

# Inclusion and SEND Policy

## VERSION CONTROL SHEET

**POLICY NAME:** Inclusion Policy  
**Policy Prepared by:** Penny Peters

Document date	Filename	Meeting submitted	Summary of changes required
July 2013		July PSG	New policy
Oct 2019		Nov LGB	Reviewed and updated
March 2021		LGB	No changes
March 2022		LGB	Reviewed and Updated
September 2023		LGB	No Changes

## 1. Aims

The Governors and staff of Mayflower Community Academy and Nursery have accepted the duties and responsibilities placed upon them by the 1996 Education Act the 2010 Equalities Act and have adopted the principles of the SEN Code of Practice (originally written in 2014 and updated in 2015) concerning children with SEND.

Our SEN policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Mayflower Community Academy and Nursery, we are committed to offering an inclusive curriculum to ensure the best possible progress for all our children whatever their needs or ability.

### Key principles and values

We believe in an inclusive approach towards education for all children regardless of their abilities ensuring they have a sense of positive well-being above all feeling safe and happy.

We believe that every child has the fundamental right to access a broad, creative and enjoyable education experience thus enabling them to foster a love for learning.

We believe that all children should be valued for their individuality and that to treat all children the same advantages some but disadvantages others.

We look to provide a significant sense of community ethos and exceptional level of passion for the well-being, support and development of the whole child.

## 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

#### **4. Roles and Responsibilities**

##### **4.1 The SENCO is Penny Peters.**

They will:

- Work with the Head Teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

##### **4.2 The SEN governor will:**

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head Teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

##### **4.3 The Head Teacher will:**

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

##### **4.4 Each Class Teacher is responsible for:**

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health Difficulties

Sensory and Physical

### **5.2 Identifying pupils with SEN and assessing their needs**

At Mayflower Community Academy we have developed the Six Steps of Strategic Support within which pupil's needs and understanding are assessed and support provided.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly different than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

This may include progress in areas other than attainment, for example, social needs. We also liaise with all Nursery providers and other primary schools to ensure that information on children transitioning into the Academy is shared effectively. Parents may also raise concerns about their child. Other professionals working with a child outside of the Academy may raise concerns or highlight a specific need.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff, who work with the pupil, will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **5.5 Supporting pupils moving between phases**

We will share information with the school, college, or other setting the pupil is moving to.

Many effective strategies are in place to enable each child's transition to be as smooth as possible.

The SENDCo or the class teacher will liaise with the SENDCo or class teacher from the previous setting/school to pass on information regarding children with SEND.

Where a child may have more specialised needs, a separate 'Enhanced Transition Meeting' may be arranged with the SENDCo, the class teacher, staff from the new school, any outside agencies involved, the parents/carers and where appropriate, the child.

When children move between year groups, children spend time in their new classroom with their new teacher and if necessary a meeting between the current class teacher, the new class teacher and the parents.

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated, scaffolded or personalised for individual pupils.

When a child has been identified with special educational needs the class teacher will ensure that the child can access the curriculum appropriately and this will be discussed with the parents formally at Parents/Carers' meetings.

Class Teachers Teaching Assistants (TAs) and/or Nursery Practitioners may work with the child in a 1-1 or small focus group to target more specific needs.

The child's progress will be monitored by the SENDCo.

If appropriate, specialist equipment may be given to the child e.g. writing slopes, pen/pencils grips or easy to use scissors

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

Differentiating the curriculum to ensure access for all pupils. This may be through personalisation, scaffold, grouping, 1:1 support or teaching style.

Adaptation of resources and the use of manipulatives and recommended aids such as visual prompts, coloured overlays and writing slopes.

Adaptations to teaching such as pre-teaching of key vocabulary, direct instruction, longer processing time and sensory breaks

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

We have a culture of sharing good practice and expertise which enables us to ensure that staff, have the skills needed to effectively support children with SEND. We work closely with external agencies to support staff training and development of expertise. We aim to ensure we have a variety of skills across the team.

All Academy and staff receive training when required.

### **5.9 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Through Pupil Progress Meetings
- Through reviews of Individual Education Plans

### **5.10 Working with other agencies**

There may be times when children require additional support from outside agencies to receive more specialised expertise; the agencies used by the Academy are:

The Communication and Interaction Team (CIT/CITEY)

NHS Speech and Language Therapists (SaLT)

The Educational Psychology Service

School Nursing Service

Child Development Centre

Child and Adolescent Mental Health Service (CAMHS)

Social Care

Health Visitor

Portage

ATAN (Advisory Teacher for Additional Needs)

Plymouth Information Advice and Support Service (PIAS)

Play Therapist

Educational Welfare Officer

### **5.11 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance, but can also be discussed with the SENDCo, Family Support Advisor, Head Teacher, SEND Governor or Chair of Governors. They will then be referred to the school's complaints policy.

### **5.12 Contact details of support services for parents of pupils with SEN**

The Family Support Advisor and SENDCo can provide parents with details of support services. Parents can also access The Plymouth Online Directory (POD) which contains a directory of services available. The link below will take you to the POD and provides information on how the Local Authority expects schools to meet the

needs of children with SEND and their families; this is called 'The Local Offer' and can be found by visiting this website: <https://www.plymouthonlinedirectory.com>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by the SENDCo annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **7. Links with other policies and documents**

This policy links to our policies on:

Accessibility plan

Positive Learning Behaviour Policy

Supporting pupils with medical conditions

SEND Information Report