



SWANAGE PRIMARY SCHOOL

INCLUSION POLICY

Reviewed: Oct 2025
Next Review: Oct 2028

In reviewing this policy and making decisions regarding inclusion due consideration has been given to Equality Legislation.

Swanage Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having 'special educational needs (SEND)' have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

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.

Swanage Primary School is committed to inclusion. 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 and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- those who qualify for Pupil Premium
- minority ethnic and faith groups, Travellers, 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 gifted and talented
- those who are looked after by the local authority
- others such as those who suffer from a long-term illness or condition
- 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 sensory or physical impairment, learning 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 are particularly aware of the needs of our KS1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. 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 Swanage Primary 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.

Swanage Primary School sees the inclusion of children identified as having special educational needs 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 development and monitoring of the school's work on Inclusion will be undertaken by the SENDCO, the Headteacher and the SEND Link Governor.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25 (*July 2014*), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (*DfE May 2014*)
- SEND Code of Practice 0 to 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

SPECIAL EDUCATIONAL NEEDS AND DISABILITY – SCHOOL INFORMATION

The Headteacher has overall responsibility for Special Educational Needs and Disability in Swanage Primary School.

The designated teacher responsible for coordinating SEND provision for children/young people is: Jo Dunsby (SENDCO).

The Governor with oversight of the arrangements for SEND and disability is: Miss Sarah Hardy who can be contacted through the school office email.

AIMS AND OBJECTIVES

Swanage Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into secondary education.

We expect all of our children to achieve well including pupils with special educational needs and that each individual child should have high aspirations to succeed in all aspects of their education and in school life.

Aims

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with 'special educational needs and disability'.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible, identifying any barriers that may affect their progress and provide strategies to remove them in order for them to succeed.
- To provide full access to the curriculum* through differentiated planning by class teachers, SENDCO, SENSS staff and support staff as appropriate.
- (*Except where disapplication, arising from an EHCP occurs, disapplication is very rare, and we aim to offer the

full curriculum to all our pupils.)

- To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having school support for SEND.
- 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.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands their next school.
- To enable children to develop self-confidence, positive self-esteem in order for them to contribute fully to life in school and beyond
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves, where possible, in planning and in any decision making that affects them.

Objectives:

- Identify those with special educational needs as early as possible;
- Monitor the progress of all children/young people to ensure that those with special educational needs have the opportunity to maintain the same rate of progress in their learning, or better, than children/young people without special educational needs;
- Promote social inclusion that allows children/young people to develop a sense of belonging;
- Make appropriate provision to ensure children/young people with special educational needs have full access to the National Curriculum with positive outcomes;
- Value and celebrate difference and diversity;
- Communicate and consult with parents / carers in the spirit of the *Lamb Report (Dec 2009)*;
- Work effectively with special educational needs specialists who visit our school;
- Foster emotional wellbeing;
- Create an environment where children/young people feel safe and free to voice their opinions;
- Eliminate unlawful bullying and tackle discrimination;
- Work within the guidance provide in the SEND Code of Practice, 2014;
- Operate a "whole child, whole school" approach in the management and provision of support for children with special educational needs or disability;
- Employ a Special Educational Needs Co-ordinator (SENCO) who will work within the bounds of the SEN Inclusion Policy;
- Provide support and advice to all staff who work with children with special educational needs.

Arrangements for coordinating provision- Roles and Responsibilities

1. The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that Swanage Primary School's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.
2. The SENDCO will meet with each class teacher to discuss additional needs concerns and to review IEPs.
3. At other times, the SENDCO will be alerted to newly arising concerns by the class teachers
4. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. Parents are involved in their child's provision, joint meetings for IEPs reviews are held at least each term
6. If necessary, the SENDCO will monitor planning and support year group teams with curriculum planning.
7. The SENDCO, together with the SLT, will monitor the quality and effectiveness of provision for all groups of pupils.

8. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENDCO and by teaching assistants (TAs) throughout the school. The SENDCO will review available support along with the SLT in line with current pupil needs, educational initiatives such as English and Maths curriculum, and the budget. Additional support is funded from the LA.
9. SENDCO in liaison with the class team will make referrals to other agencies, monitoring provision to ensure the child's needs are best met
10. Support staff, class teachers, SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
11. The SENDCO provides provision maps for completion by the class teachers, and support and updates of the SEND policy;
12. The SENDCO supports the Headteacher in producing a SEN Local Offer for the school and Local Authority websites;
13. The SENDCO maintains a SEND register and keeps centralised records up to date for children with special educational needs;
14. The SENDCO arranges training for staff and outreach services for pupils.
15. The Headteacher is the designated teacher for Looked After Children (LAC) and has overall responsibility for ensuring these pupils receive the support they require to enable them to learn well, achieve good learning outcomes and remain safe in school.
16. The Headteacher is responsible for ensuring that any pupil in receipt of Pupil Premium Funding is given the appropriate support in school to enable them to make progress and have equal opportunities to access learning.

ADMISSION ARRANGEMENTS

Swanage Primary School uses the local authority arrangement for School Admissions. The agreement is mindful of national requirements supporting all children including those who are disabled, in a fair and non-discriminatory way, when securing admission to school. In addition to this Swanage Primary School makes appropriate reasonable adjustments to accommodate those who are disabled.

Where adaptations are required to support physical or medical needs, Swanage Primary School liaises with the SENSS team, health services and parents/ carers to ensure that appropriate arrangements are made to meet individual medical conditions. More information can be found in the Local Offer information held on the local authority's website www.dorsetforyou.com/local-offer.

FACILITIES FOR THOSE WITH SPECIAL EDUCATIONAL NEEDS / DISABILITY

The school has an Accessibility Plan that is monitored, reviewed and reported upon annually to the Governing Body in compliance with legal requirements. We are mindful of the duties under the Equality Act 2010 as amended in September 2012 to provide Auxiliary Aids and Services where appropriate as detailed in 'The Equality Act 2010 and schools – (May 2014)'. We comply with the requirement to support children with disability as defined by the Act.

The school has a range of specialist SEND facilities in place:

- Physical environments e.g. wheelchair access, disabled toilet, ramps in the playground and to access building;
- Assistive technology (Laptops, ipads);
- Increased access to the curriculum and assistance during examinations where this is required e.g. extra time and 1-1 support staff as agreed with DfE;

- Children with SEND are actively encouraged to participate in all school trips/visits;
- SEND pupils have the opportunity to attend all of the after school clubs available for their particular age range.

SEN INFORMATION AND LOCAL OFFER

The school website holds information about SEND and specific information about how children with SEND are supported in the curriculum and around the school. We comply with the statutory requirement to publish SEND information as specified in paragraphs 6.79 to 6.83 of the SEND Code of Practice: 0 to 25. This information is kept under review and updated regularly in liaison with parents/carers, governors and staff.

We publish further information about our arrangements for identifying, assessing and making provision for children with SEND on the local authority's website. This can be found at www.dorsetforyou.com/local-offer using the search engine to find our school or other Dorset schools. The local offer website holds a directory of facilities and resources available from many services within Dorset.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEND Code of Practice: 0 to 25 (*July 2014*) identifies SEND under four broad areas of need (sections 6.28 to 6.35):

- Communication and Interaction** - including children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrates features within the autistic spectrum
- Cognition and learning** - including children who demonstrate features of moderate, severe or profound learning difficulties, specific learning difficulties such as dyslexia, dysgraphia and dyspraxia
- Social, emotional and mental health difficulties** - including children who maybe withdrawn or isolated, disruptive, hyperactive or lack of concentration
- Sensory and/or physical needs** - including children with sensory, multi-sensory and physical difficulties

Children may have needs in more than one category and we aim to ensure that individual plans match personal learning requirements.

