



Coppice primary Academy
Inclusion Policy: September 2018

“At Coppice Primary Academy we believe that all children have the right to an inclusive learning curriculum and have equality of opportunities regardless of need.”

Coppice Primary Academy values the abilities and achievements of all its pupils and is committed to providing, for each pupil, the best possible environment for learning.

The purpose of this document is to ensure that the Academy experiences of children with Special Educational Needs and / or Disabilities (SEND) are positive and supportive and allow them the opportunity to develop educationally, socially and emotionally.

We recognise that each child has individual needs and may have additional educational needs at some stage in their Academy career. These may arise from cognition and learning difficulties, communication and interaction difficulties, physical disability, or having a social emotional and mental health difficulty or being identified as working at greater depth. We recognise that many children may have a variety of Special Educational Needs and / or Disabilities (SEND) at some time during their Academy life. In implementing this policy we believe children will be helped to overcome their difficulties and reach their potential from their starting points.

Aims of our Inclusion Policy

- ✓ To ensure that all pupils have access to a broad and balanced curriculum.
- ✓ To ensure pupils receive a differentiated curriculum appropriate to the individual's needs and ability which allows all children to make at least sufficient progress from their individual starting points.
- ✓ To ensure the identification of all pupils requiring SEND provision as early as possible in their Academy life as well as working in partnership with the private, voluntary and independent sector.
- ✓ To ensure that pupils with SEND are included as far as possible in all Academy activities, including extra – curricular learning provision.
- ✓ To ensure that parents of pupils with SEND are kept fully informed of their child's progress and attainment, strengths and next steps.
- ✓ To ensure that pupils with SEND are involved in decisions affecting their future provision.
- ✓ To regularly review the progress of children, to evaluate the provision in place, set SMART targets through Individual Assessment Plans and work in collaboration and partnership with outside agency providers as outlined in the SEN Code of Practice September 2014.

This policy has been written with regard to the Academy's policy on equal opportunities, ensuring that every child has an equal access to all areas of the curriculum and all aspects of Academy life regardless of race, gender or additional educational needs and/or disability.

See Accessibility Plan September 2018 <http://www.coppiceprimaryacademy.co.uk/statutory-information/additional-educational-needs/>

See Disability Equality Scheme and Accessibility Plan September 2018
<http://www.coppiceprimaryacademy.co.uk/statutory-information/additional-educational-needs/>

This policy builds on our Academy Inclusion Statement which recognises the entitlement of all pupils to a balanced, broadly based curriculum and places the child in the centre of the learning. Our policy reinforces the need for teaching that is fully inclusive for all pupils and is adapted to meet the changing needs of the individual. The Governing Body will ensure that appropriate provision will be made for all pupils with Special Educational Needs and Disabilities through termly reviews led by the SEND Governor and termly reports to the Teaching & Learning Governing Body by the Strategic Inclusion Lead.

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice, in line with Academy's admission policy. *(See Admission Policy)*

Definition of Special Educational Needs as outlined in the SEN code of practice 2014

A child has learning difficulties if he or she:

- ✓ Has a significantly greater difficulty in learning than the majority of children of the same age
- ✓ Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority

(See Disability and Equality Scheme and Accessibility Plan September 2018)

<http://www.coppiceprimaryacademy.co.uk/statutory-information/additional-educational-needs/>

Additional Educational Provision means:

- ✓ For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.
- ✓ Children must not be regarded as having learning difficulties solely because of their language, or if the home language, is different from that in which they are taught.

Coppice Primary Academy will have due regard for the Special Needs Code of Practice September 2014 when carrying out our duties towards all pupils with special educational needs and / or disabilities. We will ensure that parents are notified when SEND provision is being made for their child as part of the SEND graduated response and when children are placed on the SEND register at 'School Support'. All children with an 'Education Health and Care Plan' (EHC) or those on 'School Support' will have a termly Individual Assessment Plan (IAPs) as identified in the Code of Practice 2014.

The Individual Assessment Plan implements the recommendations from the code of Practice 2014 and provides the parent(s), guardians or carers' as well as the young person a greater say in their learning, educational outcomes and aspirations.

