



HEARTS ACADEMY TRUST

# Inclusion Policy

**Adopted by the Directors on:**  
**To be reviewed:**

HEARTS Academy Trust is committed to providing a happy, caring and safe learning environment for all within a values led context, where everyone feels valued and grows in confidence and independence.

We promote **HAPPINESS** through a creative, exciting and practical curriculum, which generates a love of, and interest in, learning and a resilience and hope which supports us through challenging times.

Great value is placed on pupils' self **ESTEEM** which is developed through a positive and motivated attitude to learning, a healthy lifestyle, good social skills, self-discipline and a positive self-image.

We promote the highest standards of **ACHIEVEMENT** in all areas of the curriculum and help all pupils to fulfil their potential regardless of gender, race or ability.

We foster **RESPECT and RESPONSIBILITY** for all by establishing good relations between the school, home and community. Pupils are taught respect for themselves, others and the environment. They are also taught to take full responsibility for their own choices and responsibility for themselves and their community.

We encourage **TRUTH** and honesty in all aspects of school life – relationships, work and the curriculum and learn to trust and accept others' individuality and uniqueness.

We develop **SPIRITUALITY and SERVICE** so that calm, quiet, reflective times which support deep thought are part of school life and beauty is appreciated. We promote a service culture that reflects our duty to support and show compassion to all members of the community and not just ourselves.



Children at the HEART

*Everyone in our schools will work together in a nurturing environment to provide each child with challenging opportunities that encourage a desire for life-long learning*

## **Introduction**

At the HEARTS Academy Trust it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

## **The Co-ordinator for Special Educational Needs**

Our Special Educational Needs Co-ordinators (SENCOs) and named 'responsible persons' who are responsible for co-ordinating the day to day provision of education for pupils with special educational needs and for liaising with outside agencies are:

**Louise Johnson (The Wickford Church of England School)**

**Lynn Hargreaves (Briscoe Primary School & Nursery).**

**Joanne Fincher (Waterman Primary School)**

**Ellaina Tunley (Stambridge Primary School)**

**Hanli Bouwer (Hilltop Infant School)**

**Alison Waite (Hilltop Junior School)**

The Code of Practice states that the SENCO is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the Higher Quality Teaching and SEN register

## **The Inclusion Manager**

Our Inclusion Managers are:

**Debbie Rogan (The Wickford Church of England School)**

**Lynn Hargreaves (Briscoe Primary School & Nursery).**

**Joanne Fincher (Waterman Primary School)**

**Ellaina Tunley (Stambridge Primary School)**

**Hanli Bouwer (Hilltop Infant School)**

**Alison Waite (Hilltop Junior School)**

They are responsible for:

- Identifying children who are within any of the recognised inclusion groups
- Identifying appropriate attainment and/or achievement targets for all inclusion groups
- Monitoring pupil standards and achievements against annual targets
- Ensuring that relevant attainment targets are met for various inclusion groups
- Identifying school improvement issues relating to inclusion
- Liaising with parents of children within the various inclusion groups
- Contributing to the in-service training of staff

## **The Local Advisory Board**

The Code of Practice states that the Local Advisory Board must;

- Do it's best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, where the 'responsible person' has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable or in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and what their learning needs call for and the efficient education of the pupils with whom they are educated
- Report to parents in the school prospectus on the implementation of the school's policy for pupils with special educational needs in line with Section 317, Education Act 1996, the Governing Body:
- Has regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs

- Ensures that parents are notified of a decision by the school that SEN provision is being made for their child

### **Link Local Advisory Board Member**

Member responsible for Inclusion is appointed in the autumn term.

### **What are special educational needs?**

A child or young person has special educational needs if they 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

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- 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.

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. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014**

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

This SEN policy details how, at The HEARTS Academy Trust, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### **Inclusion**

Educational Inclusion is about equal opportunities for all pupils. It pays particular attention to the provision for, and achievement of different groups of children.

We believe that all children have the right to learn together. We are committed to giving all of our children every opportunity to achieve the highest of standards. This policy aims to ensure that this happens for everyone who attends this school.

The success of the school's policy relies on school staff, governors and parents working together to achieve the aims.