Swanage Primary School staff use a wide range of tools to assess the amount and level of SEND needed support required. These include:

- Tracking pupil progress on SIMS assessment – identifying those making slower than expected progress through assessment of English and Maths
- Salford reading test
- Sandwell maths tests
- Spelling age test
- No more marking writing moderations
- Summative assessments
- SENSS assessments
- Boxall Profile assessments
- Educational Psychologist assessments
- Speech and Language Assessments
- Medical Information
- Observations from the SENDCO
- Discussions with parents/carers/outside agencies: physiotherapists, paediatricians etc
- An annual review of their EHCP outcomes and targets
- Another school or LA which has identified or provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCO and parent, the child may be recorded as needing either:

- a differentiated curriculum supported through quality first teaching
- additional support through an intervention provision
- a bespoke provision due to having an Education, Health & Care Plan (EHCP).

Our staff are responsible and accountable for the development and progress of the children in their class, including where they access support from Teaching Assistants or specialist staff.

High quality teaching, differentiated for individual children is the first step in responding to pupils who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where it is clear that additional intervention is not resulting in progress, it is possible that a child may have special educational needs. If a child has been identified as having special educational needs a support plan will be actioned and the school will keep a careful record of this in order to monitor progress.

Where it is decided that a child does have SEND, the decision should be recorded in the school records and the child's parents/carers **must** be informed in writing that special educational provision is being made. The SENDCO will use the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for children identified with SEND.

Staff monitor the progress of all children, to identify those at risk of underachievement. We recognise that needs are sometimes affected by other factors which are not educational but nevertheless impact on learning. These are identified as far as possible and addressed appropriately using additional processes and other strategies.

Examples of possible other influences upon progress:

- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Social Deprivation
- Looked After Children
- Services children
- Disability where there is no impact on progress and attainment.
- Behaviour where there is no underlying SEND
- Bereavement and family issues.

Supporting SEND Children in our School

Where a child is identified as having SEND and or a disability, Swanage Primary School adopts a process of "Assess, Plan, Do, Review". This method is detailed in the SEND Code of Practice: 0 to 25 (*July 2014*) sections 6.45 to 6.56. The principle is firmly embedded in working closely with parents/carers and children to agree, action and monitor individual progress over time so that special educational needs for all children are addressed appropriately, effectively and with good outcomes.

STAGE 1: Differentiated Curriculum Provision

In order to make progress, a child may only require differentiation of the plans for the whole class- quality first teaching. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting as described on the IEP.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised *Code of Practice*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

STAGE 2: Additional support

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, additional provision may need to be made, this is known as school intervention. This may involve:-

- Additional support is required to develop English and maths skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs
- Children whom we consider to have more severe or longer-term needs that are likely to result in an application for further professional advice.

Children needing additional support will have an Individual Education Plan (IEP), which will be reviewed at least twice a year, although some pupils may need more frequent reviews. The class teacher will take the lead in the review process with support and discussion with the SENDCO where needed. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

Decisions about the provision and interventions being provided are illustrated in our Provision Map. Teachers highlight the agreed provision, add additional notes if necessary and this complements the IEP. Details about who will deliver the intervention, the frequency as well as how and when we will measure progress are agreed at this point. Evidence that illustrates how well the child is progressing against the targets will be collated by the teacher and used at review stages.

STAGE 3: The use made of teachers and facilities from outside the school, including support services

Where involvement of specialist services is needed because the previous support plans are not enabling the child to make progress, a referral will be made. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

- Swanage Primary purchases additional services from an Educational Psychologist, Specialist School teachers and SENSS (special needs support service). Referrals to these and other experts are instigated when the child's needs are more complex, long term and progress is still limited despite significant intervention. Discussions, advice, resources and reports are shared with the SENDCO, class teacher and parent after each visit.
- Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties.
- The SENDCO liaises frequently with a number of other outside agencies, for example:
 - Behaviour Support
 - Social Services
 - Education Social Work and Attendance Service
 - School Nurse
 - Community Paediatrician
 - Speech Therapy

- Physiotherapy
 - Occupational Therapy
- Parents/carers are always informed if any outside agency is involved. Signed parental consent is sought before a child is referred to any external agencies for assessment

Stage 4: Education Health Care Plans (EHCP) or Statement of Special Educational Needs and

A child who has Educational Health Care Plan will continue to have arrangements as for children with additional needs, and additional support that is provided using the funds made available through the Plan.

