



SEND & Inclusion Policy

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Approved By:	Governing Body

Special Educational Needs and Disability and Inclusion Policy

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010 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

This policy should also be read in conjunction with the following policies: Positive Behaviour and Anti Bullying Policy, Assessment Policy, Single Equality Policy, Safeguarding Policy, Home Learning Policy and Accessibility Plan.

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable 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.
- A Special Educational Need 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 vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated learning and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" which is as a result of a lack of early experiences - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate early interventions, along with quality first teaching are put in place to enable these pupils to diminish the difference.
- 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.

Inclusion Leader objectives

We have an Inclusion Leader who has responsibility for the implementation of this policy and supporting staff in their work with children with

- Special Educational Needs and Disabilities (SEND),
- Children learning English as an Additional Language, (EAL)
- Looked After Children, (LAC)
- Any other disadvantaged pupils (e.g. PPG)
- Children showing gifts and talents in any area of development

Inclusion Leader is responsible for:

1. Advising class practitioners on identifying children with special needs, EAL, gifts and talents and on appropriate strategies to meet those differing needs.
2. Overseeing the day to day operation of the school's SEND and Inclusion policy.
3. Co-ordinating the graduated approach to managing children's special needs.
4. Overseeing the maintenance of effective record - keeping and documentation of those children who are on the Code of Practice 2014.
5. Overseeing and co-ordinating the process of keeping parents fully informed and ensuring that they are involved in any decision making relating to their children.
6. Overseeing and co-ordinating the process of provision mapping within the school and working with the School Business Manager to maintain appropriate records.
7. Managing and deploying learning support staff effectively to meet the needs of particular children.
8. Being aware of current issues and keeping abreast of developments within the SEND & inclusion field.
9. Maintaining and developing SEND & inclusion resources to meet the needs of all the children.
10. Liaising with appropriate external agencies. These may include:
 - Educational Psychology Service
 - Speech and Language Service
 - Learning and Language Support Service
 - Health Authority Professional
 - Social Services

Definition of SEND

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality first teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to, or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We endeavour to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching.

Aims and Objectives

- 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 vulnerable 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 vulnerable 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.
- To identify and support those children with special educational needs and details of what we are able to offer as part of our local school offer which is available on Moss Lane's website. Wherever possible we aim to give the necessary support to enable all children to work and progress at the same rate as their peer group.

We train our staff in awareness and strategies for meeting the needs of children with complex needs e.g. ASC, Speech and Language difficulties, ADD and ADHD. As part of our professional development for staff we will provide opportunities to develop skills of early identification and intervention. We take full note of the best practice outlined in Dyslexia Friendly Schools and ASC friendly schools kite mark documents and aim to implement as much as possible in our community school.

SEND & Inclusion Governor

A member of the Governing Board will be named as the Inclusion Governor. The Inclusion Leader will report to Governors on all aspects of provision for inclusion of all children including progress against their targets.

Admissions Arrangements

Our school welcomes all children. Further information and guidance about the admission of a child with a statement at the time of application can be found in the LEA booklet 'Primary Schools in Surrey'.

Identification and assessment of pupils with SEND

At Moss Lane members of the SLT monitor the progress of all pupils regularly each ½ term to review their progress.

The principle of early identification and intervention underpins our approach to identifying those pupils who need additional support. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are called interventions and could include 5 minute daily phonic box, daily reading with an LSA, Write Dance, Snap maths programme, Language for Thinking, writing intervention groups, Drawing and talking, Phonics intervention groups and any other appropriate interventions suitable and beneficial for that child.

Despite quality first teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and developments are identified and used to inform a personal children's learning plan. At times it may be necessary to consult with outside agencies to receive more specialised expertise such as, Learning and Language Support, Educational Psychologist or Speech and Language Therapists.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a learning support plan and reviewed regularly through a 'plan, do, review' strategy. At this

point because the pupil requires additional and extra provision we identify the pupil as having a special educational need.