## **Aims and Objectives**

### **Aims:**

- To be an inclusive school, enabling all children to have full access to all elements of school life
- To work together with parents and outside agencies to ensure there is a multi – professional approach to meeting the needs of all vulnerable learners
- To ensure that we challenge and extend all pupils through the work that we set and the experiences we provide
- To encourage children to think and work independently, generating their own learning
- To treat children from all groups with equal concern. These groups include:
  - Children with medical needs
  - Young carers
  - Children from families under stress
  - Refugee and Asylum seeker children
  - Girls and boys
  - Minority ethnic and faith groups
  - Children for whom English is an additional language
  - Children with special educational needs and disabilities
  - Children who are at risk of disaffection or exclusion
  - Children in public care
  - Traveller children

### **Objectives**

- To successfully implement legislation related to The Code of Practice for Special Educational Needs
- To identify the roles and responsibilities of all those involved in the provision for children with special educational needs in line with the school’s provision map
- To provide guidance and support for all school staff, LAB members, parents, carers and the wider community
- To meet the needs of children identified as having diverse special needs
- To arrange staff development activities to help staff to respond to pupil diversity, ensuring that all teachers are teachers of children with needs.

The Early Years Foundation Stage and the National Curriculum are the starting points for planning a curriculum that meets the specific needs of individuals and groups of children.

This is achieved through:

- Quality teaching
- Supporting and caring for the whole child, both socially and intellectually
- setting suitable learning challenges
- responding to children’s diverse learning needs
- tracking the progress of children within the inclusion groups
- providing opportunities for children to develop specific skills or talents, liaising with other agencies where appropriate

- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing opportunities for pupils to work at higher cognitive levels within a broad and rich curriculum.

### **Admission Arrangements**

Admission arrangements are managed by the local education authority (LA) for all pupils and can be seen on the websites and in the school's prospectus. Parents apply to the LA for a place at the school. All applications for a place in September must be returned to the local authority by the published date.

### **Arrangements for Inclusion**

All children and their parents are entitled to be treated with respect and to have their views taken into account. Arrangements for supporting pupils with diverse needs are made to protect and enhance the dignity of those involved. Inclusion is a process not a state and its success relies on all members of the school community having a shared philosophy and valuing all of the children equally.

The National Curriculum Inclusion Statement (QCA/99/458) emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The school will consider these principles carefully when an application is made and in deciding if the placement is appropriate.

Our schools aim to be inclusive schools. This means that equality of opportunity is a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school.

On entry to the school or nursery, parents and carers are asked to complete valuable handover information as well as ethnic monitoring paperwork. Individual meetings with teaching staff are also held and home visits are compulsory before a child starts school. Contact is made with previous settings, including other schools when pupils transfer mid-year. Liaison also occurs with other agencies on some occasions, these include: The Speech and Language service, Educational Psychology service and Occupational Therapy. All of this information is collated and helps us to identify children within the various inclusion groups.

The school will assess each child's current levels of attainment on entry in order to

ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- provide starting points for the development of an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

### **The graduated approach to SEN support**

Provision for children with special educational needs is a matter for the whole school. The Local Advisory Board, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and Learning Support Assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs/additional needs.

When staff have a concern that a child may benefit from slightly more support, parents are consulted and given advice about strategies used within the classroom. Parents are encouraged to work with the class teacher to support the child at home.

The following information may be used to support this decision making:

- Information from parents and carers
- Performance of the child monitored by staff as part of ongoing observation and assessment
- The outcome from assessments made when children start school
- Progress against the objectives specified in the National Curriculum
- Standardised screening or assessment tools

The teacher will plan to differentiate the curriculum for some children.

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.”

SEN Code of Practice 2014.



## Quality First Teaching

- All class teachers understand that learning is a complex process and no single approach can be applied to all children. As such, the school curriculum provides an entitlement for children to learn in different ways. The differentiation may be through resource, breaking down the learning task or adopting a different learning method.
- It is the responsibility of the classroom teacher and the year group leader to ensure that there is a balanced curriculum offered to all children. In addressing the needs of the child the class teacher must ensure that they have the opportunity to achieve across the curriculum. In differentiating for different abilities the class teacher will be able to draw upon the experience of the year group leader and the PSHE coordinator. Differentiation will occur through a variety of teaching strategies.
- In-class support will take on a variety of forms depending upon the teacher's view of the child's needs in the learning situation.
- Improving teaching in the classroom is the key to effective learning. Drawing upon specialisms within the Local Authority Offer and expertise elsewhere, the SENCO ensures teachers are supported with addressing the needs of the child. This involved regular monitoring of children's progress.
- Class teachers work closely alongside their year group leaders and meet with the SENCO to discuss a child's progress and interventions planned to ensure that they do not fall into the definition of SEN.
- For children requiring additional education support from an adult, the school has a team of adults that can support them.
- All children that require intervention support are kept on a HQT register so their progress can be tracked and the success of interventions tried, noted. The children are placed on the HQT register if they are working at least a term behind age related expectations or if they have not made expected progress and are below age related expectations.
- At this stage parents will be invited to an informal meeting with the class teacher to discuss concerns and explain how the child is being helped at school and how parents can support at home. The child and parents will be given a copy of a provision map which outlines the interventions the children will receive.
- When a child needs more support than the class teacher can provide within the differentiated teaching (LEA Guidelines) advice will be requested from external agencies and the child may be moved to the SEN register. A formal cycle of assessment, analysis, targets, intervention and review will be put in place (e.g. One Plan).