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

SUPPORTING CHILDREN WITH MEDICAL CONDITIONS

Swanage Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions – (DfE December 2015). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that the school is expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the school's policy on "Supporting Children at School with Medical Conditions"). Medical and/or health plans will followed in consultation with medical health teams.

PARTNERSHIP WITH PARENTS/CARERS

- Parents/carers will work together to support pupils identified as having additional needs and be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENDCO will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all 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.
- IEP targets will include ways to help progress towards targets at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- Regular curriculum workshops are offered for parents/carers to attend.
- 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. Our complaints procedures, available from the school office or website explain the process in greater detail.
- 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 such as ICT where this is appropriate.
- The school will ensure that extra curricular activities are barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

ACCESS TO INFORMATION (see also School Access Plan)

- All children requiring information in formats other than print have this provided.

- We adapt printed materials, where appropriate, so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Swanage Primary School uses a range of assessment procedures within lessons (such as recording, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- Details of our plan to improve access to information, with targets, are contained in the school's Access Plan.

INCORPORATING DISABILITY ISSUES INTO THE CURRICULUM

- The PSHE curriculum (Jigsaw) includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.
- Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- 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, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

DISAPPLICATION AND MODIFICATION

- The school 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 specialists 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/carers and the LA. 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.
 - use of the NAA guidelines, updated annually.

TERMINOLOGY, IMAGERY AND DISABILITY EQUALITY

- We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We aim to make optimum use of PHSE- Jigsaw time for raising issues of language and other disability equality issues.

LISTENING TO DISABLED PUPILS AND THOSE IDENTIFIED WITH ADDITIONAL NEEDS

- Swanage Primary School encourages the inclusion of all children in the School Council and other consultation groups. We also have Jigsaw time throughout the school. We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

WORKING WITH DISABLED PARENTS/CARERS

- Swanage Primary School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers meetings in a classroom that is accessible.
- When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc. For two parents/carers we ensure that we have regular telephone contact, as this is their preferred method of communication.

DISABILITY EQUALITY AND TRIPS OR OUT OF SCHOOL ACTIVITIES

- Swanage Primary School tries to make all trips/visits inclusive by planning in advance and using accessible places. Residential and day trips are well planned and we provide additional TA support for individual children as required.
- All children are welcome at our afterschool activities.

INCLUSION AND RACISM

- The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. All racist incidents are now recorded and reported to the governing body by the Headteacher. The school contacts parents or carers of those pupils involved in racist incidents. See the Equality Scheme and Action Plan 2015 for more details.

COMING OFF THE SEND RECORD

A child will be removed from the SEND Record if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the Local Authority where a child no longer requires the special education provision as specified in the EHC Plan. A child's progress will continue to be monitored by using the school's tracking systems.

THE SCHOOL'S ARRANGEMENTS FOR SEN AND INCLUSION IN-SERVICE TRAINING

- The SENDCO attends regular meetings to update and revise developments in Special Needs Education and Inclusion.
- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged and matched to these targets. Whenever courses offered are not found to be appropriate to school's needs, in-school support may be organised by the SENDCO or Senior Management Team, and may also be organised in conjunction with other schools.
- In-school additional needs and Inclusion training is provided through staff meetings initially by the SENDCO, but may also comprise part of the work carried out with staff by subject or Key Stage leaders.
- All 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, being supported by school in whatever way is most helpful.
- It is decided at the beginning of the financial year what level of SENSS and other special educational need support is required for our pupils so that this provision is budgeted for.