If the pupil makes good progress using this additional intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified as having special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. The school judges whether any additional support offered has had an impact on the pupils' educational progress by using the Code of Practice strategy of Assess, Plan, Do, Review. After a ½ term of interventions the provision maps and children's learning plans are assessed, interventions and children's learning plans are adapted, those adaptations are carried out and then progress reviewed again by the Class Teacher, LSA, Inclusion Leader and Assessment Co-ordinator.

Families are offered support by the Inclusion Leader to access information that may help their child's education. In addition to this, parents are helped with seeking support from outside agencies.

Regular monitoring and reviews will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and Class/Subject Teachers will be taken into account. The assessment information from Teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

STAGE 1

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

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional interventions across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need.
 - Recognise gaps in provision.
 - Highlight repetitive or ineffective use of resources.
 - Cost provision effectively.
 - Demonstrate accountability for financial efficiency.
 - Demonstrate to all staff how support is deployed.
 - Inform parents, LEA, external agencies and Ofsted about resource deployment.
 - 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

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

- The analysis of data including entry profiles, Foundation Stage Profile scores, termly assessments, other whole-school pupil progress data.
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, 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 vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and Inclusion leader
- 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. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving 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 learning as part of quality first teaching.
- Wave 1, 2 & 3 interventions.
- Individual class support / individual withdrawal.
- Bilingual support/access to materials in translation.
- Seeking external agency support when necessary.

Monitoring and Evaluation

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

- Classroom observation by the Inclusion Leader, and senior leaders.
- Ongoing assessment of progress made by intervention groups.
- Scrutiny of books and planning.
- Teachers and LSA's meeting with the Inclusion Leader.
- Informal feedback from all staff.
- Pupil interviews when setting new learning plans or reviewing existing targets.
- Pupil progress tracking using assessment data (whole-school processes).
- Monitoring learning plans and targets, evaluating the impact of children's progress.
- Attendance records and liaison with EWO.
- Regular meetings about pupils' progress between the Inclusion leader and the Headteacher.
- Headteacher's report to parents and governors.

Stage 2

Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. 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 SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school’s provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- Some SEN pupils may require additional funding. In such a case an application for additional funding will be made to the Local Authority. The school will need to evidence that more than £6,000 above the Average Weighted Pupil Unit has, 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, with particular regard to the success criteria and SEN Descriptors published as part of the local offer.
- Where a pupil has a significant, severe and sustained need, additional funding for one to one support would be applied for through an Education Health and Care Plan (EHCP). This process would require a multidisciplinary assessment of the child’s needs through external agencies such as Educational Psychologists and Speech and Language therapists.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Learning Plan is required.
- Our approach to learning plans , which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - Our learning plans 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 working document which can be constantly refined and amended.
 - Our learning plans 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”.
 - Our learning plans will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
 - Our learning plans will be based on informed assessment and will include the input of outside agencies.
 - Our learning plans have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - Our learning plans will be time bonded and reviewed termly review.

- Our learning plans will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our learning plans will specify how often the target(s) will be covered.
- Our learning plans will state what the learner is going to learn, set out the details of quality first teaching, interventions and suggestions on how parents can support at home.

Targets for learning plans will be established by:

- Discussions between teacher and Inclusion leader.
- Discussions, wherever possible, with parents/carers and pupil.
- Discussions with external agencies.

Stage 3

Education Health and Care Plan (EHCP)

- Pupils with an EHCP will have access to all arrangements for pupils on the SEN list (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: High Needs Block Funding or an Education Health and Care Plan and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN 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.

The school's approach to teaching pupils with special educational needs

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Details of the type of differentiation is mentioned as part of our Local Offer on the website and forms part of our Wave 1 offer (Whole class and whole school support) Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (CoP 6.34)

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children. Some children need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one support / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEND funding'. The class teacher will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

Pastoral, medical and social care support available in the school for children with SEND.

