



Leverstock Green CE (VC) Primary School

Striving for excellence; caring for the individual.

INCLUSION POLICY

Leverstock Green CofE (VC) Primary School

Policy Review

This policy was agreed by the governing body on 4th December 2024

It is due for review in December 2026

Signature
Head Teacher

Date 4/12/24

Signature
Chair of Governors

Date 4.12.24



INCLUSION POLICY

Introduction

Our school vision is that we are all the children of God. Our school motto is 'Striving for Excellence; Caring for the Individual.' Our aim is that all children and adults will flourish and we firmly believe that everyone has the right to learn and feel included.

Leverstock Green School has a named SENCo (Mrs Curtis) and a named governor responsible for Inclusion including SEND, PPG and CLA (Mrs Roisin Gregory). They ensure that the school's Inclusion Policy works within the guidelines of the SEND Code of Practice (2015), the Local Authority and other policies within the school.

At Leverstock Green School, it is the belief that all children have an equal right to a full and balanced education which will enable them to achieve their full potential. We endeavour to secure special education provision for those children who need it; that is 'additional to and different from' what is already provided within the differentiated curriculum to respond better to the four identified areas of need in the SEND Code of Practice (2015):

- communication and interaction
- cognition and learning
- social, mental and emotional health (including behaviour)
- sensory/physical

What are special educational needs?

A child has special educational needs if they have a learning difficulty or disability which calls for special education provision to be made for them. 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 support that is additional to or different from that made generally for others of the same age in a mainstream setting. Health care provision or social care provision which educates or trains a child is to be treated as special educational provision (SEND Code of Practice, 2015).

Because the general level of ability within our school is good, we recognise that some children may feel disadvantaged working alongside other children. They may be offered additional support through small group or 1:1 activities, in order to boost their understanding and confidence but this is usually within the classroom; the exception being some speech and language therapy input.

We recognise that the needs of high attaining children should also be catered for and inclusive classrooms ensure that all learners have the adjustments required for them to learn effectively.

This Inclusion Policy details how we will do our best to ensure that the right provision is made for any child 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 children with special educational needs allowing them to join in all activities together with children who do not have special educational needs.



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Our intent

The aims of this policy are to:

- create an environment which meets the special educational needs of each child so they can achieve their learning potential and engage in activities alongside their peers
- request, monitor and respond to parents/carers and children's views in order to establish and maintain high levels of confidence and partnership
- clarify the expectations of all partners in the process
- ensure a high level of staff expertise to meet children's needs through well-targeted continuing professional development
- ensure that support for children with medical conditions is fully inclusive in all activities through consultation with parents, health and social care professionals
- identify the roles and responsibilities of all staff in providing for children's special educational needs
- make reasonable adjustments to enable all children to have full access to all areas of the curriculum
- work in cooperation and productive partnerships with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all learners

Equal opportunities and inclusion

Through every subject we ensure we meet the needs of all taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that we meet the diverse needs of children to ensure inclusion and that all children are prepared for full participation in a multi-cultural society. We also measure and assess the impact through regular meetings with our SENCo and individual teachers to ensure all children have equal access to success.

Through appropriate curricular provision we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language, reading, writing and maths
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions and to take part in learning
- providing support and adaptations to remove barriers



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Identification, assessment and provision

Provision for children with special educational needs is a matter for the whole school. The Governing Body, Headteacher, SENCo and all other members of staff, particularly teachers and TAs, have important day-to-day responsibilities. Quality first teaching across the school is vital in providing for the needs of all children.

The school will assess each child's current learning journey upon entry in order to ensure that the patterns of learning and experience already established during the child's pre-school years are built upon. If the child already has an identified special educational need, this information should be transferred from their early years or other 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 process 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 identification and assessment of the special educational needs of children whose first language is not English requires particular consideration. Where there is uncertainty about a child's understanding, a teacher will look carefully at all aspects of the child's performance to establish whether the problems are due to limitations of English or whether they arise from special educational needs. In this instance, the school will endeavour to complete a first language assessment to be able to distinguish this.

