



STALYHILL INFANT SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) AND INCLUSION POLICY

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Staff Member:	L Plant
Governor:	K Buckley

STALYHILL INFANT SCHOOL

SEND AND INCLUSION POLICY

At Stalyhill Infants we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

LEGISLATIVE COMPLIANCE

This policy compiles with the statutory requirement set out in the SEND Code of Practice 0-25 (2014). It has been written as guidance for staff, parents/carers and children with reference to the following guidance and documentation;

- SEND Code of Practice 0-25 (2014)
- Children and Families Act (2014)
- Equality Act 2010: Advice for Schools DfE (Feb 2013)
- Teacher Standards 2012
- Stalyhill Infant School Safeguarding Policy, Medical Needs Policy, Anti-Bullying Policy, Accessibility Plan.

SECTION 1: Rationale:

At Stalyhill Infant School, we are committed to creating a fully inclusive learning environment in which every pupil is valued and supported to achieve their full potential. We recognise that high-quality teaching, carefully adapted to meet individual needs, is the first step in responding to pupils who may have special educational needs or disabilities. Our approach reflects the principles set out in the Children and Families Act 2014 and the SEND Code of Practice (2014), ensuring that pupils with SEND are identified early, supported effectively and included in all aspects of school life. We work in close partnership with parents, carers and external professionals to ensure that provision is responsive, evidence-informed and focused on improving outcomes for every child. At the heart of our practice is the belief that every teacher is a teacher of pupils with SEND and that inclusive practice benefits all learners.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Stalyhill Infant School is committed to inclusion – inclusion is central to the ethos of the school. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups, travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are more able
- those who are in receipt of a pupil premium grant (PPG)
- looked after children (LAC) by the Local Authority (LA)
- children who have been previously looked after (PLAC) and children who have or had social care involvement.
- others such as those who are sick; those who are young carers; those who are in families under stress.
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to communication difficulties, sensory or physical impairment, learning/cognitive difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Stalyhill Infant School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Stalyhill Infant School sees the inclusion of children identified as having special educational needs and/or disabilities as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The SEND Coordinator is Mr Ben Fuller

The SEND Governor is Mrs. Katie Buckley.

All the above personnel can be contacted on 01457 763 598.

Objectives

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and/or disabilities.

We believe that quality first teaching is the first response to meeting additional needs. Staff have high expectations for all pupils, including those with SEND – SEND does not limit ambition. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against children with special educational needs and/or disabilities. Differences are valued and celebrated.
3. To provide a Special Educational Needs & Disabilities Co-ordinator (SENDCO) who will work with the SEND inclusion Policy.
4. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
5. To ensure that all pupils belong and participate fully in school life - providing

full access to the curriculum through quality first teaching by class teachers, SENCO and support staff as appropriate.

6. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as needing SEND support.
7. To provide support and advice for all staff working with pupils with SEND.
8. To ensure that pupils with SEND are perceived positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
9. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our local area.
10. To ensure children leave KS1 well equipped in the basic skills of oracy, English, Maths and social interaction.
11. To involve parents/carers at every stage in plans to meet their child's additional needs.
12. Where possible, to involve the children themselves in planning and in any decision making that affects them.

SECTION 2: Inclusion Principles

At Stalyhill, every child is valued as a unique individual. We believe all pupils deserve the same opportunities to learn, achieve, and flourish, whatever their ability, background, or special educational need. Inclusion is at the heart of everything we do. We welcome every child and family into our community and celebrate the diversity they bring.

We have high expectations for all our pupils and are committed to helping each child reach their full potential, whilst understanding that this will not always be based on the same measurement for each child. Through an inspiring and supportive curriculum, we encourage every learner to take part, succeed, and develop confidence in all areas of school life. We also recognise that some children need a more bespoke, individualised curriculum and strive hard to ensure we can deliver this within a mainstream setting.

In our caring and nurturing environment, children make personal progress, gaining the knowledge, skills, and experiences that will prepare them for the next stage of their education and stay with them throughout life.

