



Co-op Academy  
Nightingale

## Special educational needs (SEN) and Inclusion Policy

### Inclusion statement

The staff at Nightingale Primary are committed to the inclusion of all pupils. We aim to:

- Provide an environment which enables pupils to be safe and healthy
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
- Enable every pupil to make a positive contribution to their school and community
- Identify and respond to pupil's diverse and individual needs
- Identify and overcome barriers to learning
- Set suitable learning challenges for every pupil

### Objectives of Inclusion

Our objectives are to:

- Provide an environment which fosters a close partnership with parents and carers
- Promote the self-worth and self-esteem of all who learn and work at Nightingale Primary.
- Provide a broad and balanced curriculum which meets the requirements of National Curriculum and the Foundation Stage curriculum
- Promote early identification, assessment and provision for pupils with SEN
- Promote early identification, assessment and provision for pupils who have additional needs. These include English as an additional Language(EAL) pupils, pupils from families who are asylum seekers or refugees, looked after pupils, travellers, pupils who are at risk of exclusion and gifted and talented pupils.
- Provide quality first teaching with differentiated teaching resources matched to the needs of the pupils ensuring access to the curriculum for all pupils.
- Provide effective relationships with external agencies

### SEN Provision

The SENCO for Nightingale Primary School is **Miss Sarah Woodland**

The Special Educational Needs Co-ordinator (SENCO) works closely with the headteacher to implement this policy day to day and co-ordinate the provision for SEN pupils throughout school. The school's SEN register includes those pupils who have been identified by the school as having some additional needs and are monitored internally as well as pupils who also have some involvement from outside agencies and those who have an EHCP (Educational Health Care Plan) in place.

There are provision maps that show all the pupils who are included in intervention programmes. The school has a register of identified gifted and talented pupils. (see Gifted and Talented policy)

### Co-ordinating and Monitoring Inclusion

The SENCO will:

- Work in partnership with colleagues, parents/carers, pupils and outside agencies to set, monitor and review short-term objectives on individual education/behaviour plans
- Monitor the achievement of pupils on the SEN register and those who have additional needs
- Provide professional guidance and continuing professional development for all staff to secure quality teaching and effective use of resources for these pupils
- Liaise with the Gifted and Talented (G&T) co-ordinator
- Maintain records for pupils with SEN
- Liaise as appropriate with parents and carers of pupils with SEN.
- Liaise with and organise support from external agencies.

The provision for Inclusion will be monitored by:

- Review meetings between class teacher and SENCO termly including support staff where appropriate
- Reviews with parents termly with class teacher and with SENCO when necessary
- Evaluate the impact of provision including intervention programmes.
- Analysis of data
- Regular meetings between SENCO and Inclusion Governor
- Monitoring of classroom practice and provision for pupils with additional needs including SEN, EAL and G&T.

### Responsibility of Governing Body

It is the responsibility of the Governing Body to ensure that:

- The Governors are involved in developing and monitoring the schools Inclusion Policy
- All Governors are knowledgeable about the schools provision for pupils who have special or additional needs
- Inclusion is part of the School Development Plan and that training and development needs of staff are identified and addressed

### Access to the Curriculum

It is the responsibility of all teachers to include SEN pupils within the classroom and plan effectively to enable them to access the curriculum and make progress.

We always strive to

- Set suitable challenges
- Respond to pupils' diverse needs
- Overcome potential barriers to learning

The curriculum for pupils with additional needs including SEN can be flexible and differentiated according to need.

### Identification and Review of pupils with SEN or additional needs

All pupils are informally assessed by the class teacher in English and maths upon entry into Years 1-6 and in the Prime Areas (Communication and Language, Physical Development and Personal, Social and Emotional Development) in Foundation Stage. Appropriate support and resources are then put in place. Progress is closely monitored through regular assessment and tracked using trackers.

Individual Education Plans and Behaviour Plans (IEPs/IBPs) are used to set targets and monitor progress of those pupils on the SEN register. These plans are monitored by the SENCO.

Gifted and talented pupils will be identified through the professional judgements of teachers which will be validated using a variety of assessment criteria. (See policy)

Internal referrals to the SENCO can be made at any time by staff.

Staff are kept informed and updated about SEN issues and pupils on the SEN register by the SENCO or other key staff as appropriate.

Through regular reviews pupils may be removed from the SEN register if additional provision is no longer needed.

### Allocation of Resources for Pupils with Special or Additional Needs

Support for SEN pupils will be allocated through the use of available funding (The Pupil Premium, Funding for Inclusion (FFI) and whole school SEN budget).

Prior to secondary school transfer, pupils who have special or additional needs may have an individual integration program.

### In Service Training

We regularly review the training needs in relation to SEN provision and provide in house and outside agency training to meet the identified needs.

### EAL

Pupils who have EAL are assessed using the Step indicators. Appropriate support and resources are then put in place. If necessary small group work or individual work is organised. Progress is closely monitored through termly assessment so that if a child is not making expected progress decisions can be made quickly about potential interventions and possibility of additional needs.

### Pupils who are at risk of exclusion

The behaviour of pupils who are at risk of exclusion is closely monitored. Short term targets are set which are monitored and reviewed by a member of the Leadership Team, class teacher and the pupil. These may take the form of a daily target sheet. An Individual Behaviour Plan is put in place and is reviewed regularly by the SENCO and class teacher. Advice and support from outside agencies is sought if necessary.

If required the pupils will have an individual risk assessment and Positive Handling Plan.

## Children who are Looked After (CLA)

As a school we seek to work in partnership with parents, carers, Leeds City council, Health and Social Services. All looked after pupils will have their needs assessed regularly. Specific needs will be identified and individual targets set in a Personal Education Plan. This is initiated by Social services. (See CLA Policy)

### Facilities for pupils with physical disabilities

The school has facilities suitable for wheelchair access. Additional resources are allocated in accordance with needs. Please refer to the Single Equality Scheme.

### Pupils with Medical needs

The school ensures pupils medical needs can be met and seeks the appropriate support and training required to support individual pupils.

Please refer to the schools Medicines Policy and Intimate Care Guidelines.

### Links to support services

The school makes good use of outside agencies, seeking support and advice to maintain the high standard of provision.

Links and partnerships are developed with Leeds City Council and other outside agencies to provide support and advice to enable the school to meet pupil needs effectively.

### Specialist SEN provision

The school can access the provision provided locally including at other schools in the area. This may include the Bridge Unit or the Nurture Group at Ebor Gardens, Achieve at Shakespeare and the Pupil Referral Unit.

Referrals can also be made for specialist support through Guidance and Support.

### Working in partnership with parents/carers

We welcome and encourage parents/carers to participate in their child's educational progress from the outset, seeing them as equal partners

We will endeavour to foster effective partnerships, valuing parent/carer views and contributions and will draw attention to the availability of relevant and accessible information, support and advice (e.g Parent Partnership Service). Where possible translation/interpreter services can be made available.

We invite parents/carers to discuss their child's IEP/IBP termly. This may be part of a parents evening/review day.

### **Dealing with complaints**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

Please refer to the schools Complaints Policy

These policies relate to the school's provision for those with additional needs: CLA, EAL, Medicines in school

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