The role of the SENCo

The SENCo's responsibilities include:

- overseeing the day-to-day implementation of the school's Inclusion Policy
- monitor the provision and progress for children in vulnerable groups such as CLA and PPG
- co-ordinating provision for children with special educational needs
- liaising with and advising colleagues
- overseeing the record keeping for all children with special educational needs
- co-ordinating and supporting the liaison with parents and children with special educational needs, formally on a termly basis in the form of SEND review meetings/APDRs
- contributing to the training of staff
- be jointly responsible for Pupil Progress Meetings (PPMS)
- liaising with local secondary schools so that support is provided for year 6 children as they prepare for transition
- supporting year to year transition across the school
- liaising with external agencies including the Local Authority's support and educational psychology services, health and social services and voluntary bodies
- co-ordinating the visits from external agencies
- co-ordinating and developing strategies for the identification and review of children with special educational needs



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- making regular visits to classrooms, alongside the rest of the senior leadership team, to monitor the progress of children on the SEND Register as well as ensuring higher attaining children are being effectively challenged.
- to maintain the school's dyslexia friendly environment ensuring that appropriate strategies are employed throughout the school
- termly meetings with the Inclusion Governor
- ensure co-production is prioritised and clearly evident
- monitor the impact of provision through self-evaluating provision and gather the views from all stake holders
- self-evaluating the quality of the provision for children with SEND and advising the headteacher on further development required
- to work in collaboration with subject leaders to ensure adjustments to the curriculum are implemented effectively and impacting pupil progress positively

The role of the Class Teacher

The Class Teacher's responsibilities include:

- ensure reasonable adjustments are in place for all children identified as having SEND
- complete termly APDR/SEND review paperwork in a timely manner and ensure support is in place
- accountable for the progress for all children in their class including those with SEND
- report to parents termly with support from the SENCo
- collaborate with external professionals and implement guidance and individualised programmes, with the support of the SENCo, into classroom practice
- plan for and provide effective support for children who have a 1:1 LSA
- Take an active role in EHC assessment requests and attend annual EHCP reviews (where appropriate)
- to complete paperwork for external agencies with the advice and support of the SENCo
- ensure outcomes and provision outlined on a child's EHCP is implemented effectively
- effectively deploy support staff to ensure the needs of all learners are met
- monitor pupil progress and report any concerns to the SENCo and outline reasonable adjustments already trialled and in place

The role of Subject Leaders

The Subject Leader's responsibilities include:

- clearly articulate how provision is adjusted to meet the needs of all children including those with SEND in their curriculum area
- monitor the implementation of reasonable adjustments in their curriculum area
- ensure that all children are being effectively challenged in their curriculum area
- develop resources to support and adapt tasks to learners needs
- ensure that all children have full access to a broad and balanced curriculum
- have ambition for all learners in their subject including those with SEND



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Provision for Higher Attainers

Children identified by teachers as higher attainers in a specific subject area will have the following provided:

- opportunities to excel in class through effective adaptation and extension of tasks
- knowledgeable teachers who will ensure that they achieve their potential

Depending on the individual level of need, they may also have:

- opportunities for a group of higher attaining children to be taught by secondary school staff in their setting
- invitations to attend masterclasses at secondary schools when offered
- websites given to them by their class teacher for home use

Nurture Groups

A few children in each class will be identified by their class teacher as needing some extra support in the nurture group and the following will be followed:

- progress records for children in Nurture
- invitations sent out to parents/carers informing them that their child has been selected to take part in Nurture for one term.
- children will have an hour session every week with 2 suitably qualified members of staff
- children will be in a group of between 3 and 9 depending on the level of need
- children and staff will share snacks around a table to encourage speaking and listening. For example, having a question of the week that focuses on identified needs for each group.
- children will participate in paired or group activities to develop skills of working together or as a team such as gardening, cooking, Lego therapy or craft work
- the groups will be reviewed termly and adjusted in accordance to progress records and observations from the class teachers

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 making expected progress. Under these circumstances, teachers may need to discuss strategies and support with the SENCo. Expected progress can be identified as that which:

- prevents the attainment gap between the child and their peers from widening
- closes the attainment gap between the child and their peers
- improves 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



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In order to help children with special educational needs we will adopt a graduated approach. This may see us using specialist expertise if we feel that our interventions are not having an impact on the individual. We will record the steps taken to meet the needs of individual children. The SENCo will have responsibility for ensuring that records including provision maps are kept and available when needed. If we apply for a child to have an Education, Health and Care Plan, we will include a record of our support.

When any concern is initially noticed, it is the responsibility of the class teacher to take steps to support the child. Teachers will complete a record of concern form to outline their concerns and reasonable adjustments already trialled (see appendix i).

Parents will be consulted and with their consent specific intervention will be put in place, monitored and reviewed carefully and the child will be added to the SEND Register.

