



Roman Way Primary School

Inclusion Policy

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Reviewed and approved by Governors	
Name	Tanya Hampton
Signed	
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Inclusion Policy

Inclusion in education is the removal of barriers to learning, ensuring progress and attainment for all children.

AIMS:-

Roman Way's philosophy encompasses the following beliefs and aims:

- Roman Way will provide a caring and welcoming environment that promotes quality first teaching and learning and that encourages high expectations of all through an understanding of individual need.
- Roman Way will endeavour to remove barriers to learning to ensure that children are able to make progress.
- All children are entitled to expect and receive equal opportunities in their access of the whole curriculum. Where necessary, extra resources will be provided or adaptations made.
- All children are individuals and as such will learn key skills and concepts at different rates. Some children may need to revisit this learning in order to successfully show understanding.
- The partnership between parents/carers and school is vital.

Responsibilities and Co-ordination of Provision

1. Safeguarding of the SEND children is a key part of the co-ordination of this rule – the school will ensure that the SENCo is trained as a DSL and kept update with training.
2. The SENCo (Special Educational Needs Coordinator) is responsible for overseeing the day-to-day management of all aspects of the schools' work, including provision for children with special educational needs alongside the class teachers. They and the Special Needs Governors will keep the Governing Body fully informed through regular reporting and will welcome scrutiny to enable best practice.
3. It is the responsibility of the Special Educational Needs Coordinator to encourage and support all teachers and her role is central to the provision for special educational needs at the schools.
4. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.

The SENCo at Roman Way Primary School is Pip Abbott.

The SEN Coordinator is responsible for:

- the day-to-day operation of the Inclusion and Special Educational Needs Policy;
- ensure the SEN Code of Practice is implemented;
- coordinating provision for children with special educational needs;

- maintaining the SEN registers in the school and overseeing records on all pupils with special educational needs;
- liaising with parents/carers of children with special educational needs, alongside class teachers;
- contributing to the continuing professional development of staff (teachers and support assistants);
- liaising with external agencies in a timely manner;
- reviewing and updating SEN local offer on the schools' websites;
- supporting and modelling good practice in class if needed/wanted.

The Special Educational Needs Governor will:

- have special interest in children with special educational needs at each school;
- monitor implementation of the policy by membership of the Special Needs Committee, liaison with the SENCo and other relevant staff;
- report to the Governing Body at full meetings (alongside the SENCo if appropriate) and attend appropriate Governor training

The SEN Governor is Sarah Howlett.

The Governing Body will, through liaison with the Headteacher, SENCo and Special Educational Needs Governors:-

- ensure that necessary provision is made for any child with special educational needs;
- ensure that appropriate staff are aware of a child with special educational needs, where the local authority have made this known to the Governing Body;
- ensure the staff in school are aware of the importance of identification of and provision for children with special educational needs;
- ensure that children with special educational needs are part of an inclusive environment which caters for the interests of all children within the school;
- have regard to the SEN Code of Practice in carrying out their duties.

Procedures

Pupils with special educational needs are identified, their needs determined and provision reviewed according to the Code of Practice 2014.

Class teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

(Section 6.17)

Staff will be expected to be proactive in their pursuit of best practice for the children in their class.

SEN is identified under 4 main areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

SEND is usually clarified under 3 tiers:

SEN support (SENs/~~K~~) - children who require additional support which may be class based or an out of class intervention. This may be via active interventions with class TAs or SEN Specialist teachers. These children will be recorded on the SEN register and will have Support and Achievement Plans (SAPs) which include a Pupil Passport (with key information on each child's individual strengths, difficulties, needs and provisions) and an 'outcomes' sheet ensuring the implementation of the Graduated Approach: Assess, Plan, Do, Review. Some children may be recorded under the term 'Cause for Concern' initially whilst monitoring is undertaken.

Education Health and Care Plan (EHCP)- children who have needs which cannot be met by SENs. Children may have multiple professionals working with them e.g. SALT, OT etc. Plans are reviewed annually involving parents/carers and all agencies involved with the child.

Provision for children with special educational needs will follow the assess, plan, do, review model as recommended by the Code of Practice 2014.

Resources

Funds for children with special educational needs are allocated to the school via the special educational need's element of the school budget, this is calculated based on the number of children in the school. Using this budget, resources can be bought and allocated to children dependent on need. Resources may take the form of additional adults to support children with special educational needs. Any specific resources required for children are identified on Support and Achievement Plans and EHCPs. Where a child has special educational needs and is also entitled to pupil premium, this additional funding may be used to further support and enhance the learning experience for that child.

Inclusion and access to the National Curriculum

Class teachers will plan for their class using medium and short-term plans based on statutory guidance and recommendations from the National Curriculum 2014. These plans will deliver differentiation in teaching/learning for the range of pupils in their classes.