We aim to achieve this vision through:

- Designing and delivering a broad and balanced curriculum that gives all children the opportunity to succeed across a range of subjects
- Adapting systems and structures to meet the needs of all children whatever their disability, learning difficulty or personal circumstances
- Fully involving all children in the learning process, including allowing children to choose how they show and demonstrate what they have learnt.
- Setting and monitoring achievable targets that challenge the learning capabilities of all children, recognising that these targets may look different from one child to the next and may not relate directly to a standardised 'norm'.
- Enabling children to participate in the full life and work of the schools to the best of their abilities, whatever their needs.
- Providing regular and routine opportunities for children to be listened to
- Working closely with the local authority and external professionals to offer an alternative curriculum to children with complex needs, to ensure they remain in our setting, where appropriate.
- Recognising and valuing the diversity of cultures, languages, religions, opinions and beliefs in society as a rich resource to support everyone's learning
- Fostering and sustaining relationships between our school and the local community

SECTION 3: Roles and Responsibilities

The Governing Body is legally responsible for, and determines, in co-operation with the Headteacher, the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. A specific governor is appointed to the responsibility of SEND, and will meet termly with the SENDCO.

The Executive Headteacher and Head of School have responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher should keep the Governing Body fully informed and also work closely with the school's SENDCO.

All teaching staff and teaching/learning support assistants should be involved in the development of the school's SEND policy, and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. Class teachers retain responsibility for the progress of all pupils.

SENDCO, working closely with the Executive Headteacher and Head of School

and fellow teachers, will be closely involved in the strategic development of the SEND policy and provision. The SENCO has the responsibility for day-to-day operation of the school's SEND policy and for coordinating provision for pupils with SEND. In accordance with the SEND Code of Practice 0-25 (2014), our SENDCO will be a qualified teacher working at our school and will either have/ or be working towards statutory accreditation within 3 years of appointment.

SECTION 4: Arrangements for coordinating SEND provision

- Early identification of need is a priority, and staff are vigilant in recognising emerging barriers to learning. A clear route for identification of need is communicated with staff and staff are confident in how to begin identifying need and communicating this with the SENDCO.
- The SENDCO will meet with each class teacher regularly to discuss additional needs concerns and to review One Page Profiles (1PP).
- At other times, the SENDCO will be alerted to newly arising concerns through meeting with the class teacher concerned.
- Reviews will be held termly for pupils receiving SEN Support.
- Targets arising from 1PP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. planning, differentiation, varied teaching styles.
- The SENDCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through the whole school monitoring cycle.
- SEND support is primarily delivered by class teachers through quality first teaching. Additional support is provided by trained teaching assistants throughout the school supported by the SENDCO. This is funded from the school's annual budget. Outside agencies are involved where appropriate.
- Support staff, class teachers, the SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

SECTION 5: Admission Arrangements

- The school follows the LA Admissions Policy. Children with SEND are considered for admission to the school on exactly the same basis as children without SEND.
- There are two Reception classes. Pupils are allocated to each class using the criteria outlined in our class allocation policy to help ensure that there is parity between both classes. Children identified as having SEND prior to joining our school will be matched to each class with careful consideration to ensure a balance of both provision and opportunity. Admission to reception is on a part time basis for up to two weeks.
- Prior to starting school, parents/carers of children with an Education Health and Care Plan (EH&C Plan) or pending EH&C Plan will be invited to discuss the provision that can be made to meet their identified needs. The school will liaise with the LA about any existing provision to ensure smooth transition.

SECTION 6: Specialised Provision

- There are no SEND units at Stalyhill Infant School

SECTION 7: Allocation of Resources to and amongst Pupils

A budget allocation for SEND resources is identified within the Budget Plan. Resources for SEND are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate.

SECTION 8: Identification of Need

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Early identification of SEND is a priority. The school will use appropriate screening and assessment tools and ascertain pupil progress through;

- Evidence obtained by class teacher observation/assessment through quick checkers that are linked to area of need.
- Assessment data tracking.
- Standardised screening or assessment tools e.g. reports/observations,

