



SEND Disability Inclusion Statement

Date of Policy Review:	Reviewer:	Date Shared with Staff:	Date of Next Review:
Autumn 2024	R Saim	September 2024	September 2025

Rationale

Pilgrim Primary Academy is committed to promoting a climate which values all school members and providing quality education for all children through appropriate differentiation, resources and facilities. We believe that all children, including those identified as having "special educational needs" have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them and fully includes them in all aspects of school life.

We believe that social and educational inclusion is about Equalities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

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 in school. This includes meeting the needs of those who are gifted and talented.

We recognise that children 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 Key Stage 1 children, for whom maturity is a crucial factor in terms of readiness to learn and our mobile children, who may have suffered from disrupted home and school lives. Many children, 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.

Aims

We aim to;

- Continually monitor the progress of all pupils, to identify needs as they arise, and to provide support as early as possible
- Through proactive planning and early intervention, where possible, provide teaching and learning contexts which enable every child to achieve to his or her full potential.
- Challenge and eliminate prejudice and discrimination
- Promote and create inclusive educational opportunities through teaching and learning of the highest possible standard to meet the needs of all children.
- Celebrate diversity.
- Encourage all children to be involved in reflecting on their own progress and setting new targets for themselves.

- Overcome barriers to learning and achievement for children with special educational needs and disabilities to the best of our ability
 - Raise the attainment of children in public care.
 - Raise the educational attainment of ethnic minorities and children for whom English is an Additional Language.
 - Meet the needs of gifted, talented and more able pupils, enabling them to make good progress. •
- Ensure all children receive the highest possible standard of education in the least restricted learning environment.
- Ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
 - Provide full access to the curriculum* through differentiated planning by class teachers, SENCO, and support staff as appropriate. (*Except where disapplication, arising from an Education Health Care Plan occurs).
 - Ensure that pupils with are perceived positively by all members of the school community, and that and inclusive provision is positively valued and accessed by staff and parents/carers.
 - Enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
 - Involve parents/carers at every stage in plans to meet their child's additional needs. •
- Involve the children themselves in planning and in any decision making that affects them.

Guidelines

1. All children will have access to a curriculum that is broad, balanced and relevant, including the National Curriculum.
2. It will be suitably matched to the age and ability of the individual child or young person.
3. Learning opportunities will be absorbing, rewarding and effectively differentiated, and the teaching styles will be diverse.
4. All children will have the opportunity to develop their self-esteem and social skills.
5. We will celebrate the successful academic and social achievements of all children.
6. We will develop an effective partnership with all parents and carers in order to support all children including able children, and children with Special Educational Needs and disabilities.
7. The views and opinions of the children will be valued and respected.
8. All children should have the opportunity to contribute to any decision making about their own future.
9. The School will work in effective partnerships with external agencies, e.g. Other schools, Health Organisations, Social Services and the Excellence Cluster, as well as the LA and voluntary organisations, in order to ensure that provision is well matched to the needs of the children.
10. Incidents of racism, racial harassment, or bullying or harassment related to any other equalities issues are dealt with firmly and sensitively (see behaviour and antibullying policy).
11. We will continue to develop, improve and monitor a suitable range of educational provision, in order to respond to a broad, diverse and changing range of Special Educational Needs and disabilities.
12. The School will maintain and develop practices that enable early identification of, and intervention in, Special Educational Needs and Disabilities.

13. The School will outline clearly how children will be supported as they plan for and provide provision.
14. The use of resources to address Special Educational Needs and Disabilities will be transparent and documented in the Governors annual report to parents by the SENCo.
15. The School will, in partnership with the LA, and other agencies, provide high quality support services to ensure staff have suitable access to professional development - ongoing for high incidence needs and targeted training for those less frequently seen needs
16. All children will be supported to develop skills for independence, by special personnel when appropriate and resources allow.
17. All children's individual needs will be considered and the full range of flexible responses will be available to accommodate and value their diversity.
18. The School will, within the context of services available, seek the relevant support and advice from the LA and other agencies, in order to facilitate inclusion.
19. The introduction of all new staff will include disability awareness and training in issues linked to learning and social exclusion by the inclusion coordinator.
20. We will try to ensure that membership of the governing body reflects the local population.
21. Building adaptations will be sought, when appropriate, to maximise the learning potential of all children and particularly to facilitate physically or sensory impaired children.
22. Learning styles, resources and subject content will be regularly reviewed in order to remove sexual, social or cultural bias.
23. The effectiveness of this policy will be monitored and evaluated annually by the Inclusion co-ordinator (SENCo) with particular reference to admissions, attendance, behaviour, attainment and progress.
24. This policy should be read in conjunction with our policies for SEND, PHSE, Equalities, gifted and talented, behaviour and anti-bullying.

Practice to support this policy

Roles and responsibilities

Governing Body will;

- Ensure that the school complies with Equalities and related legislation, including the general and specific duties.
- Ensure that the policy and its related procedures and strategies are implemented.
- Give details of a nominated governor who has the lead responsibility for educational inclusion and equalities issues.