Objectives:

Through achieving these objectives the Academy will try to meet the needs of its pupils by:

- ✓ Providing the best possible support necessary to fulfil the educational needs of all children.
- ✓ Ensuring that all children have access to a broad, balanced curriculum inclusive of the National Curriculum.
- ✓ Ensuring that all pupils will have the opportunity, and be expected, to contribute to the work and life of the Academy.
- ✓ Developing pupils' self-confidence, self-esteem and respect for individual differences.
- ✓ Fostering an environment where diversity is valued and respected.
- ✓ Implementing the Code of Practice procedure for identifying, monitoring and maintaining appropriate SEN support in line with the New Code September 2014.
- ✓ Providing opportunities and experiences through 'The Well Educated Child'
- ✓ Raising the aspirations of parents and the children regardless of their individual needs.

Identification, Assessment, and Provision:

See Coppice Primary Academy Information Report - <http://www.coppiceprimaryacademy.co.uk/wp-content/uploads/2018/10/Coppice-Primary-Academy-SEN-Information-Report-Sept-2018.pdf>

See Oldham Local Offer - <https://www.oldham.gov.uk/localoffer>

At Coppice Primary Academy we have adopted a whole Academy approach to Inclusion. Pupils identified as having SEND are, as far as is practicable, fully integrated into learning alongside their peers. Every effort is made to ensure that they have full access to the Foundation Stage Curriculum / National Curriculum and are integrated into all aspects of the Academy. This may involve the use of specialist support including Educational Psychologists, QEST, Speech and Language Therapy, Occupational Health, Child Development Service, Community Pediatricians, use of technology, 1:1 provision and equipment. The Code of Practice (September 2014) makes it clear that all teachers are teachers of pupils with additional educational needs and this underpins the ethos of inclusion at Coppice Primary Academy.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Early Identification

See Coppice Primary Academy Information Report - <http://www.coppiceprimaryacademy.co.uk/wp-content/uploads/2018/10/Coppice-Primary-Academy-SEN-Information-Report-Sept-2018.pdf>

Oldham Local Offer <https://www.oldham.gov.uk/localoffer>

Early identification of pupils with SEND is a priority and wherever possible we strive to provide the correct level of support to meet the needs of individuals.

The Academy will use appropriate screening and assessment tools and ascertain pupil progress through:

- ✓ A graduated response: SEND - Graduated response 'Outcomes for all children' (See Appendix 1)
- ✓ Information collated from parents and carers.
- ✓ Evidence obtained by teacher observation/ assessment.
- ✓ Their attainment judged against end of year expectations and milestones.
- ✓ Pupil progress in relation to the progress children make over a period of time towards the end of year expectations.
- ✓ Standardised screening or assessment tools.
- ✓ Diagnostic testing.
- ✓ Previous data following transitions.
- ✓ P Levels and Ages and Stages Document.
- ✓ Children who make little or no progress even when teaching approaches are targeted, particularly in an identified area of weakness.
- ✓ Signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- ✓ Persistent social, emotional and behavioural difficulties which are not ameliorated by the behaviour management techniques outlined in the behaviour and anti-bullying policies.
- ✓ Children who demonstrate sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment and advice.
- ✓ Children with communication and/or interaction difficulties, and who continue to make little or no progress despite the provision of a differentiated curriculum.
- ✓ Working closely with external providers and settings prior to transition to Coppice Primary Academy.
- ✓ Working closely with parents and carers and listening to their early concerns.
- ✓ Through carrying out home visits prior to commencing Nursery provision.

Assessment

On entry to our Academy each child's attainment will be assessed. This will help to inform the Academy of a child's aptitudes, abilities, and attainments and will be used to provide continuity in learning. This and any other records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEND the SENCo/Class teacher will use the records to:

- ✓ Provide starting points for an appropriate curriculum
- ✓ Identify the need for support within the class
- ✓ Assess learning difficulties
- ✓ Ensure on-going observations/assessments provide regular feedback on achievement/experiences for planning next steps in learning
- ✓ Involve parents in a joint home-school learning approach.