- Governors are welcome to attend any training in school if this is appropriate to their governor responsibility. Governor Services additionally provides Health and Safety training for governors across Dorset.
- The Health and Safety Committee has responsibility for ensuring governors and school staff are aware of policies surrounding all aspects of SEND including supporting children with medical conditions.

TRANSITION ARRANGEMENTS

Swanage Primary School is committed to ensuring that parents/carers have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents /carers and agree the information that should be passed to the next phase of education.

The SENDCO and/or Year 6 teacher meets with the SENDCO from feeder secondary schools to discuss pupils on the SEND Register, their needs and targets for the coming academic year. For children with an EHCP, a transition meeting with relevant outside agencies is arranged in the autumn term of Year 6 so parents/pupils can make a more informed choice regarding their next stage of education.

For children with a current Statement of Special Educational Need, the Local Authority aim to move all with Statements on to Education, Health and Care Plans by 2018. Children for whom a request for assessment is made for an EHC Plan will be assessed using the SEND Code of Practice: 0 to 25 (*DfE - July 2014*) and if appropriate, issued with an EHC Plan. During this interim period, both documents will be respected and managed using the new SEND Code of Practice.

SEND INFORMATION

Swanage Primary School presents its SEND information in three ways:

- i. by information placed on the school website
- ii. by following the link from the school website to the local authority's Local Offer website;
- iii. through information contained in this policy which is also published on the school website.

All information can be provided in hard copy and in other formats upon request. Alternatively, families without internet access may visit the school to use IT facilities to view the school and local authority's websites. The school website holds the following information:

- The SEND Policy
- The school's SEN Information (What we offer)
- Link to Dorset's Local Offer website
- The policy for 'Supporting Children at School with Medical Conditions'
- The Accessibility Plan
- Equality information
- School Admissions information

STORING AND MANAGING INFORMATION

All data including data stored electronically is subject to GDPR 2018.

All paper records will be held in line with the school's policy/protocol on security of information.

ACCESSIBILITY

Swanage Primary School publishes its Accessibility Plan on the school website; this information can be found in the policy section of the website. Further information about our school's accessibility can be found on the local authority's *Local Offer* website (see address above).

COMPLAINTS

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent/carers feels that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the SENDCO. Swanage

Primary School publishes its Complaint's Policy on the school website; this information can be found under the policy section.

REVIEWING THE SEND POLICY

This policy will be reviewed and updated annually by evaluating our provision with pupils, parents/carers, staff and governors. We will also follow any up to date guidance given by the DfE and the Local Authority to ensure we comply with statutory regulations.

ADMISSION ARRANGEMENTS

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Admission to reception is on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs. Prior to starting school, parents/carers of children with an EHCP or one pending will be invited to discuss the provision that can be made to meet their identified needs.

EVALUATING THE SUCCESS OF THE SCHOOL'S SEN AND INCLUSION POLICY

- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
 - A reduction in the percentage of children with very low attainment,
 - An increase in the percentage of children recorded as having special educational needs attaining age related expectations at the end of each Key Stage
 - A reduction in behaviour incidents and exclusions
- We report progress to the governing body, who in turn report to parents/carers through the School Profile. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.
- During the year, the SENDCO will provide information to the governing body as to the numbers of pupils receiving special educational provision through School Intervention and Statements/EHCP as well as any pupils for whom a Statutory/EHCP Assessment has been requested. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- SEND and Inclusion is a standing agenda item at all Curriculum Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.
- The SENDCO will meet with the SEND governor to discuss Inclusion and current SEN concerns. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.
- Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- Target setting for all pupils takes place daily, half-termly and within each Key Stage.
- The policy itself will be reviewed annually by the school's SENDCO.

POLICIES READ IN CONJUNCTION:

Child Protection

Safeguarding

Data Protection

Accessibility Plan

Anti-bullying

Supporting Children with Medical Conditions