Head teacher will;

- Along with the governing body, ensure that the policy and its related procedures and strategies are implemented.
- Ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities
- Take disciplinary action against staff or pupils who discriminate or contravene the policy (see good behaviour and anti-bullying policy)
- Ensure that issues of equality and inclusion are addressed within the PSHE and Citizenship curriculum.

Ensure systems for pastoral care provide appropriate support to children and their families

All staff will;

- Deal with incidents of discrimination and know how to identify and challenge bias and stereotyping.
- Not discriminate on grounds of race, disability, or other equality issues.
- Keep up to date with equalities legislation by attending training and information events organised by the school or LA.
- Keep up to date with research findings into effective learning and teaching styles.

Teaching staff will;

- Ensure that the pupils from all equality groups have full access to the curriculum and access to therapeutic intervention where appropriate.
- Engage and involve parents.
- Promote Equalities, disability equality and diversity through teaching and through relations with pupils, staff, parents/carers and the wider community.

Visitors and contractors will;

- Comply with the school's Educational Inclusion Policy

Access to the Environment (See also School Access Plan)

- Pilgrim Primary Academy is a single site school and is built on three levels with stairs from lower level to middle level which contains hall and staff areas and stairs to the top floor. There is also a lift which accesses all levels.
- Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access.
- Classrooms are accessed by corridors from which there is also wheelchair access.
- There are two accessible toilets for children or adults in the Key Stage 1 area, one in the Key Stage 2 area, and third one for adult use near the hall.
- One accessible toilet in Key Stage 1 also contains a changing table.
- There are two showers in accessible toilets on the ground floor. Currently there are no laundry facilities.
- We plan to make sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils.
- Children requiring equipment due to impairment will be assessed, with support from outside agencies if necessary, in order to gain the support and resources that they require.
- Detail of our plans and targets on improving environmental access are contained in the Access Plan.
- Personal evacuation plans will be in place for all children who need them to ensure their safety.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will aim to ensure that the "hidden curriculum" and extra-curricular activities are barrier free and do not exclude any pupils.
 - Our literate environment will include use of examples from a variety of languages and cultures, role models and positive images of pupils with special educational needs and disabilities, where appropriate.
- 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 will have this provided (e.g. Braille).
- We will provide information in a variety of languages and formats for parents/carers, as appropriate.
- We adapt printed materials so that children with literacy or visual 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
- We use a range of assessment procedures within lessons (such as use of Alpha smart, 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 schools' Access Plan.

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, unless they have an Educational Health Care Plan (see Admissions Policy).
- 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 any identified need, Educational Health Care Plan or one pending, will be invited to discuss the provision that can be made to meet their child's needs.

Incorporating disability issues into the curriculum

- The curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from appropriate organisations on appropriate resources.
- Disabled adults are invited in to work with the children where possible, 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.
- Provision for all pupils to participate in PE and sport will be made wherever possible, e.g. by provision of

extra adults to offer support and differentiated equipment.

Listening to children

- We encourage the inclusion of all children in the School Council and other consultation groups. We also have Circle 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
- The staff have on-going training opportunities on issues relating to communication and listening skills. • Children will be encouraged to develop their listening and communication skills to help each other, through peer mediation schemes and peer mentoring: Building Learning Power and collaborative work in class.

Working with disabled parents/carers

We recognise 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 the Hall that is accessible

When a child starts at the school we ask the parents/carers about their access needs and then notes/newsletters home in the required format e.g. audio tape, large print etc. For some parents/carers we ensure that we have telephone contact, as this is their preferred method of communication.

Evaluation

- We analyse termly and annually the data we have on our children with particular reference to very high or low attainment, children from minority ethnic backgrounds, and children with English as an Additional language, and we track their progress. 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 having very high attainment
 - An increase in the percentage of children recorded as having special educational are making good progress towards challenging goals based on prior attainment.
 - A reduction in behaviour incidents and exclusions
- In January and July, the Head will provide information to the governing body as to the number of children receiving special educational provision through provision for gifted and talented, School Action, School Action Plus and Education Health Care plans as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. 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. • The Annual Report to parents/carers will include the details of provision and of the Access Plan, along with the information required by the Disability Discrimination Act.
- "and Inclusion" will be an agenda item at Curriculum Committee meetings and will be reported at the full governing body meetings through sub- committee reports

- The SENCO will meet with the Governor to discuss Inclusion and current concerns. The Governor will lead governor monitoring of the policy through procedures to be agreed annually.
- Individual targets for children with additional needs will be reviewed through IEP and AEP targets
- Whole school monitoring and evaluation procedures will include sampling of work and observations from a range of abilities and groups. Outcomes pertinent to provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- Target setting for all children takes place daily, half-termly and within each Key Stage.

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.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head will reply within 10 working days. • Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.