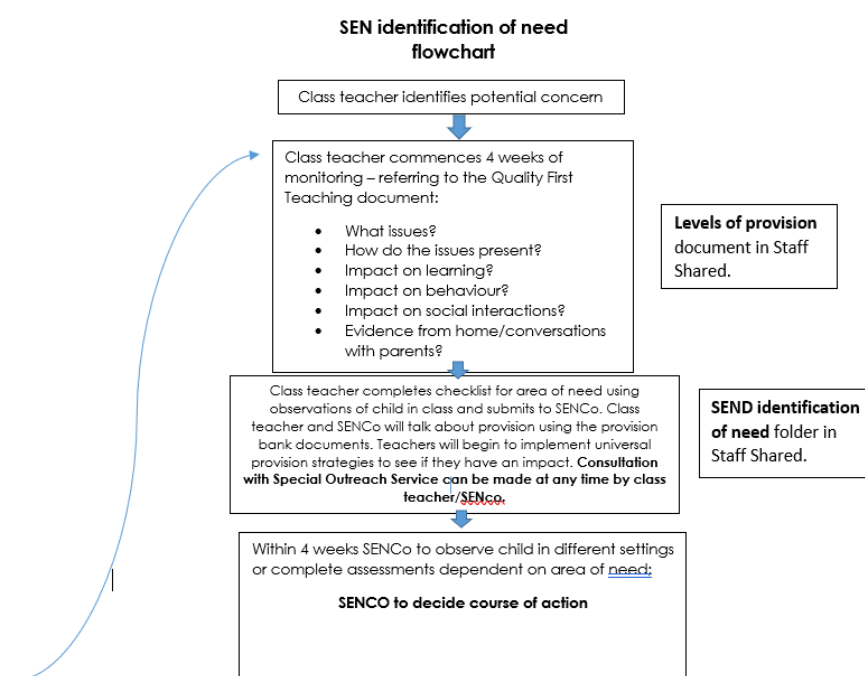
records from previous settings, information from parents.

For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.

The SEND Code of Practice (2014) does not assume there are discrete categories of special educational needs and/or disabilities, but recognises that children's needs and requirements fall into four broad areas;

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or physical

All school staff follow the below flowchart to support them in identifying need. See appendix for flowchart.



Based on the school's observations, quick checkers and assessment data and following a discussion between the class teacher and SENDCo, one of two options will be explored:

1. Not enough evidence to formally identify SEND and add pupil to SEND register. Child's needs are being met through Universal Provision and Quality First Teaching strategies.

SENCo provides class teacher with strategies to try to support the child using the provision bank of strategies following on from the results of the quick checkers. Child added to SEND watchlist. Class teacher monitoring cycle/information gathering might start again.

2. Evidence suggests pupil needs adding to SEND register. Targeted provision required alongside universal provision.

Meeting is held with parents informing them of addition to register and to set initial SEND targets using One Page Profile. If necessary, class teacher/SENCo submits referral to external agency using the evidence submitted by the class teacher.

At Stalyhill Infant School, a diagnosis or external service involvement does not automatically mean that a child is added to the SEND register. The rationale for addition to SEND register is about how much targeted support is required for the child's need to be met. Children with a diagnosis of need or external services involved will be on the SEND watchlist as universal provision has been implemented and will be continually monitored by the class teacher and SENDCo.

Section 9: The Assess, Plan, Do, Review process

Where it is determined that a pupil does require SEN Support, parents will be formally consulted on this and the child will be added to the SEND register.

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and therefore remove barriers to learning. The support provided consists of a four-part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of support which is the most effective in supporting the pupil to achieve good progress and outcomes.

At SEN Support stage, a One Page Profile (1PP) will be written, in consultation with pupils, parents and the class teacher. This document forms an individual record for the child and contains a summary of the child's additional needs, including targets and the action required to meet them. All children will be working towards agreed targets and these will form the main focus of each review.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and parents/carers. The SENDCO and class teacher will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

One Page Profiles will be reviewed at least once each term including a transition review in the Summer Term. Parents will also be updated with progress towards targets at each termly meeting. The SENDCO will coordinate the review process and class teachers will review and update targets. Parents/carers and wherever possible, the child, will be invited to be part of the review process.

As part of the APDR process, it may be decided that despite receiving targeted support for a considerable period, the child continues to have significant needs which are not being met by current approaches. Where this is the case a decision may be made to involve specialist, outside agencies. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or direct work with the child. The specialist services will contribute to the planning, monitoring and review of the child's progress.

