



# William Shrewsbury Primary School



## INCLUSION POLICY

### Mission Statement

*To develop the whole child through the provision of an outstanding education, delivered by inspiring people, working together in a vibrant and stimulating environment*

This Inclusion Policy works alongside and in conjunction with the School Information Report and the Local Offer outlined by Staffordshire Local Authority (<http://helpyourself.staffordshirecares.info/localoffer>)

It also works alongside the following school policies:

- The Attendance Policy
- The Pupil Premium Policy
- The Behaviour Policy
- LDD (Learning Difficulty or Disability) and Accessibility Policy
- Anti-Bullying Policy
- Admissions Policy
- Equal Opportunities Policy
- Able children, Gifted and Talented Policy
- Safeguarding Policy
- Learning and Teaching Policy
- PSHE and Citizenship Policy
- Multi-cultural and Global Citizenship Policy
- Continuing Professional Development Policy

It is also embedded in the Learning and Teaching Framework of the school

## **Legislative Compliance**

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

## **Inclusion Statement**

- We endeavour to achieve maximum inclusion of all children (including under achieving learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special educational needs might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between under achieving groups of learners and others.
- English as an Additional Language (EAL) is not considered a special educational need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for under achieving learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between under achievement and special educational needs. Some pupils in our school may be under achieving but will not necessarily have special educational needs. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs and this may lead to lower attainment (though not necessarily to

under achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

## **Aims and Objectives of this Policy**

The aims of our inclusion policy and practice in this school are:

- to provide curriculum access for all
- to secure high levels of achievement for all
- to meet individual needs through a wide range of provision
- to attain high levels of satisfaction and participation from pupils, parent and carers
- to carefully map provision for all under achieving learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all under achieving learners
- to promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

## **Local Offer**

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

*"Special educational provision is educational or training provision that is additional to, or different from, that made generally for others of the same age. This means provision that*

*goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching."*

**SEND Code Of Practice**

**(2014)**

*This is not necessarily "more literacy" or "more maths" but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."*

**"Achievement for All" (National Strategies : 2009)**

*Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.*

**Ofsted SEN Review 2010**

*"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level." (p68)*

**SEND Code of Practice**

**2014**

## **What are Special Educational Needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England ... Health care provision or social care provision which educates or trains a child or young person to be treated as special educational provision.

**SEN Code of Practice 2014**

## The four broad areas of need

The four broad areas of need as identified in the COP 2014 (DfES) can affect a child's learning and development.

- 1) Communication and Interaction (CI)
- 2) Cognition and Learning (CL)
- 3) Social, emotional and mental health difficulties (SEMHD)
- 4) Sensory and/or physical needs (SPN)

### Communication and Interaction

*"The emphasis is not on the communication limitations of people with a disability, but rather on how to best promote their engagement in everyday contexts."*

*(Balandin and Duchan, 2007.)*

Children may have speech, language and communication needs (SLCN). This may be because they struggle to communicate, have speech delay, processing difficulties or difficulties with understanding. Staff are supported by a local speech therapist in delivering specific programmes.

### Cognition and Learning

Support for learning difficulties can be split into further categories to cater for a broad range of pupils and their needs. Children with Specific Learning Difficulties (SpLD) may have difficulties such as dyslexia, dyscalculia etc, but often, with the correct reasonable adjustments and support, these children can learn and achieve alongside their peers. Children with Moderate Learning Difficulties (MLD) learn at a much slower pace than their peers, even with quality first teaching and specific differentiation. These children often have learning needs in all areas and require an individualised curriculum and support.

Children with Severe Learning Difficulties (SLD) are likely to need support across the whole curriculum and often have communication difficulties. These children will struggle to access learning alongside their peers and may require a more specialised setting.

Children with profound and multiple learning difficulties (PMLD) are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

### Social, emotional and mental health difficulties

Maslow's theory is possibly one of the most important in recognising when a child is/isn't ready for learning.

*"It is important that every child has eaten, feels safe, has a connection and has good self-esteem before learning can take place"*

**(McLeod, 2014)**

Within school we have an Inclusion Officer who has been trained in Helping Our Pupils Emotions (HOPE), bereavement support and Positive Play. She supports children and families with emotional and/or behaviour problems and works towards helping support mental health difficulties. We also have a number of other staff who are trained in HOPE and Helping Hands and they also deliver emotional support to many of our children. Our schools' Pastoral Team meet regularly and work together to ensure we meet the emotional and mental health needs of our pupils.

### Sensory and/or physical needs

*"Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of educational facilities."*

**(DfES 2014)**

Within school it is necessary to ensure that the environment caters for all disabilities and that when a child with an impairment enters the school they have suitable specialist equipment to access learning.