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's wellbeing. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact.

If further support is required, the class teacher liaises with the Inclusion Leader for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team. If your child needs personal care for toileting a trained LSA will provide this care. The office staff are trained in administering medicines and will only do so with a written consent from parents and clear instructions on quantity and frequency of the administration of the medicine.

EAL – (English as an Additional Language)

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 home language. Pupils who are learning 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. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils learning 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, following a settling in period, using QCA 'A Language in Common' /to record stage of language acquisition where it is below (English NC Level 2)the expected level for the stage of their age group.
- A further home language assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- Pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN 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 home learning 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 necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. 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 both A Language in Common (where below English NC level 2) and 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 Inclusion Leader. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN 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 parents with EAL 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 :
 - Placement instability.
 - Unsatisfactory educational experiences of many carers.
 - Too much time out of school.
 - Insufficient help if they fall behind.
 - Unmet needs - emotional, mental, physical.
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (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:
 - 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.
 - Ensuring that children who are 'looked after' have access to the appropriate network of support.
 - Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - 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)
 - 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.
 - Liaising with the child's social worker to ensure that there is effective communication at all times
 - Celebrating the child's successes and acknowledge the progress they are making.

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

Inclusion of pupils who are very able and/or talented

(Please see More Able, Gifted and Talented Pupils Policy)

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 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.

- Physical talents sports, games, skilled, dexterity.
- Visual/performing abilities dance, movement, drama.
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions.
- Outstanding leadership organiser, outstanding team leader, sound judgements.
- Social awareness sensitivity, empathy.
- 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', 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:

- Teacher nomination.
- Assessment results.
- Specialist teacher identification.
- Parental nomination.
- Peer nomination.
- Self-nomination.

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:

- A common activity that allows the children to respond at their own level;
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area.
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment.
- 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.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs.

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map.

Management of Inclusion within our school

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to Inclusion Leader. The Inclusion Leader is responsible for reporting regularly to the head and the governor with responsibility for SEND and Inclusion on the ongoing effectiveness of this inclusion policy. The Inclusion Leader has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups (this role is included within the Inclusion Leader role). The Designated Teacher for Looked After Children (Inclusion Leader) has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable 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 Headteacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Leader.
- The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through: Analysis of the whole-school pupil progress tracking system.
- Maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and Inclusion Leader)
- Pupil progress meetings with individual teachers
- Regular meetings with the Inclusion Leader
- Discussions with pupils and parents

Inclusion Leader

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

- Maintenance and analysis of whole-school provision map for vulnerable learners.
- Identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with Special Educational Needs.
- Liaising with parents of children with SEN, in conjunction with class teachers.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support.

- Overseeing the smooth running of transition arrangements and transfer of information for Year 2 pupils on the vulnerable learners' provision map.
- Monitoring the school's system for ensuring that 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 (see section below on Individual Education Plans).
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and the Inclusion Leader to ensure that these meetings occur).
- Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- Attending area SENCO network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners.

- **Ethnic Minority Achievement Coordinator is the Inclusion Leader**

- The Inclusion Leader will oversee the day-to-day operation of this policy in the following ways:
 - Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map.
 - In collaboration with the Inclusion Leader, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds.
 - Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background.
 - Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice.
 - Managing other classroom staff involved in supporting ethnic/linguistic minorities.
 - Overseeing the initial and on-going assessment records on all children with EAL.
 - Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
 - Meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning.

- In collaboration with the Inclusion Leader, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- In collaboration with the Inclusion Leader, overseeing the smooth running of transition arrangements and transfer of information for Year 2 pupils with EAL.
- Contributing to the in-service training of staff.
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school.
- Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum.
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information.
- Attending EMA Co-ordinator network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies to ethnic & linguistic minority learners.