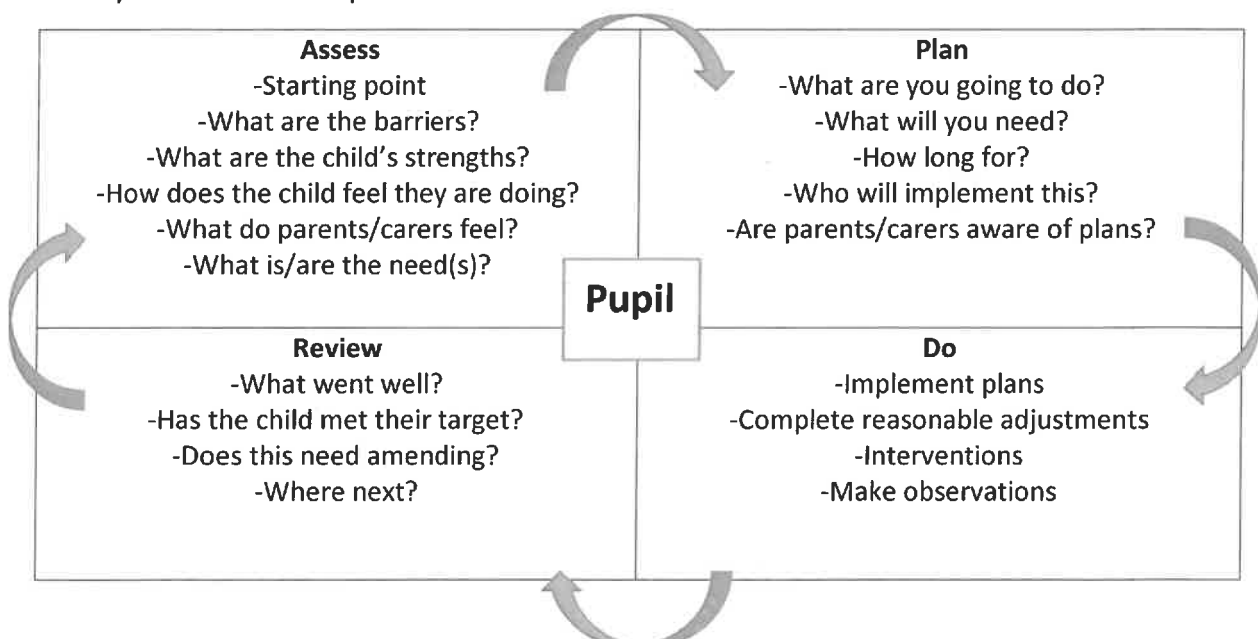
Reasons for a child to be added to the SEND Register may include the fact that they:

- make little or no progress even when teaching approaches are targeted particularly at their identified area of need
- show signs of difficulty in developing English and mathematics skills which result in poor attainment
- present persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques employed in the school
- have sensory or physical needs and continue to make little or no progress despite the provision of specialist equipment
- have communication or interaction difficulties and continue to make little or no progress

Assess, Plan, Do & Review

The class teacher, after discussion with the SENCo, will provide interventions which are additional to the adapted curriculum and the child will be given individual learning targets which will be applied within the classroom; these targets will be monitored by the class teacher and TAs within the class and reviewed formally with the SENCo, parents and child each term.

Each cycle will follow this process:





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During each cycle of Assess, Plan, Do, Review (APDR) each pupil's support plan (see appendix ii) will be amended and targets will be reviewed by the class teacher with support from the SENCo. Pupil voice is at the heart of the review process and will be gathered first.

Partnership with parents

Partnership plays a key role in enabling children with special educational needs to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education. The SENCo completes an annual parent survey to ensure parent and carer's views are considered carefully.

At all stages of the special educational needs process, we keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents. The class teacher will meet parents each term to update and make adaptations to each child's individual pupil support plan based on a shared understanding of their child's strengths, needs and support; this will include pupil voice where possible. (Appendix ii).

The SENCo coordinates, supports and monitors the implementation of the Assess, Plan, Do, Review cycle and works in collaboration with class teachers, support staff and parents/carers throughout this.

We encourage parents to make an active contribution to their child's education and have regular meetings to share their child's progress. We inform parents of any outside intervention and share the process of decision making by providing clear information relating to the education of their child. Parents/Carers will be invited to attend all SEND review meetings by letter (Appendix iii). All parents/carers are expected to attend these meetings.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like (depending on their age and understanding.) They will be encouraged to contribute to the assessment of their needs, the review and any transition process.