### **Reasons for a child being added to the SEN register may include:**

- The child continues to make little or no progress even when teaching approaches are targeted particularly in a child's area of weakness
- The child showing signs of difficulty in developing core skills which result in poor attainment in some curriculum areas. Guidance may be sought from outside professionals.
- The child presenting persistent emotional or extreme behavioural difficulties as a result of an underlying response to a need - which are not alleviated by the behaviour management techniques usually employed in the school.
- The child has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- The child has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum. Guidance is given from outside professionals.
- When intensive support from professionals is sought to develop individual interventions.

### **Broad areas of need from the Code of Practice:**

The Special Educational Needs and Disability Code of Practice identifies four Broad Areas of Need with SEN. These are:

#### **Communication and Interaction**

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, 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 and 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.

### **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 ~~rehabilitation~~ support. Children and young people with an MSI have a combination of vision and hearing difficulties. 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.

### **What is not SEND but may impact on progress and attainment;**

- Disability
- Attendance and punctuality
- Health and welfare
- EAL

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. Some of the following areas are considered.

- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a servicewoman/man
- Poor behaviour without an underlying social, emotional or mental health cause.

### **Monitoring children's progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under

these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening
- Closes the attainment gap between the child and his peers
- Better the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

In order to help children with special educational needs, The HEARTS Academy Trust will adopt a graduated response as outlined above. This may see us using specialist expertise if as a school we feel that our interventions are still not having the desired impact on the individual.

The SENCO and class teacher decide on the action needed to help the child to progress.

Strategies employed are shared with parents and recorded with a provision map and a Child Friendly Individual Education Plan. These will include information on short-term targets set for the child, teaching strategies to be used, the provision to be put in place, review arrangements, success criteria and outcomes. These plans are reviewed at least three times a year and parents are invited and encouraged to be involved in the review.

If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff receive training on 'Teaching and Learning styles' and 'Thinking skills' and this has led to members of staff planning lessons that incorporate the different learning styles that children have.

Staff plan and write Child Friendly Individual Education Plans which employ a small-steps approach. These feature significantly in the provision that we make in the school. All children on the **SEN register** have an individualised plan with personal targets.

### **Inclusion Groups**

When planning their work, teachers take into account the abilities of all children. For children within certain inclusion groups, liaison would take place with relevant support agencies e.g. Traveller Support, the Ethnic Minority Achievement Service and Social Care. Strategies will then be planned within individual classes and the achievement of these children monitored by Senior Staff.

### **Special Educational Needs**

Additional measures may be needed to allow children with Special Educational Needs to access the curriculum. This enables some children with more severe needs to be planned for more appropriately and their progress to be monitored more effectively. When the attainment of a child falls significantly below the expected level for their age or stage, teachers enable the child to succeed by planning work that is in line with that child's individual needs. Flexible groupings allow children's learning needs to be met in individual, small group or whole class contexts. Teaching Assistants liaise with class teachers regularly to evaluate, review and plan for the needs of individuals.

### **Most Able Pupils**

Those pupils whom are identified as most able will be working at Greater Depth.

Greater Depth means 'Children who are working at Greater Depth within the expected standard'. In the mastery curriculum the emphasis is on deepening and broadening the learning rather than accelerating into subsequent year groups.

Every lesson should give all children challenge and we plan in specific activities and applications to cater for needs of the most able children. We also set targets for children who are currently working very securely within the expected level to extend and deepen their learning so that they work at GD.

### **Children with disabilities**

Teachers modify teaching and learning as appropriate. For example, they may give additional time and support to children with disabilities to complete certain activities or plan for a different outcome. In their planning teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral and written work
- is adapted or offers alternative activities in those areas where children are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to the curriculum

The teacher uses assessment techniques that reflect the child's individual needs and abilities.

### **Facilities and Equipment**

Some children in our school need additional support and resources. The school is committed to providing an environment that allows these children full access to all areas of learning.

When building projects have been carried out, the opportunity to improve access has been taken into account.

### **Partnership with Parents and Carers**

All parents are welcome in our school and are encouraged to take an active part in their child's education. The involvement of parents is crucial in all stages of deciding on and meeting a child's needs.

Information provided by parents is invaluable and an effective parent-school partnership will support the child in achieving targets set. The school makes every effort to take into account parents' circumstances and commitments when arranging a meeting and making suggestions as to how children may be helped at home.

