



Great Sampford Primary School

Inclusion & Additional Needs Policy

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Inclusion & Additional Needs Policy

AIMS OF THE POLICY

This policy, has been created by and agreed upon by the teaching staff and Governing Body.

At Great Sampford Primary School we are committed to high quality teaching and learning to raise standards of achievement for **all** children. All teachers and governors have been consulted in developing this policy, which summarises expectations and common working practices. It reflects what has been agreed in terms of approach and consistency and makes explicit the best practice to which the school aspires. It also reflects the aims and objectives of the school and supports its vision. At Great Sampford Primary School we base our policy on the '*Special Educational Needs and Disability Code of Practice*', January 2015.

Introduction

At Great Sampford Primary School we value and recognise the individuality of all of our children. We are committed to providing all of our children with every opportunity to achieve their full potential and we do this by taking into account the needs and varied life experiences of all of the pupils.

Aims and objectives

The school aims and objectives provide an ethos and framework for everything that happens within the school. These values underline the inclusion policy, and are as follows:

- The school is a caring and supportive community within which every child should feel they have a value, and can learn to value others.
- We aim to provide a stimulating and challenging learning environment, which gives individuals an opportunity to fulfil their potential to the highest possible standard.
- We expect that children will leave the school with confidence in their own ability, with the skills to extend and apply their knowledge, and the belief that learning is enjoyable and rewarding.
- We work as a team to provide a supportive and stimulating environment for learning.
- An interesting and well-planned curriculum is essential for effective learning, as is a caring and well-ordered environment.

In the interests of every child we endeavour to:

- Design and plan work to support and challenge individual needs
- Concentrate on educational processes as well as outcomes
- Share responsibility for learning, planning and reviewing with the children
- Encourage confidence and co-operative learning
- Emphasise first-hand experience through practical learning

- Teach specific, basic skills in a consistent way
- Challenge children to use their initiative in design and problem solving
- Teach respect for the abilities and views of others

The Equality Act (2010) has three main aims for schools:

- Eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advancing equality of opportunity between people who share a protected characteristic and people who do not.
- Fostering good relations between people who share a protected characteristic and those who do not.

At Great Sampford Primary School these aims are incorporated into our current policies on Inclusion, Anti- bullying and Racism, Behaviour, Special Educational Needs, Equality and Diversity in Employment.

We believe that all children should be equally valued in school and we strive to eliminate prejudice and discrimination in order for all of our children to thrive and flourish. We make this a reality through the attention we pay to different groups of children in our school:

- Girls and boys
- Minority ethnic groups
- Children where English is an additional language
- More able children
- Children who are at risk of disaffection or exclusion
- Travellers and asylum seekers
- Children who are looked after by the local authority
- Children who have emotional wellbeing needs
- Children with medical needs
- Young careers and those children from families under stress

Teaching and Learning

We aim to provide the best opportunities for all of our children to reach the highest level of personal achievement. The National Curriculum is our starting base for our skills based, thematic approach to teaching and learning at Great Sampford Primary School. We then consider all the varying needs of the pupils and plan accordingly. We meet their needs through:

- Detailed and careful planning
- Setting suitable learning challenges
- Responding to children's diverse learning needs

- Providing support programs in and outside of class groups
- Providing other curriculum opportunities to meet the needs of individuals

We analyse the attainment and progress of different groups of pupils to ensure that all pupils are achieving. Progress meetings are held every half term to monitor this. Teachers use this information when planning their lessons and it enables them to take into account the abilities and needs of each child. Specific intervention occurs as required.

When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work that is in line with the child's individual needs. When the attainment of a child significantly exceeds the expected levels of attainment, teachers extend the breadth of work within the area or areas for which the child shows particular aptitude.

All staff are familiar with the relevant equal opportunities legislation covering race, gender and disability.

All staff ensure children:

- Feel secure and know that their contributions are valued
- Appreciate and value the difference they see in others
- Take responsibility for their own actions
- Are taught in groups that allow them to experience success
- Use materials that reflect a range of social and cultural backgrounds without stereotyping
- Have a common curriculum that allows for a range of different learning styles
- Have challenging targets that enable success
- Are encouraged to participate fully, regardless of disabilities or medical needs

Racism and Inclusion

The diversity of our society is addressed through our planning. Teachers are flexible in their planning and offer appropriate challenges to our pupils, regardless of ethnic or social background. The school contacts parents of those pupils involved in racist incidents and records the incident appropriately.