This policy is available on the school's website alongside the Special Education Needs Information Report which includes the arrangements made for children in our school with special educational needs.

Parents always have access to the SENCo through the school office.

The nature of intervention

The Inclusion Leader and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. They may include:

- different learning materials or specialist equipment
- some small group or individual support which may involve work outside the classroom with a teacher or TA on personalised intervention programmes
- training to introduce more effective strategies

After initial discussions with the SENCo, the child's class teacher is responsible for co-ordinating personalised provision.



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The SENCo will support further assessment of the child where necessary assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. Discussions will take place to establish which previous targets and strategies have already been tried.

A professional may be an adviser or specialist teacher who may talk to staff, observe the child in class and carry out assessments. Advice given to school will include strategies to support the child's progress and these will be implemented in the classroom. The delivery of the interventions will be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- continues to make little or no progress in specific areas over a long period
- continues working significantly below age-related expectations
- continues to have difficulty in developing English and mathematical skills
- has emotional or behavioural difficulties which regularly and substantially interfere with their own learning or that of the class
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist
- has ongoing communication or interaction difficulties which impede the development of social relationships and cause substantial barriers to learning

Consultation with parents and carers and gathering consent is always sought when the SENCo is considering a referral to an external agency.

Criteria for exiting the SEND Support

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they should be removed from SEND Support. The pupil will continue to be monitored by the school's usual monitoring cycle. If a child has been receiving external agency support, such as a Speech and Language Therapist, they may exit SEND Support when they are discharged from the service by the professional working with the child in agreement with the parents, class teacher and SENCo.

School request for an Education, Health and Care Needs Assessment

A request will be made by the school to the Local Authority if the child has demonstrated significant cause for concern. The Local Authority 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 action taken to support those needs including any resources or special arrangements.

The evidence will include:

- previous individual pupil support plans and targets for the child
- records of regular reviews and their outcomes
- records of the child's health and medical history where known/appropriate



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- assessments in Reading, Writing and Maths
- evidence of professional involvement and their reports
- other assessments e.g. those from an advisory specialist support teacher or educational psychologist

When a request is made for an Education, Health and Care Needs Assessment parents will be asked to give their input through completing Part B, C and D of the form.

If the Local Authority decides and EHC Needs Assessment is appropriate, all stake holders will be actively informed and involved in the process. There will be further assessments, planning meetings and reviews of drafts before an Education, Health and Care Plan is finalised.

If the Local Authority decide an Education, Health and Care Needs Assessment and Plan are not required, parents/carers are advised to seek advice from the impartial SEND information, advice and support service (SENDIASS) and consider whether mediation and possibly an appeal is to be requested. The request for an appeal can only be requested by those who have parental responsibility of the child or young person.

Annual review of EHCPs

The SEND Code of Practice (2015) explains that EHC plans should be reviewed at least once per year. These are usually held in school and are led by the SENCo.

Children with an EHCP will also have termly APDR reviews and both parents and professionals will be invited to attend an annual review meeting. When this coincides with transfer to secondary school or change in placement, the Inclusion Leader from that school will be invited to the annual review and any subsequent transition meetings.

Parents/carers, staff and external professionals who work closely with the child and the SEND officer (representative of the LA) will all be invited to attend the annual review by letter (see appendix iv). Professionals involved with a child's education or health will be requested to provide updated reports to be shared with Inclusion Leader at least two weeks before an annual review is due to take place. These reports will then be circulated with all attendees beforehand.

Adjustments to the curriculum

All children have an entitlement to a broad and balanced curriculum. Children are taught to understand the relevance and purpose of learning and to enjoy the feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning outcomes and teachers provide appropriate supports and adaptations to ensure that all children can access the learning. Assessments are used by all staff to inform the next stage of learning.

We ensure that all children with special educational needs are given targets and small steps to enable them to experience success.



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Allocation of resources

The SENCo is responsible for giving advice on suitable resources for supporting children with special educational needs and oversees EHCPs.

The Headteacher informs the Governing Body of how the funding for supporting special educational needs has been allocated.

The Headteacher and SENCo meet annually to agree on how to use funding.

The role of the Governing Body

The Governing Body challenges the school to secure necessary provision for any child with special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The Governing Body reviews this policy every 2 years.