Children who are working on the National Curriculum will no longer be assessed against the PIVATS levels. They will access National Curriculum at the appropriate age phase/year group for them despite which year group they are in.

Up to January in year 1 children working below National Curriculum will continue to be assessed using the Development Matters. Beyond January in Year 1, these children with significant needs will be assessed using PIVATs until they reach National curriculum expectations.

English as an additional language

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required through a mother tongue assessment. Children who are accessing communication and interaction interventions, such as EALIP and WELLCOMM will be assessed both in English as well as their first language with support from a bilingual member of staff. To support International New Arrivals, we employ a Romanian Speaking Teacher, who works with children to develop their use of and understand of English both verbally and in written form through the EALIP Programme.

Monitoring pupil progress

Progress is the crucial factor in determining the need for additional support. At least sufficient progress is that which:

- ✓ Narrows the attainment gap between pupil and peers.
- ✓ Prevents the attainment gap widening.
- ✓ Is equivalent to that of peers starting from the same baseline but less than the majority of peers.
- ✓ Equals or improves upon the pupil's previous rate of progress.
- ✓ Ensures full curricular access.
- ✓ Shows an improvement in self-help and social or personal skills.
- ✓ Shows improvements in the pupil's behaviour.

Where teachers decide that a pupil's learning and progress is less than sufficient or they deem that the child may require additional support, they must follow the Academy procedures. The SENCo and teacher will evaluate and review the strategies and identify possible unmet need through the graduated response. Where support additional to that of normal class provision is required, we endeavour to provide it through the funding provided by the Academy. If, after further consideration, a more sustained level of support is needed or an outside agency becomes involved, it should be provided through School Support. Where concerns remain despite sustained intervention the Academy will consider requesting an Education Health and Care Plan through statutory assessment. Parents will be fully consulted at each level. The Academy also recognises that parents have a right to request a Statutory Assessment and will provide the necessary details if this is requested as part of the submission and assessment process.

Record keeping

The Academy will record the steps taken to meet pupils' individual needs. The SENCo will maintain the records and ensure access to them. In addition to the usual Academy records, the pupil's profile will include:

- ✓ The Individual Assessment Plan pro-forma for all children on the Special Educational Needs and/or Disabilities register
- ✓ Pupil's own perceptions of strengths and areas to work on 'All about Me'
- ✓ A summary of the child's needs, strengths and areas of development
- ✓ Information from parents – 'What is great about them?' 'What is important for them?' and 'What's not working well for them?'
- ✓ Information from previous school/phases
- ✓ Information on progress within each academic year and over time
- ✓ Information on attendance, punctuality and parental engagement
- ✓ Information from external agencies as applicable
- ✓ Next Steps / actions for professionals, parents and children

Coppice uses CPOMS (Child Protection Online Management System) to store information in relation to a child's special educational needs and/or disabilities.

School Support

If a child's class teacher, in consultation with parents, concludes that a child may need further support to help their progress the teacher will seek help from the SENCO. The class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme i.e. interventions that are additional to or different from those provided as part of the Academy's usual differentiated curriculum as outlined in the Code of Practice 2014. Where appropriate, advice from specialist agencies will be sought. Parents will always be consulted and kept informed of the action taken to help the child and of the outcome of this action.

All children on the SEND register at school support will have a termly 'Mini Individual Assessment Planning meeting' and those deemed as having more complex needs or an Education Health and Care Plan will have a termly 'Individual Assessment Planning meeting' (IAP), focusing on the holistic needs of the child with the parents having a greater say in the provision and future needs of their child.

Provision maps are in place, identifying the intervention that the child is accessing and specific targets to ensure that the gap is narrowed. These are time limited and reviewed half termly and adjustments made as required as part of the plan, do and review cycle as outlined in the Code of Practice 2014.

Progress will be reviewed at least termly in line with the Academy's policy for tracking progress of all pupils and the information will form part of the termly pupil progress meeting.

Statutory Assessment and Education Health and Care Plans (EHC Plans)

Where the Academy resources and funding fail to adequately meet a child's severe, complex and long term need, the Academy will make a submission asking the Local Authority to consider the need for formal

assessment through close partnership with external agencies. If the submission is successful, the child will continue to be supported through School Support while the Local Authority Statutory Assessment Service prepares an Educational Health and Care Plan.