Where the school is made aware of children with special needs before they start school a meeting is set up for parents, school staff, pre-school practitioners and all agencies involved in supporting the child. This provides an opportunity for parents to express their views and any concerns and everyone can discuss the needs of the child to assist with the development of a plan to make the transition to school as smooth as possible.

Parents are involved as soon as a teacher has a concern about a child's progress, as with early intervention and effective partnership many issues can be satisfactorily resolved. Parents are always invited to make an oral or written contribution at review meetings.

As a staff we have agreed that all parents will be informed about their child's progress and how this fits within year group expectations. They will not necessarily be informed of their child's inclusion on the Most Able register. We have taken this decision because, at Foundation Stage and Key Stage 1, progress is not always linear and we are keen to avoid unrealistic expectations.

The school website contains the special educational needs information report.

### **Links with Other Settings**

Visits to feeder pre-school settings enable the school to observe children prior to them starting school. Some will already have been identified as having special educational needs but many have not had any formal identification and parents may not be aware of any concerns. The school is aware that this is a sensitive situation and needs to be addressed carefully.

At the end of schools' final key stage, before the transition to a destination school, teachers and the SENCO for children with an Education Health Care Plan, meet to discuss children's progress. All children have opportunities to visit the destination schools they will be transferring to.

The SENCOs from local schools meet periodically to liaise and monitor special educational provision.

Information about children on the Most Able register is also passed on to next destination schools as is information about children in other inclusion groups.

## **Links with Other Agencies**

Liaison with the Health Authority is usually via the school nurse. The school nurses are regular visitors to school, providing support to children and their families. Children no longer have full medicals from a school doctor with parents present so the school may advise parents to access services via their own GP.

There are an increasing number of children requiring speech and language assessments and therapy but due to limited time available there may be waiting lists.

Colleagues from other agencies are always invited to submit progress reports and to attend annual reviews.

It is sometimes necessary to seek the support of Social Services and a Duty Officer provides telephone advice. Referrals may be made to the local team who are able to enlist the support of a number of other agencies.

## **Specialist Support**

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the individual plan continues to be the responsibility of the class teacher.

Where children have an Education Health Care Plan, other agencies may become involved. The LA special needs support service has a referral system which requires the school and the Educational Psychologist to make a referral to an independent panel. They may or may not decide that the school/pupil should receive additional advice, training or support.

Support from the Educational Psychologist is related to the number of children with a Statement/Education Health Care Plan. Support includes training for teachers and Learning Support Assistants, classroom observations, diagnosis and advice relating to reviews of Additional Intervention and Support Plans.

The schools have admitted children with and without Statements/Education Health Care Plans who have experienced a range of special needs. Specialist help has been provided by a number of agencies including Educational Psychologists, physiotherapists, occupational therapists, speech therapists, speech and language advisory staff, behaviour management support teams and advisory staff for physical and neurological impairment. Training has also been provided to enable school staff to support pupils with specific needs.

## ***School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)***

A request will be made by the schools to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Attainment levels in literacy and numeracy
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with a statement of special educational needs/Education Health Care Plan will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to a secondary school, the SENCO from the secondary school will be informed of the outcome of the review.

### **Disapplication and Modification**

The schools can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child.

In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:  
Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;  
Section 365 of the Education Act 1996. This allows the temporary modification or disapplication of the National Curriculum, or elements of it.

### **Training**

All staff and governors are encouraged to take part in training activities organised in-house or by outside agencies. They attend a range of courses, conferences and workshops. Involvement in



The Healthy Schools Initiative and The Inclusion Project provides additional opportunities for training with other schools and agencies. Training is financed through the CPD budget.

### **Dealing with Complaints**

There is a procedure established by the Trust and adopted by the Board of Directors to deal with complaints about the curriculum and general complaints. Details of the formal process are available from the school offices and on the Trust website.

### **Evaluating the success of the policy**

We aim to achieve educational inclusion by continually monitoring and reviewing what we do and through asking ourselves these key questions:

- Do all of our children achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?

The SENCO meets with the SEN appointed Governor at least twice a year to report upon the progress of the yearly action plan, the progress of groups and the effectiveness of monitoring.

The school's Accessibility Plan and Disability Equality Scheme also support this policy. A Special Educational Needs Policy was first developed by staff and governors and ratified in April 1995. It was subsequently reviewed and has been re-written in 2014 to take into account:

*The SEN Code of Practice 2014*

*The Education (Special Educational Needs) (Information) (England) Regulations 1999*

*The Index for Inclusion CSIE (Centre for Studies on Inclusive Education) 2000*

*Inclusive Schooling, Children with Special Educational Needs DfES/0774/2001*

*Special Educational Needs Code of Practice DfES 581/2001*

*Disability Discrimination Act 1995*

The school SENCO and the Inclusion Manager will be responsible for ensuring implementation of the policy.