Monitoring and evaluation

The SENCo monitors the movement of children with special educational needs. The SENCo and Headteacher hold regular meetings to review the work of the school in this area. In addition to this, the SENCo and the Inclusion Governor also hold termly meetings; reports are shared with the Governing Body.



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Appendix i



SEND Concern Form


Name of child:		Class:	
Teacher:		Date:	
Areas of Need			
Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory needs	Communication and Interaction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary of Concerns			
<ul style="list-style-type: none"> • • • • 			
Reasonable adjustments			
Adjustment	Timescale	Comments/Impact	
Summary of Parent/Carers views		Summary of Pupil views	
Next Steps/SENCo Actions			



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Appendix ii

 Leverstock Green C of E Primary School Pupil Support Plan				
Pupil name:	DOB:	Date of plan:	SEND <input checked="" type="checkbox"/>	EHCP <input type="checkbox"/>
			PPG <input type="checkbox"/>	CLA <input type="checkbox"/>
Teacher:	Class:	External professional involvement: Yes <input type="checkbox"/> No <input type="checkbox"/>		
SENCo:		•		
Pupil Voice				
Things that matter to me:	What I am good at:		What I feel I need help with:	
•	•		•	
•	•		•	
•	•		•	
General Comments				
Cognition and Learning	Social, Emotional and Mental Health	Physical and Sensory needs	Communication and Interaction	
	•			
Review of Previous Targets				
Target	Met	Partially Achieved	Ongoing	Comments
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Review of Previous Targets				
Target	Met	Partially Achieved	Ongoing	Comments
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
New Pupil Support Plan				
Assess	Plan	Do		Review
Priority Area	Target (SMART)	Support in Place	How often? Who?	New targets will be implemented by the class teacher and reviewed with the SENCo before the next review meeting.
Parents/Carer Comments				



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Appendix iii

Green Lane

Hemel Hempstead

Herts HP2 4SA

Tel: 01442 406520

Email: admin@leverstockgreen.herts.sch.uk

Dear Parents/Carers of _____,

I am writing to invite you to your child's termly SEND review meeting.

In this meeting we will complete the following:

- Update you on your child's progress, successes and areas for development.
- Review the previous targets.
- Share the new targets/updated Pupil Support Plan.
- Share your child's views on their learning and progress.
- Gather your views on your child's progress and learning.
- Suggest ideas of things you could do with your child at home to support them achieve their targets.

Below are the details for the meeting:

Date:	
Time:	Each meeting will last 20 minutes
Staff Present:	SENCo(if appropriate) Class Teacher
Location:	On site/Face to Face Please report to the school office 5 minutes before your meeting time.

Please confirm your attendance via School Gateway. If you are unable to attend the date and time listed above, we will endeavour to reschedule these where possible.

In the event of a parent/carer not attending a SEND review meeting, the paperwork will be sent home in a sealed envelope.

Yours sincerely,

Mrs A Curtis

SENCo



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Appendix IV

Green Lane
Hemel Hempstead
Herts HP2 4SA
Tel: 01442 406520

Email: admin@leverstockgreen.herts.sch.uk

Dear _____,

I am writing to invite you to your child's annual EHCP review meeting.

In line with the SEND Code of Practice (2015), the meeting will focus on your child's progress towards achieving the outcomes specified in the EHC plan, discuss any changes that might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves.

Any professionals that have worked with your child in the past year will be contacted for updated reports and these will be circulated at least two weeks before the meeting is due to take place. Your child's class teacher will gather your child's views on their progress towards their targets before the review meeting is scheduled to take place.

Below are the details for the meeting:

Date:	
Time:	
Professionals invited to attend	<ul style="list-style-type: none">• SENCo (Mrs Curtis)• Class Teacher and 1:1 LSA (if appropriate)• Professionals that have been involved with your child over the last year will be invited.• SEND officer
Location:	This will take place face-to-face in school

Please confirm your attendance by emailing Mrs Curtis: senco@leverstockgreen.herts.sch.uk within 7 days of receiving this letter.



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After the review, the Local Authority has up to four weeks to decide whether it proposes to keep the EHC plan as it is, amend the plan, or cease to maintain the plan, and notify the child's parent or the young person and the school. If the plan needs to be amended, the local authority should start the process of amendment without delay (SEND Code of Practice, 2015).

I look forward to meeting you then.

Yours sincerely,

Mrs A Curtis

SENCo