## STAGE 1

**Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All under achieving learners to be included on a whole-school provision map.**

- All learners will have access to quality first teaching.
- Language acquisition is promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some under achieving learners will have access to Wave 1 or Wave 2 interventions. They will need to make accelerated progress but will not necessarily be pupils with special educational needs.
- All under achieving learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
  - o Plan strategically to meet pupils' identified needs and track their provision
  - o Audit how well provision matches need
  - o Recognise gaps in provision
  - o Highlight repetitive or ineffective use of resources
  - o Cost provision effectively
  - o Demonstrate accountability for financial efficiency
  - o Demonstrate to all staff how support is deployed
  - o Inform parents, LEA, external agencies and Ofsted about resource deployment
  - o Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

### Identification and Assessment at Stage 1 of the Graduated Response

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, base-lining, EYFS scores, reading ages, other whole-school pupil progress data
- classroom based assessment and monitoring arrangements (cycle of assess, plan, do and

review)

- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all under achieving learners which clearly identifies pupils receiving additional provision from the school's devolved budget or in receipt of AEN funding. This provision map is updated termly through pupil performance meetings
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs
- involving an external agency where it is suspected that a special educational need is significant.

#### Curriculum Access and Provision for under achieving learners

Where children are under achieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils:

- teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- other small group withdrawal
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources
- homework/learning support club
- personal learning plans (PLPs)

#### Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for under achieving learners is carried out in the following ways:

- classroom observation by the SENDCo and senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling
- scrutiny of planning
- teacher interviews at pupil performance meetings
- informal feedback from all staff
- pupil interviews when setting new PLP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring PLPs and PLP targets; evaluating the impact of PLPs on pupils' progress
- attendance records
- regular meetings about pupils' progress between the SENDCo and the head teacher
- head teacher's report to governors

## **STAGE 2**

### **Additional SEND Support**

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offered for all pupils in the school, ie they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL, who do not have SEND, will not be placed on the list of pupils being offered additional SEND support (but will be monitored).
- In keeping with all under achieving learners, intervention for pupils on the SEND register will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, but not all, of the pupils on the SEND register will require Additional Educational Needs (AEN) funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being

addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has been, or will need to be, spent on a pupil within any one financial year (in order to meet his or her special educational needs) an application will be made to the Local Authority.

- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

- Our approach to PLPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

- 1) Our PLPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended
- 2) Our PLPs will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning - they will not simply be "more literacy" or "more maths".
- 3) Our PLPs will be accessible to all those involved in their implementation - pupils should have an understanding and ownership of the targets
- 4) Our PLPs will be based on informed assessment and will include the input of outside agencies
- 5) Our PLPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated at least termly
- 6) Our PLPs target(s) will be covered weekly
- 7) Our PLPs will be clear about what the pupil should be able to do at the end of the given period
- 8) Targets for an PLP will be arrived at through :
  - > Discussion between teacher and SENDCo
  - > Discussion, wherever possible, with parents/carers and pupil
  - > Discussion, wherever possible, with another professional

## **STAGE 3**

## **Education Health Care Plan (EHCP)**

- Pupils with Education Health Care Plan will have access to all arrangements for pupils on the SEND register (above) and, in addition to this, will have an Annual Review of their plan.
- Our school will comply with all local arrangements and procedures when applying for:
  1. AEN Funding
  2. An Education Health Care Plan

We will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

## **Pupils with medical needs**

Pupils with medical needs will be provided with a detailed Health Care Plan compiled by the SENDCo in partnership with parents and, if appropriate, the pupil themselves. Staff who administer medication complete training and all medicine administration procedures adhere to the LA policy and DfE guidelines included within '**Supporting Pupils at School with Medical Conditions**' (DfE 2014)

## **Inclusion of pupils with English as an additional language (EAL)**

### Definition

A pupil who has English as an additional language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

### Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a

high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

### Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. The pupil will have access to a welcome and induction which recognises their linguistic needs and provides a safe and secure start to their learning.

### Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL identifying children's needs
- pupils will be placed in groups which match their academic ability. Pupils will not be placed with special educational needs pupils unless special educational need is indicated
- work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary
- where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level
- progress of EAL pupils will be monitored against National Curriculum indicators. Where

accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the SENDCo. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all under achieving learners in the school. The pupil will not be placed on the SEND register for reasons of EAL

### Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

## **Inclusion of pupils who are looked after in local authority care**

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report: 2003) why children who are looked after in local authority care often fail to make expected progress at school:
  - o placement instability
  - o unsatisfactory educational experiences of many carers
  - o too much time out of school
  - o insufficient help if they fall behind
  - o unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher for looked after children (LAC) - The name of the current designated teacher at our school is given at the end of this Inclusion Policy.