- **Education, Health and Care Plan (EHC Plan) Assessment**

A request by the school to the Local Authority (LA) for a statutory assessment for an Education, Health and Care Plan (EH&C Plan) will be made where there is significant cause for concern about a child's progress despite prolonged and sustained support at SEN Support. The school will provide a variety of evidence to the LA of the child's needs, the actions taken to support these needs and their outcomes, including evidence from outside agencies.

School have a named Local Authority Case Officer, Isobelle Ingham, with whom school have a strong working relationship. School and the case officer liaise with each other during the EHCP application and review process which includes attendance at annual reviews and support with assessment and funding. This supports strong communication and working relationships between school and the Local Authority.

The decision to make a referral for an EHC Plan will be taken at a progress review in consultation with parents/carers.

The application for an EHC Plan will combine information from a variety of sources including:

- Parents
- Child (where appropriate)
- Teachers
- SENDCO
- Outside agencies

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

A decision will then be made by the LA Statutory Assessment Review panel about whether to proceed with an assessment. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information gathering will then take place before a panel will make a judgment about whether or not the child's need can continue to be met from the resources normally available to the school or whether an EHCP should be granted. This judgment will be made using the LA's current criteria for making a statutory assessment.

School will continue planning, provision, monitoring and review processes as before while awaiting any outcome of the request.

- **Education, Health and Care Plans (EHC Plan)**

Following Statutory Assessment, an EHC Plan may be provided by Tameside LA. This will bring each child's education, health and social care needs into a single, legal document. School, alongside parents/carers will be involved in developing, producing and implementing the plan.

Once the E&C Plan has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least three times per year (including an annual review) by the SENDCO, staff, parents and if appropriate, the child.

An Annual Review, chaired by the SENDCO, will review the appropriateness of the provision and recommend to the LA whether any changes need to be made, either to the EH&C Plan or to the funding arrangements for the child.

More information about Tameside's arrangements for EHC Plans can be found

at

<http://www.tameside.gov.uk/sen/guidance/assessments>

SECTION 10: The Schools Arrangements for SEND and Inclusion In-Service Training

- The SENDCO attends regular Local Authority briefing networks and cluster meetings to update and revise developments in SEND and Inclusion.
- Where necessary, SEND and inclusion issues are targeted through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENDCO and Head of School3....
- All staff, including support staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will provide training where this is appropriate.

SECTION 11 : The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school through the school's service provider, which is Tameside Educational Psychology Service. When requested by the school, they lead the consultation process for a limited number of cases per year. Consultation is a process based on a plan-do-review framework. It works at the individual, group and whole school level. It is a solution focused process which aims for agreed actions. It is collaborative and is inclusive of teachers, parents and pupils. There is discussion with the SENDCO, Headteacher and Teaching Staff regarding SEND pupils prior to each visit. Identified pupils may be observed or assessed during the visits and a report is sent to school and home. The Education Psychologist via school, keeps

parents/carers informed about any assessments and observations and will meet with parents/carers.

The EP service also offers virtual consultation for parents and staff.

- Advice and training is provided by Tameside Educational Psychology and Tameside SEN Team.
- Teachers from the Sensory Impairment Team work in school to support children, both with and without EHCPs, who have vision or hearing impairment. The specialist teachers work directly with children where this is required. Class teachers plan alongside these specialist teachers who also attend and contribute to PDAR reviews.
- The SENDCO regularly liaises with a number of outside agencies and specialist teaching and support is sought when the need arises. These include;
 - Tameside Educational Psychology
 - Tameside Virtual School
 - Tameside Special Outreach Support Service (TSOSS)
 - CAMHS
 - Children's Social Care
 - Education Welfare Service
 - School Nurse
 - Community Paediatrician
 - ISCAN
 - Speech and Language Therapy
 - Physiotherapy
 - Occupational Therapy
- Parents/carers are informed if any outside agency is involved. More information about these services can be found at Tameside's online Local Offer - www.tamesidelocaloffer.co.uk
- Where necessary, we invite involved agencies to review meetings, annual review meetings and transition meetings involving pupils with SEND.

SECTION 12: Arrangements for partnership with parents/carers

- All parents/carers, including those of children with special educational needs are treated as partners and supported to play an active and valued role in their children's education.

