



Policy on Inclusion March 2018

Policy to promote the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND) at East Preston Junior School.

See also The Disability Equality Duty Scheme, Accessibility Plan and SEND Local Offer

Introduction and Legislative Compliance

This policy has been compiled by the SENCO/Inclusion Manager in consultation with the school staff. It should be read in conjunction with the **Local Offer**. This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)** with reference to the following guidance and documents:

- SEND Code of Practice, January 2015
- Ofsted Section 5 Inspection Handbook, September 2015
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014

This mainstream school provides a broad and balanced curriculum for all children. The National Curriculum (2014) is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having Special Educational Needs and/or Disability (SEND). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in the curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

At East Preston Junior School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. The Equality Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However not all pupils with disabilities have Special Educational Needs (SEN) and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils. We will assess each child as required, and make the appropriate provision, based on their identified needs.

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with SEN takes account of the type and extent of the difficulty experienced by the child.

Policy Aim

At East Preston Junior School we recognise the individuality of all the children and the fact that they are at different levels of development physically, emotionally, intellectually and socially.

The aims and objectives of this policy are:

- to ensure that the special educational needs and disabilities (SEND) of children are identified, assessed and provided for through a wide range of provision;
- to ensure that children with SEND join in with all the activities of the school whenever reasonably possible and any barriers to learning are removed wherever possible;
- to ensure that all learners make the best possible progress, including able pupils;
- to ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development;
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school;
- 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 vulnerable learners;
- to create an environment that meets the special educational needs of each child;
- to identify the roles and responsibilities of staff in providing for children's special educational needs and disabilities;
- to enable all children have full access to all elements of the school curriculum;
- to ensure that our children have a voice in this process;
- to consider the emotional, physical and intellectual needs of children, ensuring they are supported appropriately;
- to carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes;
- 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". (National Curriculum, 2014).

Educational Inclusion

At East Preston Junior School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

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

Teachers respond to children's needs by:

- providing quality first teaching in the classroom;
- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Special Educational Needs and Disabilities (SEND)

Children with SEND have difficulties that call for special provision to be made. All children may have special needs at some time in their lives. These needs may inhibit their learning or hinder their inclusion into the school community. They include children who:-

- have significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age;
- have social, emotional and/or behavioural needs that requires them to have extra support or be taught in a particular way.

The support may be offered to them in the classroom (WAVE 1) as a group intervention (WAVE 2) or as an individual intervention (WAVE 3).

Assessments

(see also the Assessment Policy)

Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

There are a variety of ways we gather more information about individual children (as opposed to the assessments that all children undertake, including the following:-

1. Learning
 - a. Observations (in class)
 - b. GL Dyslexia Screener
 - c. DINS (Diagnostic Interviews In Number Sense) or the Sandwell Test
 - d. Suffolk Reading or Neale Reading Analysis
 - e. Jump Ahead Assessment
 - f. Phonics test
 - g. Marie Clay Dictation
 - h. Dyscalculia Screening
 - i. Phonological Assessment Battery (PHAB)

2. BEHAVIOURAL AND EMOTIONAL

- a. Observations (in playground and class)
- b. Goodman's Questionnaire
- c. Social Inclusion Survey
- d. Faupel (Emotional Literacy: Assessment and Intervention)
- e. Boxall Profile

We are constantly extending our repertoire of assessments.

If our assessments show that a child may have a learning or emotional difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The SENCO/Inclusion Manager, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO/Inclusion Manager will then take the lead in further assessments of the child's needs. This level of support is called **School Support**.

There are three stages of **School Support**:

School Support 1: Low level of support with in-school learning assessments undertaken or single professional advice sought. Some single or group intervention support. Pupil Profile reviewed termly.

School Support 2: Moderate level of support with a single professional involvement in assessment or provision. Single area of need. Some single or group intervention support. Pupil Profile reviewed termly and Agency Targets reviewed termly both internally and externally.

School Support 3: High level of support with at least one, but possibly more professionals involved in assessment or provision. Severe or multiple needs. High level and frequent intervention support. Individual Provision Plan (IPP) (if applicable) reviewed termly, Pupil Profile reviewed termly and Agency Targets reviewed termly both internally and externally.

Education, Health and Care Plan (EHCP): Children identified by the Local Authority as needing a very high level of support, with at least one, but possibly more professionals involved in assessment or provision. Severe needs. Very high level and very frequent intervention support. EHCP reviewed annually, Individual Learning Plan (ILP) reviewed termly, Pupil Profile reviewed termly and Agency Targets reviewed termly both internally and externally.

Pupil Profile

To support SEND children they each devise a Pupil Profile which outlines the following:

- What your child's interests are and what they like about themselves (encouraging good self-esteem).
- What is important to your child e.g. family, friends, pets, interests, holidays, family events, hobbies etc.
- Your child's achievements and experiences.
- 'Life Aspirations' - what do I want to be? How am I going to get there? What do parents want for their child?
- How we can work together to help your child (things I find difficult - needs, things that help me - strategies).

Pupils add to their Pupil Profiles over the year as an on-going record throughout the school. Developing a one-page profile is a way of personalising education. The goal of the one-page profile is to help children fulfil their personal potential and enjoy their life in school through a process of self-reflection and better communication between parents, pupils and staff.

The purpose of Pupil Profiles at EPJS are:

- To ensure children are receiving the most appropriate support for them.
- To monitor the effectiveness of this support: what is working and not working for our children.
- To work with parents to identify the outcomes that they, their child and the school want and discuss how to achieve these.
- To enable children to review their own progress.
- To value everyone's unique contributions.