Class teacher

- Liaising with the Inclusion Leader /EMA co-ordinator to agree : □ Which pupils in the class are vulnerable learners
- Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
- 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 list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need, including EHC Plans.
- Securing good provision and good outcomes for all groups of vulnerable learners by :
- Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
- Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEND Code of Practice 2013)
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

How the school adapts the curriculum and learning environment for pupils with special educational needs.

We follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

Additional support for learning that is available to pupils with special educational needs

Schools receive funding for SEND pupils. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources to for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and evidenced based. The amount of support required for each pupil to make good progress will be different in each case and this will depend on Local Authority funding and banding allocation. In very few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child or young person lives. The Headteacher and Inclusion Leader make the final decision in the use of the personal budget within the school.

Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to pupils at Moss Lane are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers. Children with Special Educational needs will have access to all the after school clubs that Moss Lane provide. Suitability and reasonable adjustments for attending the extracurricular activities will be assessed on an individual basis. Parents will be asked to contribute to any risk assessments or learning plans relating to their child if individual supervision is required at the start of the day, during break, during lunch times or at end of day.

Support that is available for improving the emotional and social development of pupils with special educational needs

At Moss Lane we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching in PSHEC, SEAL, Assemblies relating to our school value statements and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following list e.g. access to talk to Inclusion Manager with some counselling training, with member of senior leadership team, external referral to CAMHs or other appropriate agency, time-out space for pupil to use when upset or agitated etc.

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately. We are interested in hearing parents/carers and pupils' views. Pupils will contribute their views about their learning and time at school including interests and preferences via a single page profile. During the school day they are able to approach member of staff to let their feelings and wishes be known.

There is a zero tolerance approach to bullying within the school and Moss Lane fully participates in Anti-Bullying week and this permeates PSHE teaching and Moss Lane Value Statements. There is a safe supervised area in the Library during social time where children can receive support from a trained LSA and any behaviour issues can be addressed.

The name and contact details of the Inclusion Leader

The Inclusion Leader at Moss Lane Infant School is Sara Cox who is a qualified teacher. Sara is available on 01483 417214 or senco@moss-lane.surrey.sch.uk

The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and learning support assistants have had the following awareness training in the full range of special educational needs that fall into the categories of communication and interaction needs, cognition and learning needs, social mental and emotional needs and sensory and physical needs. Moss Lane values the importance of training and will make sure all staff have appropriate training to meet the needs of SEND children in the school.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Special schools, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists, Teaching and Learning Advisors etc.

How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis.

The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Moss Lane are invited to discuss the progress of their children 3 times a year and receive a written report once a year. In addition we are happy to arrange meetings outside these times to discuss a child's learning plan or any learning needs that arise throughout the school year. Meetings with Inclusion Manager and Class Teacher can be made with them individually or via school office on 01483 417214. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEND / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning.

The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The same arrangements for the treatment of complaints at Moss Lane are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with Class Teacher, Inclusion Leader or Headteacher to resolve the issue before making the complaint formal to the Chair of the GB.

How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body / Inclusion Manager have engaged with the following:-

- A Service Level Agreement with Educational Psychology service for 6 days per year.
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advise.
- Ability to make ad hoc requests for advice from the Education Inclusion Service, etc.
- Membership of professional networks for inclusion e.g. NASEN, inclusion forum, etc.
- School Nurse and home school link worker.

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child's special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEND policy and practice.

They can be contacted on:-

Email: spp@surreycc.gov.uk

HELPLINE: 01737 737 300

Website: www.surreyparentpartnership.org

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At Moss Lane we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. 'Bump up day' allows all children to visit their junior schools; however additional visits can be arranged by the Inclusion Leader and Home School link worker for those children with SEND who need additional time and visits to enable them to make a smooth transition to their new educational setting. We also contribute information to a pupils' onward destination by providing information to the next setting. Transition booklets are also available to use to assist in the understanding of the process.

Information on where the local authority's local offer is published

The local authority's local offer is published on www.surreycc.gov.uk and parents without internet access should make an appointment with the Inclusion Manager for support to gain the information they require.