- School will encourage parents/carers to inform school of any SEND difficulties they perceive their child may be having and will instill confidence that school will listen and act appropriately.
- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet parents/ carers whose children are identified as having SEND. The SENDCO will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers, school will celebrate children's strengths, achievements and success, as well as areas for development. Suggestions as to how parents/carers can help at home will be specific and achievable to ensure that parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- One Page Profile targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process.
- Curriculum workshops are offered for parents/carers to attend, giving opportunities to discuss ways in which they and school can help their child.
- Parents/carers are provided with any relevant information concerning SEND provision.
- Parents/carers will be signposted to support services where necessary. For example parenting support.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the Governing Body. Complaints procedures are set out in the school Complaints Policy.

- Making parents/carers aware of services available as part of the Local Offer. More information about SEND for Parents/Carers in Tameside can be found at www.tamesidelocaloffer.co.uk
- Providing all information in an accessible way, including, where necessary, translated information for parents/carers with English as an Additional Language.
- Annual parent workshops will be offered from a variety of external providers to support parents.

SECTION 13: Links with other schools/transfer arrangements

- SEN information is gathered at the earliest opportunity using the admission acceptance form.
- Following this, school staff will make contact with parents and, if appropriate, Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will also be brought to the attention of the SENDCO. Where necessary the SENDCO will arrange a further meeting and liaise with other agencies already involved.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCO will contact to further discuss the child's needs.
- Where a pupil with additional needs transfers from another authority, every effort will be made to obtain relevant records and information and to ensure that multi-agency involvement is ongoing.
- Parents are invited to a meeting where they are encouraged to communicate any concerns to staff.
- At the end of Key Stage 1, the children transfer to Stalyhill Junior School. The SENDCO, Mr Fuller, works across both schools and supports transition.
- The SENDCO and teaching staff will meet with the Junior School staff and discuss the children's progress, abilities and concerns. All documentation will be sent to the Junior School. Class teachers from both schools liaise and transfer records.

- For pupils moving from Stalyhill Infant School, the SENDCO will ensure that records are updated and transferred to the receiving authority / school with minimum delay.

SECTION 14 : Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Headteacher or SENDCO, and referrals will be made as appropriate.
- Social Services and the Education Welfare Service will be accessed through the appropriate channel. Class teachers will alert the Head teacher/SENDCO if there is a concern they would like discussed.
- There are many voluntary organisations supporting SEND including SENDIASS support for parents and OKE. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the parents/carers notice board and/or made available in the front entrance to school.

SECTION 15: Inclusion projects, or links with special schools

- When necessary, school liaise with Tameside specialist provision settings to gather specialist advice and training.
When offered, staff will visit Oakdale to their 'Come and See' sessions.
- The SENCo regularly meets with SENCos from across Tameside mainstream and special schools to build relationships and share practices.

SECTION 16: Access to the Environment (see also School Accessibility Plan)

As part of our mission to have SEND-friendly classrooms as part of our Universal Provision offer, the school conducts an annual sensory audit to ensure that the environment caters for as many students as possible and their varying sensory or physical needs. We aim to create spaces across classrooms, corridors, the dinner hall and the playground that aim to be familiar, predictable, controlled

and low on sensory demand.

- Stalyhill Infant School is a single site school built on one level. Entrance to the school has a ramp and is therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.
- There are no shower facilities, but there is a washing machine and toilet, with a changing bed, fully accessible for disabled children or adults.
- Our classrooms provide fairly good acoustic conditions so that the effects of hearing difficulties are minimised. (quiet areas, carpets)
- We have made sure that there are good lighting and safety arrangements for all visually impaired pupils.
- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.
- Some children have an adapted uniform policy due to their sensory needs and this is done in consultation with parents and external professionals.

SECTION 17: Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)

- The school will ensure that all children have access to a broad and balanced curriculum and that the curriculum is flexible enough to meet every child's needs. This extends beyond the National Curriculum to include visits and visitors within the community. No child will be excluded from any learning activity due to their additional needs, unless it is clearly of benefit to that individual.
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will plan and teach in a way to avoid the isolation of any children they are supporting, and will encourage discussion, participation, peer tutoring and collaborative learning.
- Schemes of work and policy statements for each area of the curriculum

are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an inclusion statement detailing access to that curriculum area for pupils identified with additional needs.

- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources where this is appropriate.
- The school will ensure that the wider curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

SECTION 18: Access to Information (see also School Accessibility Plan)

- All children requiring information in formats other than print have this provided.
- We adapt printed materials so that children with literacy difficulties can access them for example coloured overlays, or ensure access by pairing children/peer support/extra adult support.
- We can provide alternatives to paper and pencil recording where appropriate, or provide access through scribing or word processing.
- We use a range of assessment procedures within lessons (such as photographs, role-play and drama, video, scribing and drawing to ensure children with additional needs are able to demonstrate their achievement appropriately.

SECTION 19: Supporting pupils at school with medical needs. (See also Medical Needs Policy)

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EH&C) plan which brings together health and social care needs, as well as their special educational provision. School will ensure this is fully implemented, monitored and reviewed in accordance with the requirements of the SEND Code of Practice (2014).
- Also see Supporting Children with Medical Needs Policy.

SECTION 20: Incorporating disability awareness into the curriculum

- The PSHE curriculum is used to raise awareness of issues of disability, difference and the importance of valuing diversity. We use this time to work with the children to understand the impact of the words they use, and deal seriously with any derogatory name-calling related to special educational needs or disability under our Positive Behaviour and Anti-Bullying Policy. Where necessary, advice will be sought from specialist organisations, for example ISCAN's Wheelchair awareness course and assembly.
- The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective. Priority is given to the ordering of age appropriate books with non-stereotypical images and a positive portrayal of disability, as they become available.
- We ensure there are positive non-stereotypical images on displays/resources around school.
- We make optimum use of assemblies and circle time for raising issues of disability, difference, diversity and equality.
- We recognise that all pupils have the right to be involved in making decisions and exercising choice. We encourage the inclusion of all children through pupil voice opportunities, such as pupil surveys, school council, safety ambassadors and the Eco Team.
- All children are included in their personal target setting and are encouraged and supported to take an active part in their next steps.
- We ensure school trips are inclusive by planning in advance and using accessible places. We provide additional support for individual children as required and risk assessments are in place.

SECTION 21: Working with disabled parents/carers

- Stalyhill Infant School recognises that there will be a number of disabled parents/carers of children within the school, and we work to ensure they are fully included in school activities.
- We provide a range of means of communication for parents/carers and endeavor to provide a parent's preferred method where possible.

SECTION 22: Evaluating the success of the Schools SEND and Inclusion Policy

- Pupil progress data for SEND pupils is closely monitored and tracked by the Headteacher/SENDCO. This is to ensure correct provision is in place for pupils and to aim for;
 - To closely monitor the progress of all pupils and identify any pupils who may need to be supported at SEN support stage.
 - A reduction in the percentage of SEND children making less than expected progress in key areas.
 - An increase in the percentage of SEND children achieving expected or accelerated progress in key areas.
 - A reduction in behaviour incidents.
- School reports progress against these targets to the Governing Body.
- At the termly Governor Committee meeting, progress and provision relating to SEND pupils are discussed. The Governors are made aware of any exclusions and these are monitored.
- The SENDCO will meet with the SEND Governor to discuss inclusion and current SEND concerns.
- Annual parent surveys are sent out to SEND parents and families to provide us with useful feedback and areas for improvement.
- Pupil voice regularly taken each term with individuals on the SEND register as well as a SEND pupil questionnaire completed yearly.

SECTION 23: Dealing with complaints

If a parent is not satisfied, or is unsure of any point concerning their child, they are welcome to make an appointment to see the class teacher, the SENDCO or the Executive Headteacher or Head of School. A formal complaints procedure is in place should parents be dissatisfied with the outcome of these meetings. A copy of the schools Complaints Policy can be obtained from the school office or found on the school website.

SECTION 24: Forest School

- The Forest School lead will ensure that all children are able to access the woodland area.
- The Forest School lead will ensure all children are able to access all activities and resources.
- The Forest School lead will ensure that all children are able to participate fully in each session.
- During Forest School sessions the children will be able to lead their own learning at a pace suitable for them.
- Suitable clothing will be provided to ensure all children are able to take part in sessions.

APPENDIX 1

SEN identification of need flowchart