The responsibilities of our designated teacher include:

- o monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- o ensuring that children who are 'looked after' have access to the appropriate network of support and the correct level of emotional support in the school through intervention
- o checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- o ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- o preparing a report on the child's educational progress to contribute towards the statutory review (These are usually held at six monthly intervals or more frequently if there is a concern)
- o discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team
- o liaising with the child's social worker to ensure that there is effective communication at all times
- o celebrating the child's successes and acknowledge the progress they are making

Our school will work closely with the county's Virtual School (VS) for children which promotes the educational needs of Looked After Children and monitors admissions, ePEP completion, attendance & exclusions.

## **Inclusion of pupils who are very able and/or talented**

• In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able and have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning:

o Physical

talents sports, games, skilled, dexterity

- o Visual/performing abilities                      dance, movement, drama
- o Mechanical ingenuity                              construction, object assembly (and disassembly)
- o Outstanding leadership                            systematic organiser, outstanding team leader, sound judgements
- o Social awareness                                    sensitivity, empathy,
- o Creativity    artistic, musical, linguistic

- We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.
- The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

### Identification

- Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.
- A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:
  - o teacher identification
  - o assessment results
  - o specialist teacher identification
- Provision for very able and/or talented children will be tracked on the school's provision map.

## Provision

- Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:
  1. a common activity that allows the children to respond at their own level
  2. an enrichment activity that broadens a child's learning in a particular skill or knowledge area
  3. an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
  4. the opportunity for children to progress through their work at their own rate of learning
- Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.
- From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation.
- We offer extra-curricular activities for our children. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, specialist teaching and partnership with primary and secondary schools.

## **Management of Inclusion within our school**

- The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs and Disability Coordinator (SENDCo). The SENDCo is responsible for reporting regularly to the head and the governor with responsibility for SEND on the ongoing effectiveness of this Inclusion Policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of under achieving ethnic minority groups.

We have an Inclusion Officer (Sue Salt) who manages the emotional and mental health support that is offered to our children and families. The Inclusion Lead and Inclusion Officer work very closely with other to ensure needs are met. We also have a school Pastoral Team that meet regularly to ensure staff are aware as appropriate of the emotional needs of the pupils and that we are supporting them. Emotional well-being is a priority to us at William Shrewsbury.

- All staff in school have a responsibility for maximising achievement and opportunity of under achieving learners - specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all under achieving learners and a positive and sensitive attitude is shown towards all pupils at all times.

### Headteacher

- The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs and Disability Coordinator (SENDCo).
- The head teacher will be informed of the progress of all under achieving learners and any issues with regard to the school's provision in this regard through:
  1. analysis of the whole-school pupil progress tracking system
  2. maintenance and analysis of a whole-school provision map for under achieving learners
  3. pupil progress meetings with individual teachers
  4. regular meetings with the SENDCo
  5. discussions with pupils and parents

### Special Educational Needs and Disability Coordinator (SENDCo)

In line with the recommendations in the SEN Code of Practice 2014, the SENDCo will oversee the day- to-day operation of this policy in the following ways:

- maintain and analyse the whole-school provision map for under achieving learners
- identify on this provision map a staged list of pupils with special educational needs - those in receipt of additional SEND from the schools devolved budget, those in receipt of AEN funding and those with an Education Health Care Plan
- co-ordinate provision for children with special educational needs and disability

- liaise with and advise teachers
- manage other classroom staff involved in supporting under achieving learners
- oversee the records on all children with special educational needs and disability
- liaise with parents of children with SEND, in conjunction with class teachers
- contribute to the in-service training of staff
- implement a programme of annual review for all pupils with an Education Health Care Plan
- carry out referral procedures to the Local Authority to request AEN funding and/or an Education Health Care Plan when it is suspected that a pupil may have a special educational need which will require significant support
- oversee the smooth running of transition arrangements and transfer of information for Year 6 pupils
- monitor the school's system for ensuring that PLPs (Personal Learning Plans), where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- evaluate regularly the impact and effectiveness of all additional interventions for all under achieving learners (including those with special educational needs)
- meet termly with each teacher to review and revise learning objectives for all under achieving learners in their class who are being tracked on the school's provision map
- liaise sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress
- attend MAT SENDCo network meetings and training as appropriate
- liaise with the school's SEND Governor, keeping them informed of current issues regarding provision for under achieving learners, including those with special educational needs (nationally, locally and within school)
- liaise closely with outside agencies to support those with additional needs