The SENCo, staff and parents/carers liaise over provision for children with more specific needs to ensure that their needs are met within the classroom and before any interventions are provided. (see SEN Reviews)

Support and Achievement Plans (SAPs) are then included in short-term planning for classroom organisation by class teachers and special educational needs assistants. These will consist of a front

page with a 'Pupil Passport', detailing the child's needs, strengths, outside agency links and other information necessary and will be updated electronically every year but annotated throughout the year as and when necessary. On the subsequent page, each child (if needed) will have outcomes which staff will be expected to review and update at least once a fortnight – this will entail writing a small and achievable outcome which should enable any gaps in learning to be closed; appropriate scaffolding to be put in place and/or children's Social, Emotional and Mental Health (SEMH) needs are met/supported, depending on each child's need. These will be updated during Team meetings and PPA by the class teacher with support from the SENCo. These will then be reviewed termly by the class teacher with the SENCo and parents will be invited to join this process. Where possible, all children are encouraged to participate fully in all aspects of school life, including off site activities.

Monitoring and Evaluation

The school's policy and provision for special educational needs are regularly inspected by the local authority and by OFSTED. The Headteacher will monitor the work of the SENCo and regularly update the Governors in reports. Evaluation of practice can be made through tracking results of teachers' continual assessment, internal tests, SATs and at regular review meetings for individual children.

Continuing Professional Development (CPD)

The Roman Way has a policy for CPD which includes and supports all staff. An indication of areas in which the school intends to improve the expertise of staff within the area of special educational needs can be found in the School Development Plans. Performance management of all staff is carried out three times a year. The SENCo is responsible for the performance management of all SEN/1:1 learning assistants ensuring that targets are set and reviewed. Areas for CPD are discussed and actions put in place to ensure development.

Use of External Support

Roman Way makes regular use of a range of specialists and therapists, where necessary. These include Advisory Service for Visually and Hearing Impaired, Speech and Language Therapy Service, Primary Behaviour Support (PBS), EMTAS, Norman Gate Outreach, Icknield Outreach, Physio Therapy Service, Occupational Health Therapy Service and Educational Psychologist (EP) to aid the process of inclusion. Members of staff are trained to follow, monitor and evaluate programmes for children on the advice of these agencies.

When a child is struggling to access mainstream learning, we may consult with families (and the Hampshire SEN team if needed) regarding implementing support through Alternative Provision. School will ensure they complete the necessary due diligence and co-ordinate this support following advice of outside agencies. This generally can only go ahead when a child has an EHC in place as it is funded by Hampshire.

The school works in close cooperation with child health, social and education welfare services during formal assessment. This is also true when the school is providing for the child at any stage within the Code of Practice.

Early Help assessment may be offered to families who require additional support within the home. This will involve regular meetings with all agencies involved with the family to ensure that targets are being met and that the home environment is suitable.

The SENCo will meet regularly with the school's link EHC Co-ordinator to discuss current and pending EHCPs within the school.

Links with other schools

The school liaises with relevant receiving staff on transfer of all SEN children.

Prior to the transfer of a child with an EHCP, the feeder school will invite the SENCo from the new school to attend the Annual EHCP Review.

All records kept for children, with or without EHCPs, are sent within the statutory period and are GDPR compliant.

Where appropriate, the school will consider giving children from special schools the opportunity for education within a mainstream setting. This may initially be on a part time basis upon liaison and agreement with parents and County.

When necessary, the SENCo may invite Secondary schools in for Transition Partnership Agreement (TPA) meetings for any year 6 pupils with SEND or may attend a TPA for a child transitioning into the school from a nursery, a Special School or another mainstream school.

Admissions

The school believes in inclusion, where possible. The intake of children is governed by the policy for admissions. On admission, there will be liaison with relevant external agencies, when necessary.

Facilities

Whilst the school does not have special provision, links with external agencies are maintained and, where possible, extra resources, will be provided or adaptations made if necessary.

Parents/carers

It is important to work with parents/carers as partners. Contact will be encouraged through regular reports from the class teacher, both formal and informal. Children's achievements will be

continually assessed and parents/carers invited to share in their strengths, areas for development and progress.

Parental/carers involvement in the different stages is highlighted under the 'procedures' heading of this Policy. However, if a parent/carer has a concern at any time, they are welcome to contact the school. The first point of contact should be the child's class teacher.

The school promotes partnership with parents/carers for all children but acknowledges that this is particularly important for children with special educational needs. Staff recognise that the best results are achieved through an open and confident relationship where parents/carers' views are valued.

COMPLAINTS PROCEDURE

In accordance with Hampshire County Council Complaints Procedure (available in the school), if any parent/carer feels unhappy with provision for special educational needs, they should approach the school first.

If any complaint about the provision for special needs is brought to the class teacher, it will be referred to the SENCo and, if needed, it will then be directed to the Deputy Headteacher or the Headteacher.

In the event of the complaint still standing, parents/carers should write to the SEN Governor c/o the school address, who will consult with the school and, if needed, forward the complaint to the Governing Body. (They will have set aside an Appeals committee).

The Appeals Committee will also consider the complaint if parents are still unhappy with the outcome.