Supporting pupils at Coppice Academy with medical conditions (See Supporting pupils at Coppice Academy with medical conditions)

The Role of the SENCo

The Strategic Inclusion Lead is Mr. A. Hulmes. Mr Hulmes is supported by Mrs. N. Padley (Early Years Phase Leader), Mrs J. Mears (Key Stage 1 and Lower Key Stage 2 Phase Leader) and Mrs. E. Williams (Upper Key Stage 2 Phase Leader Year 4, Year 5 and Year 6).

The role of the Strategic Inclusion Lead is:

- ✓ to be responsible for the day to day operation of this policy;
- ✓ to support and advise colleagues;
- ✓ to co-ordinate provision for pupils with SEND;
- ✓ to maintain the Academy's School Support and oversee record-keeping on all children with SEND working in partnership with members of staff;
- ✓ to liaise with parents of children with SEND;
- ✓ to liaise with external agencies including the Quality Effectiveness Support Team (QEST), Educational Psychology Service (EPS), Social Services and medical services, including Speech and Language Therapists, Occupational Therapists etc;
- ✓ to manage the staff who support children with SEND;
- ✓ to contribute to in-service training of staff;
- ✓ to promote the inclusion agenda within Academy.

Integration within the Academy of pupils with SEND

At Coppice Primary Academy, children with SEND are fully integrated within the Academy as a whole. Extra support is given in the classroom, if deemed necessary, so that they work alongside their peers for the majority of the time and generalise the skills they have learnt. Learning Support Assistants work closely with class teachers in planning and delivering the curriculum and in monitoring and reviewing progress. These are time limited and reviewed half termly. The Academy provides opportunities for staff supporting the high needs children to have joint planning time to ensure that provision is pitched and matched to the needs of all children.

Risk assessments are carried out for children who have an education health and care plan or are identified as being highly vulnerable. This included individualised risk assessments for educational visits, classroom risk assessments and forest school / outdoor learning Children with EHC plans or are highly vulnerable also have a personalised Pupil Emergency Evacuation Plan (PEEP). Children with complex medical needs or require personal care support have a personalised care plan produced in partnership with outside agencies, professionals from within the school, parents and the child. All personal plans and risk assessments are reviewed termly or as required to meet the individual needs of the child.

Dealing with complaints (See Complaints Policy)

Arrangements for SEND training

The Strategic inclusion Lead and Phase Leaders, regularly meets with the link advisor from QEST and Educational Psychologist service to discuss training needs. All staff are made aware of the SEND training booklet and specific training is provided for staff supporting children with particular needs. This training could also be linked to performance management and appraisal targets. (See Academy Appraisal Policy) Staff meetings are set aside each academic year for updating staff on new developments and reviewing the inclusion policy. Additional training is provided to ensure that identified staff are able to meet the needs of all children. This includes attending training facilitated by SALT, EP service, QEST and Occupational Therapy. From time to time, the Executive Principal, Head of Academy or Strategic Inclusion Lead may ask external agencies for advice on a particular area. Information received will be made available to all staff as are resource where appropriate. SENCo attends bi-annual SEN Forums as part of the Focus Trust Academy and local SEND cluster groups

Parental Engagement

See Coppice Primary Academy Information Report -<http://www.coppiceprimaryacademy.co.uk/wp-content/uploads/2018/10/Coppice-Primary-Academy-SEN-Information-Report-Sept-2018.pdf>

We believe that parents should be involved in their child's education from the earliest stages and, when the child has SEND, this is even more vital. Parents are always informed of teachers' concerns and we strive to create an atmosphere where parents feel able to voice their concerns. This may happen informally, through a conversation, at Parents' Evening or a specially arranged meeting in the form of a mini IAP meeting or a full IAP meeting. Parents can often provide information about medical, social or emotional factors that may be affecting the child's learning or behaviour. Parents are encouraged to take an active part in supporting their child's learning and are kept informed about progress made. Parents' permission is received annually. Parental consent is received before a child is discussed at a planning meeting and before requesting advice from or referring a child to external agencies. There are a range of external providers to support parents outside of the academy (see links below)

