsibility of parents to inform the school of their child's home language on admission.

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 can bring 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 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. This can only be managed well if parents have declared their child's home language and level of English.

Provision

Where necessary, additional support will be given to improve acquisition of English.

The following provision can be expected:

- work in class will be adapted for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- additional support for pupils may be given through: first language resources and translation facilities; teaching support on a 1:1 or small group basis; peer group support; pre-teaching of key concepts and vocabulary
- progress of EAL pupils will be monitored termly

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 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 (LAC). 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 acknowledge the progress they are making.
    - completing pupil profile with assessments and new targets.

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

Inclusion of pupils who are very able and/or talented

In this section the term ‘very able’ refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term ‘talented’ refers to pupils 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.

• Physical talents	sports, games, skilled, dexterity
• Visual/performing abilities	dance, movement, drama
• Mechanical ingenuity	construction, object assembly (and disassembly), working solutions
• Outstanding leadership	organiser, outstanding team leader, sound judgements
• Social awareness	sensitivity, empathy,
• Creativity	artistic, musical, linguistic

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

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

Identification

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

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

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

Provision

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

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

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

We offer a range of extra-curricular activities for our children. School based provision includes opportunities for performance, specialist teaching and partnership with Trust schools, other Basildon schools and local secondary schools.

3. The name and contact details of the AHT - Inclusion Leader for Nursery to Year 6, EAL, LAC, G&T are:

Mrs Elaine Cory, Cherry Tree Primary School and Nursery

Management of Inclusion within our school

The Head of school and the local governing board (LGB) have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Inclusion Leader. The Inclusion Leader is responsible for reporting regularly to the Head of school and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy. The Inclusion Leader has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. 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 support the aim of maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of 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.

Head of School

- the Head of School 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 of School and the local governing board will delegate the day to day implementation of this policy to the Inclusion Leader
- the Head of School 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
    - pupil progress meetings with individual teachers
    - regular meetings with the Inclusion Leader
    - discussions with pupils and parents.

Inclusion Leader (Special Educational Needs Coordinator)

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

- maintenance and analysis of the SEND register
- identifying on this SEND register the pupils with special educational needs – those in receipt of additional SEND support/provision and those with Education, Health and Care Plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers/ named Inclusion Partner
- supporting class teachers in managing other classroom staff involved in supporting vulnerable learners and pupils with identified SEND
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEND, in conjunction with class teachers
- contributing to the in-service training of staff
- oversee the One Planning process for high level needs pupils
- implementing a programme of Annual Review for all pupils with an Education, Health and Care Plan.
- complying with requests from SEND Operations Co-ordinator (SOCo) to participate in a review.
- carrying out referral procedures to the Local Authority to request Individual Pupil Resourcing Agreement (IPRA funding) and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention additional SEND 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 Year 6 pupils
- monitoring the school's system for ensuring that One Plans have a high profile in the classroom and with pupils.
- evaluating regularly the impact and effectiveness of all additional interventions for all pupils on the SEND list.
- meeting termly with each teacher to review and revise learning objectives for all pupils on the SEND list in their class who are being tracked on the school's SEND register
- liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- attending area and Trust SENCO network meetings and training as appropriate.
- liaising with the school's local governing board, keeping them informed of current issues regarding provision for pupils with SEND (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners.

Inclusion Leader/EAL Coordinator

The EAL co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with declared EAL. Where families have not declared this information to the school, the school is unlikely to automatically provide support identified below.
- in collaboration with the SLT, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- evaluating regularly the impact and effectiveness of any additional interventions for children from cultural and linguistic minority backgrounds.
- in collaboration with the SLT overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information (where available)
- attending Trust EAL Co-ordinator network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping them informed of current issues regarding provision for ethnic/linguistic minorities.

Class teachers

- liaising with the Inclusion Leader to agree :
    - which pupils in the class are vulnerable learners
    - which pupils may require additional support because of a special educational need and may need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional, if available, and therefore, a One Plan to address a special educational need (this would include pupils with EHCPs).

- securing the best provision available for all groups of vulnerable learners by:
    - providing adapted teaching and learning opportunities, including adapted work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
    - ensuring there is adequate opportunity for pupils with special educational needs to work on agreed outcomes which are genuinely "additional to" or "different from" those normally provided as part of the adapted curriculum offer and strategies*".* (SEN Code of Practice 2015)
    - ensuring effective deployment of resources, as available to the school, to maximise outcomes for all groups of vulnerable learners.

4. 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.

- Where a person becomes the SENCo (in this school known as the Inclusion Leader) after 1st September, 2009 and has not previously been the SENCo at this or any other relevant school for a total period of more than 12 months, they will, within three years of appointment to the role gain statutory accreditation; the NPQ for SENCos

- The Inclusion Leader/ EAL Co-ordinator will regularly attend Trust network meetings and area cluster meetings as and when available.

- Appropriate staff, as available, will be trained in how to best support vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development; this is dependent upon such training being available.

- Specialist advice and expertise in relation to assessment and support of individual pupils will be sought. However, it should be noted that external, specialist services are increasingly limited and difficult to access.

- Service level agreements, where available, and quality assurance criteria will be put in place at the point of commissioning and the head of school and senior leaders will be responsible for reporting to the local governing board on the efficacy of these arrangements (including value for money).

5. 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 Individual Pupil Resourcing Agreement (IPRA) Funding.

- Specialist equipment and expertise in relation to 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 learners 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.

6. The role played by the parents of pupils 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 an opportunity to discuss ways in which they and the school can help their child
- agreeing outcomes 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 outcomes
- 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.

Parents and carers are advised that the school will do its best to support any child with special educational needs and other learning needs. However, the school is limited in its work by what resources are available to it and may not necessarily always be the appropriate choice for all pupils.

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 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 pupils with special educational needs monitor their success at achieving the outcomes on their One Plans.

Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education. In Year 5 we will offer transition meetings to all pupils with Education Health and Care Plans to consider next phase destinations and transition arrangements.

- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

- Pupils 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 ideally be given a named contact at the next phase provider with whom the Inclusion Leader will liaise. Please note, this is not always made available to us.

7. Any arrangements made by the local governing board or the proprietor relating to the treatment of complaints from parents of pupils 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 *(see Admission policy for the school, as agreed with the Local Authority)***.** However, we respectfully ask that all elements of the school site, suitability and provision are taken account of when considering applying for a place.

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and Inclusion Leader/EAL Co-ordinator, then, if unresolved, by the Head of School. The governor with specific responsibility for SEND/ Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the Complaints Procedure (see separate Complaints Policy).

8. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service: Helpline number 01245 433293 (Mondays 1pm – 5pm)

Education SEN Team (South): Contact number 03330 134 736

Parent Partnership Service Essex SENDIASS: Contact Number: 01245 204 338
http://www.essexsendiass.co.uk

9. Information on where the local authority's local offer is published:

Essex County Council website http://www.essexlocaloffer.org.uk/