Monitoring and assessment

The Head Teacher closely monitors all of the areas of varying need to ensure every child is given the opportunities they require to achieve their potential. Close links are made with multi agency teams such as healthcare professionals, the Essex Inclusion Teaching Service, Educational Psychology team and Safeguarding team to ensure communication takes place regarding the whole child and their family. This monitoring takes place through:

- Individual education plans - Known in our school as 'One plans'
- Mindful Maps - designed to illustrate short term interventions
- Lesson plans and evaluations of group interventions

- Reviewing and updating targets
- Multi agency meetings
- Parent meetings
- Reports and reviews from external specialist and agencies
- Staff meetings and training

The Head Teacher and Deputy Head Teacher will monitor the progress and the provision for all groups of children throughout the school and make adjustments where possible to ensure ongoing success. Regular meetings to communicate progress and provision are held whenever necessary.

Some children in our school have disabilities and consequently may need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All of our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Please refer to our **accessibility plan** for further information.

Teachers modify teaching and learning as appropriate for these children. For example, they may be given additional time to complete certain activities. When planning, teachers ensure that opportunities are provided to enable students with disabilities to participate in practical aspects of the curriculum. Our SEND Information report provides further information regarding our pupils with additional needs.

Teachers ensure the work for **all** children:

- takes account of their pace of learning and equipment they use
- takes account of the effort and concentration needed in oral work including visual aids
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- includes approaches that allow hearing impaired children to learn about sound in science and music, and visual impaired children to learn about light in science, and to use resources and images both in art and design and design and technology
- uses assessment techniques that reflect their individual needs and abilities

The first response to overcoming barriers in learning and possible SEN is high quality teaching. This means that as part of our universal provision, lessons will be differentiated and personalised to meet the individual needs and learning styles of the children in each class. Additional support and intervention cannot compensate for a lack of good quality teaching. In accordance with Teachers standards (2013), Teachers are responsible for the progress and development of the pupils in their class including where pupils access support from teaching assistants or specialist staff. Quality of teaching is regularly reviewed as part of the monitoring cycle for Teaching and Learning.

Additional Needs or Special Educational Needs

We implement a graduated response to overcoming barriers in learning through an '**Assess, Plan, Do, Review**' cycle, using the One Planning approach (as outlined by the local authority).

Where it is decided that a pupil requires additional SEND support (see definition and identification of SEND below), through discussion between the teacher, SENCO, parents and pupil, a Mindful Map or One Plan is agreed. This outlines the adjustments, interventions and support to be put in place to meet the desired outcomes identified for the pupil.

The impact and effectiveness of support and interventions will be evaluated and reviewed termly, and the views of the pupil and their parents sought, usually as part of termly One Plan meetings.

Through collaborative discussion, if it is felt that the needs of a pupil require additional resource, school staff and parents may decide to make an application for a statutory Education, Health and Care needs assessment. Parents and other agencies are also entitled to make an application independently of the school.

For children with an Education, Health and Care Plan (EHCP), one of these termly review meetings will be held as an Annual Review meeting of the EHCP, to which teachers, parents and other agencies involved will be invited to attend.

Definition of Special Educational Needs (SEN) or a disability

We use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Miss Reis is our SENCO. She coordinates and oversees the day to day operation of this policy.

Identifying Special Educational Needs

The SEND Code of Practice (2015) describes four broad areas of need - Communication and interaction, Cognition and learning, Social, mental and emotional health and Sensory/physical. The purpose of identification is to enable staff to decide how best to support a pupil rather than

to fit a pupil into a category or 'label' a child. Other barriers to learning which may impact on progress and attainment but which are **not** necessarily SEN include disability, poor attendance and punctuality, health and welfare issues, having English as an additional language, being in receipt of the pupil premium and being a Looked After Child.

A special educational need may be identified following assessment (either summative or formative) which shows a pupils' progress

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

It may include progress in areas such as social or emotional needs as well as National Curriculum subjects.

Slow progress and low attainment do not necessarily mean that a child has SEN; however they may be indicative of a range of learning difficulties or disabilities. Similarly, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Identifying and assessing SEN in children whose first language is not English requires particular care. All aspects of a child's performance in different areas of learning and development should be looked at carefully to establish whether a lack of progress is due to limitations in their acquisition of English or if it arises from a SEN or disability. Difficulties relating to having English as an additional language are not a SEN.

Inclusion statement

As part of our commitment to being an inclusive environment, we recognise and support the Essex County Council's inclusion statement which can be found by following this QR code:



Summary

At Great Sampford Primary School the teaching and learning, achievements, attitudes and wellbeing of every child are paramount. We follow all of the necessary regulations to ensure that we take the experiences and needs of all our children and their families into account when planning for learning.

We aim for all children to feel happy, valued and to be able to achieve their best. We are aware that all pupils enter school with varying levels of attainment and we see our role as facilitators to ensure that all pupils are supported and reach their full potential.