Parent voice consultation (September 2018) identified the following headlines strengths of the SEND provision at Coppice Primary Academy:

- + "Support for individual children is really positive."
- + "Everything is in the right direct and she gets what she needs "
- + "Regular meetings help us to all understand where children have gaps."
- + "Meetings are useful so we know how we can help our children at home."
- + "The conversations at IAP meetings are really useful"
- + "We like things like Squiggle because they help my child."
- + "Building the confidence of the children is really important. Staff are a great help and teachers go beyond their duty."
- + "My son is trying more and is trying harder with his learning. I can see a huge difference"
- + "My son surprises me. I didn't know he could do that."
- + "The relationship between teachers and children are very good, my children love to come to school, they love forest school and signing."
- + "My child likes to play in the sand, water and on the bikes."
- + "The communication between home and school is good and we like how we get the chance to observe our children in class so that we can help them at home."
- + "Home learning is appropriate. We like doing it with our children."

Pupil voice consultation (September 2018) identified the following headlines strengths of the SEND provision at Coppice Primary Academy:

- + "I like forest school and signing songs."
- + "My teacher helps us with our learning"
- + "I love my teacher. She is really helpful"
- + "I like going on trips and going on picnics."
- + "I like maths because we get to use the equipment which helps me with my learning."
- + "Some of my friends help me with my learning and help me to do it."
- + "I go to sports clubs. I love sports!"
- + "Forest school is really good because we go outside, find creatures, make sculptures out of wood and make fires."
- + "I like science and finding out things myself"
- + "Sometimes I don't need help with my maths learning but I do with my spelling."
- + "Science teaches me lots of things like scientific stuff like experiments, plants and living things"
- + "I like PE, forest school and going on trips."
- + "I like playing with my friends at lunchtime."
- + "I like it when we use the equipment in maths because it really helps me."
- + "I like music because you get to sing and play the instruments."
- + "My teacher helps me with my learning and you can make a choice whether you need help or not."
- + "My teacher helps me to be successful."
- + "I really like art and doing complicated stuff because you need to concentrate."

POINT Oldham:

❖ <https://www.point-send.co.uk>



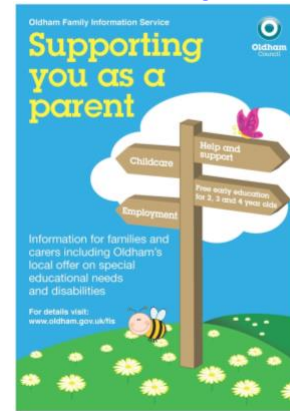
SEND ISSIS

<http://iassoldham.co.uk>



Family Information Service

www.oldham.gov.uk/familyinfo



Transition

We pass on all records of a child's SEND on transfer to secondary school or to any other school. We ask the receiving setting to complete a transfer of SEND information, as a record of the information passed onto the receiving school or setting. Coppice has active links with the SENCOs at the main secondary schools and academies attended by our pupils.

The SENCO from the receiving secondary school will be invited to review meetings to share information and to draw up a transition plan. A date will be arranged for parents and the child to visit the secondary school to support induction. We request advice from special schools in the LA when we encounter problems with pupils who require specialist knowledge. Additional visits accompanied by a member of staff are also provided for the most vulnerable children.

This policy will be reviewed annually as outlined in the SEN Code of Practice and will be ratified through the Teaching and Learning Committee.

Mr. A. Hulmes
Strategic Inclusion Lead
October 2018

SEND - Graduated response 'Outcomes for all children'

Name: _____ Year: _____ DoB: _____

Key Questions / RAG rating

What do I already know about the child? *(parents, previous teacher & recommendations from outside agencies)*

How can we help you? (Child's Voice)



What are your concerns? Prioritise your concerns

Attendance?

Punctuality?

Parental Engagement?

Hearing Concerns

Vision Concerns

Attainment Concerns

Progress Concerns

What have you tried so far?

What have you learnt from this?

What do you think should happen next?