#### Ethnic Minority Achievement Coordinator (EMA)

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintain a list of pupils with ethnic minority heritage and EAL, ensuring they are identified

on the school's provision map

- maintain and analyse whole-school provision map for under achieving learners from ethnic/linguistic minority backgrounds
- advise on and co-ordinate provision for children with additional needs relating to ethnic or linguistic background
- work collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- train other classroom staff involved in supporting ethnic/linguistic minorities
- oversee the initial and on-going assessment records on all children with EAL
- liaise with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- in collaboration with the SENDCo, evaluate regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds
- in collaboration with the SENDCo, oversee the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL
- support the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- source interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information, if necessary
- attend EMA training as appropriate
- liaise with the school's Inclusion Governor, keeping them informed of current issues regarding provision for ethnic/linguistic minorities
- liaise with a range of outside agencies to ethnic and linguistic minority learners, as necessary

#### Class teacher

Routinely, teachers will complete the SEND referral form to share possible concerns about individual children with the SENDCo.

In addition, teachers will liaise with the SENDCo to agree :

1. which pupils in the class are under achieving learners

2. which pupils are under achieving and need to have their additional interventions monitored on the under achieving learners' provision map - but do not have special educational needs
  3. which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional and, therefore, an Personal Learning Plan to address a special educational need (this would include pupils with statements/EHC Plans)
- Class teachers will ensure good provision and good outcomes for all groups of under achieving learners by :
    1. providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
    2. ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies" (SEN Code of Practice 2013)
    3. ensuring effective deployment of resources to maximise outcomes for all groups of under achieving learners

## **Training and specialist support**

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs and Disability Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENDCo is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENDCo and EMA Coordinator will have regularly discussions regarding SEND and EAL pupils.
- All staff will be trained in how to best support all under achieving learners in order to maximise their achievement. As part of the school development plan there will be an annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school through the Local Authority. Our school will, wherever

possible, join with other schools in the MAT.

## **Specialist equipment and facilities**

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for Additional Educational Needs funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support under achieving learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

## **Partnership with Parents/Carers**

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can

help their child

- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- offering termly review meeting between the class teacher and parents
- making parents and carers aware of the Parent Partnership services
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an additional language

## **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to involve all pupils fully by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them
- self-review their progress and set new targets
- monitor their success at achieving the targets on their PLP

## **Effective Transition**

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in their penultimate year, will offer transition meetings to all pupils in receipt of additional SEND and all those with and EHCP. Pupils with Education Health Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by their key worker.

- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENDCo will liaise.

## **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision

## **Complaints**

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENDCo/EMA Co-ordinator, then, if unresolved, by head teacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

### **The name and contact details of the Inclusion Lead**

*Mrs Heidi Elsmore; contact through the school office*

### **The names and contact details of the SEND co-ordinator**

*Mrs Heidi Elsmore; contact through the school office*

**The name and contact details of the Ethnic Minority Achievement co-ordinator**

*Mrs Emma Patrick; contact through the school office*

**The name and contact details of the Designated Teacher for Looked After pupils**

*Mrs Heidi Elsmore; contact through the school office*

**The name and contact details of the Governor with responsibility for inclusion**

*Mrs Helen Dimelow; contact through the school office*

DRAFT

## Appendix 1:

### Interventions

1. WellComm (Early Years)
2. Precision Teaching
3. FFT Wave 3 Reading and Writing intervention
4. Inference intervention
5. Phonics : Bug, phonics play
6. Lexia
7. Reading Schemes/ Comprehension intervention
8. Multisensory Spelling Methods
9. SALT/ Chatterbox Group
10. Reasoning Intervention/ Springboard Maths
11. Numicon
12. Write from the start
13. Sensory Circuits
14. Pindora's Box
15. Lego Therapy
16. Intensive Interaction
17. HOPE
18. Positive Play
19. Helping Hands

## **Appendix 2:**

### Outside Agencies

At present we are working with the following outside agencies:

- Educational Psychologist (EP)
- Specialist Educational Needs Inclusion Support Service (SENISS)
- Speech and Language Therapy (SALT)
- Hearing Impairment Service (HI)
- Visual Impairment Service (VI)
- Physiotherapist / Occupational Therapist (OT)
- School Nurse
- Local Support Teams (LSTs)
- Child and Adolescent Mental Health Service (CAHMS)
- Community Paediatrician
- Midland Psychology (MP)
- Autism Outreach Team (AOT)