The process for reviewing Pupil Profiles at EPJS is as follows:-

1. Child's views: the child meets with the teaching assistant to discuss and review their Pupil Profile.
2. Staff's views: The adults working with your child plus the SENCO meet to discuss the Pupil Profile.
3. Parents' views: The Pupil Profile is sent to parents. Parents are then welcome to respond either with a written comment or to attend a meeting with the relevant people to discuss your child's progress, answer any questions you may have or adapt the Pupil Profile.

If a child is at School Support 3, we will record, in an Individual Provision Plan (IPP) the strategies used to support the child. These will detail the short-term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place every term.

If the review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those previously used. External support services will provide a report.

If a child continues to demonstrate significant cause for concern, a request for an Education, Health and Care Plan (EHCP) will be made to the Local Authority. A range of written evidence about the child will support the request.

If, at any stage, a child has a need identified (not usually learning) that requires a multi agency response, an Early Help Plan will be considered. Parents also have the opportunity to request the school start an Early Help Plan when there are no obvious needs identified in school.

In our school, the SENCO/INCLUSION MANAGER:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs and disabilities;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;

- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff;
- Maintains the SEND register;
- Liaises termly with SENCOs/INCLUSION MANAGERS in cluster groups;
- Prepares for the Annual Review of EHCPs;
- Collects information for and completes the paperwork requesting an EHCNA;
- Organises, where appropriate, multi agency meetings such as PARMS, TAF meetings, etc.;
- Initiates and contributes to the Early Help Plan process where appropriate including taking on the roles of Lead Professional.

The role of School Community Councillors (SCC)

The SCC has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities.

The SCC does its best to secure the necessary provision for any pupil identified as having special educational needs and disabilities. The SCC ensure that all teachers are aware of the importance of providing for these children. They consult the LA, Schoolsworks and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs and disabilities. The SCC ensures that parents are notified of any decision by the school that SEND provision is to be made for their child.

The SCC has identified a SCC to have specific oversight of the school's provision for pupils with special educational needs and disabilities. The 'responsible person' in this school is the SENCO/Inclusion Manager. The SENCO/Inclusion Manager ensures that all those who teach a pupil with an Education, Health and Care Plan (EHCP) are aware of the nature of the plan.

The SEND SCC ensures that all SCC are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

Assessment

Early identification is vital. The needs of the child may be identified by a variety of people including the child themselves, the parents and the class teacher. All parties involved with the child are kept informed and consulted. The class teacher, teaching assistant and the Inclusion Manager assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO/Inclusion Manager works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the Inclusion Manager can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice before making a formal EHCP. The needs of the child are considered to be paramount in this.

For pupils who have an EHCP, as well as the review of their ILPs, their progress and the support outlined in their EHCP will be reviewed annually and a report provided for the Local Education Authority. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate

options to be considered. The SENCO/Inclusion Manager will liaise with the SENCO/Inclusion Manager of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. If a pupil makes sufficient progress an EHCP may be discontinued by the LA.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs and disabilities. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Learning Plans (ILPs), which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at School with EHCPs have an ILP if their need comes under the category of 'Cognition and Learning' (C&L). Children with needs under the categories of 'Social, Emotional & Mental Health' (SEMH), 'Communication and Interaction' (C&I), 'Sensory & Physical' (S&P) are more likely to have an Individual Provision Plan (IPP) or in some cases both an ILP and an IPP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. The Provision Map and Teaching Assistant timetable will plot this as well as the SEND register.

Partnership with parents

The school works closely with parents in the support of those children with special educational needs and disabilities. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs and disabilities.

The school prospectus contains details of our policy for special educational needs and disabilities, and the arrangements made for these children in our school. The SCC Annual Report to Parents contains an evaluation of the policy in action. A named SCC takes a particular interest in special educational needs and disabilities and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs and disabilities.

Pupil participation

At EPJS, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

Children are involved in writing their Pupil Profiles and at an appropriate level in setting targets in their ILPs. ILPs are child-friendly and children are encouraged to make judgements about their own performance against their ILP targets. We recognise success here as we do in any other aspect of school life.

Partnership with other agencies

EPJS is fully committed to the ECM agenda and works closely with a variety of agencies including the Early Help, Inclusion Team, Educational Psychologist, Speech and Language Therapist, Occupational Therapist, school nurse, Primary Mental Health Care Worker, CDC, CAMHS, the Hub, Social Services, Family Centre, Family Link Worker, Young Carers and Play Therapists. To further our own understanding of other agency work, we are committed to attending multi agency training and meetings where appropriate.

Monitoring and review

The SENCO/Inclusion Manager monitors the movement of children within the SEND system in school. The SENCO/Inclusion Manager provides staff and SCC with regular summaries of the impact of the policy on the practice of the school.

The SENCO/Inclusion Manager is involved in supporting teachers involved in drawing up Individual Learning Plans (ILPs) and Individual Provision Plans (IPPs) for children. The SENCO/Inclusion Manager and the headteacher hold regular meetings to review the work of the school in this area. The SENCO/Inclusion Manager and the named SCC (Mrs Fliss McHale) with responsibility for special educational needs and disabilities also hold regular meetings.

Points of contact

The first point of contact will always be your child's class teacher. The SENCO, Mrs Josie Howard, is available if further assistance is necessary. Alternatively, parents can speak to Mrs Kathy Lockyear, Headteacher, or Mr Dave Lott, Deputy Head Teacher. If parents have any worries or concerns they should discuss these with one of the named people above who will endeavour to resolve the concern. Appointments can be made through the school office or one of these people will be available on the school gate at the start and end of the day. If an issue cannot be resolved, there is a formal complaints policy which can be found on the school website and there are copies in the school office.

Josie Howard March 2018