

# **Greensted Infant School and Nursery**



## **SEN/D INCLUSION POLICY**

**September 2020**

## **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 accurately assess barriers to learning using an assess, plan, do, review policy.
- To meet individual needs through a wide range of provision
- To attain high levels of 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 “

## **What are Special Educational Needs and Disability? (SEN/D)**

In accordance with the DEN Code of Practice 2014, we consider a child has Special Educational Needs if he or she has a learning difficulty or disability which calls for a provision which is **additional to or different from**, that made generally for others of the same age.

Some pupils in our school may have lower starting points, or find aspects of learning more challenging but will not necessarily have a special educational need. 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 SEN Support funded from the devolved schools budget.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work 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.

## **Identification and Assessment**

Due to covid bubble requirements, checklists and assessments sheets have been shared with all staff so they can be completed safely in each bubble. These forms will assist teaching staff to clearly identify areas of concerns and provide possible targets. They also offer suggestions for support within lessons and give guidance on appropriate resources/interventions.

Where further assessment is needed teachers have been issued with Concern Forms. These enable teachers to request additional screening to ensure that the barriers are clearly identified.

*SENCO and Head teacher analyse* data including entry profiles, Foundation Stage levels, assessment, other whole-school pupil progress data

- tracking individual children's progress over time, including progress in EAL
- parent concerns.
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- Observations.
- Screening tools, phonological awareness, Wellcomm, Lucid Cops
- Close monitoring of progress.

### **SEN/D Provision and support for pupils falls under four broad areas of need:**

- Communication and Interaction
- Cognition and Learning
- Social, emotional, mental health
- Sensory or physical needs.

The school uses a graduated approach.

- All learners will have access to good to outstanding quality first teaching.
- Children with disabilities are placed in the classroom in order to best meet their needs.
- The school offers additional and inclusive support to pupils with EAL.
- 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/D. These pupils will be placed on a concern register and carefully monitored.
- Pupils needing interventions that are additional to and different from high quality teaching will be included on a SEN/D register and plotted on the provision map:

- Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty
- Plan strategically to meet pupils' identified needs and track their provision.
- Provide necessary equipment or make adjustments to support individual's needs
- Audit how well provision matches need
- 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.

### **Class Support**

- We endeavour to achieve maximum inclusion of all children including vulnerable learners. Where attention is a huge barrier to learning, some children are taught for some sessions in a quieter environment to meet their individual needs.
  - Teachers use assessment to inform planning for all the children and targeted support is given for SEN children within the Literacy and Numeracy lesson. Teachers ensure that SEN and vulnerable children have their individual needs met within the lesson by simplifying language, using visuals, using appropriate font for ease of reading and the use of counters and reciting sentences prior to writing to support poor working memory.
  - Pre teaching of maths vocabulary is often used to enable pupils to access the maths lesson and additional practical work is given to consolidate maths learning.
  - Pupils with poor attention have their attention refocussed using the Active Listening for Active Learning cards, sit near the front of the class and are regularly questioned to ensure comprehension.

### **Curriculum Access and Provision**

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.

#### **School Based Stage 1**

- teachers differentiate work as part of quality first teaching
- small group targeted support to meet a range of academic individual needs
- small group/1-1 support to meet emotional needs.
- Differentiation of resources.
- Strategies from Provision guidance.
- Additional class based support in literacy and numeracy.

### **School Based Stage 2 Additional SEN/D Support**

- Pupils will be offered additional SEN/D support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offered to all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2013.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school register.
- Our approach to PLPs (Personal Learning Plan) is as follows:
- One plan meetings are held termly.
- Targets for a PLP will be arrived at through a one plan meeting taking in the views of parents, pupils, outside agencies, assessments and observations made by the class teacher and SENCO.
  - Our PLPs will only record ‘*additional to or different from*’ the differentiated curriculum plan which is in place as part of provision for all children.
  - Our PLPs are used to map the provision each child needs.
  - Our PLPs will be accessible to all those involved in their implementation.
  - Our PLPs are outcome lead and follow the ‘assess, plan, do, review cycle.’

### **Stage 3 Request for Assessment for Education Health and Care Plan**

- Pupils with an Education Health and Care Plan (post September 2014) 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 Education Health Care plan.
- Our school will comply with all local arrangements and procedures when applying for
  - Additional High Needs Funding
  - An Education Health and Care Planand will ensure that all pre-requisites for application have been met through ambitious and pro-active Additional SEN Support.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance particularly with regard to the timescales set out within the process.

### **Legislative Compliance**

This policy complies with the guidance given in **latest Code of Practice**. It has been written as guidance for staff, parents or carers and children.

## **Inclusion of pupils with 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.

### **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. 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 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.

The following provision can be expected:

- initial assessment of EAL will be carried out using an EAL log.
- a further mother tongue 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 groups which match their academic ability. Initially this may be in a middle-ability group 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.
- Wellcomm screening will assess understanding in language and provide a programme of study to support EAL.
- Additional support using first language resources will be given when available from the EAL resource centre: translation agencies will be called upon to ascertain language barriers or SEN concerns.

- 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. 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 SENCO. 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 parents may find it difficult to understand letters and engage with the teachers about any concerns. When necessary letters will be translated into the parent's language

### 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 for looked after children. 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.
- 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.
- completing pupil profile on target tracker with assessments and new targets.

### 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 SENCO and senior leaders.
- ongoing assessment of progress made by intervention groups
- monitoring of target tracker termly
- informal feedback from all staff.
- attendance records and liaison with EWO.
- head teacher’s report to parents and governors.
- monitoring PLPs and PLP targets, evaluating the impact of PLP’s on pupils’ progress.
- one plan meetings taking into consideration parents and pupil views.

### 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 Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN 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 vulnerable ethnic minority groups. The Designated Teacher for Looked After Children 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 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 Head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO) and Ethnic Minority Achievement Co-ordinator
- the head teacher 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
  - pupil progress meetings with individual teachers
  - regular meetings with the SENCO/EMA Co-ordinator
  - discussions with pupils and parents

## **Special Educational Needs Coordinator**

In line with the recommendations in the SEN Code of Practice 2013, the SENCO 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 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 block funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention Additional SEN Support, that a pupil may have a special educational need which will require significant support, possibly to the age of 25 and beyond
- 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 to ensure that the implementation of Individual Education Plans is effective.

- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners.
- meeting **in the autumn, spring, summer** term with teachers to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map.
- liaising sensitively with parents and families of pupils on the SEN 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**

The EMA co-ordinator 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 SLT, SENCO, 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
- 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 SENCO, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- In collaboration with the SLT, SENCO, overseeing the smooth running of transition arrangements and transfer of information for Year 2 pupils with EAL.
- 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**

Follow a clear Assess Do Review cycle.

Complete appropriate assessments in class due to Covid bubbles.

Use assessment checklists to support PLP writing and interventions.

Seek further support from SENCO where additional assessments like LUCID COPS or Wellcomm are considered necessary

Seek support

- 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”. (SEN Code of Practice 2013)
  - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

**4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.**

- In accordance with Section 5.7 of the SEN Code of Practice 2013, if appointed after September 2008, our Special Educational Needs Coordinator will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO and EMA Coordinator will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and 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 from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- 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 SEN 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 High Needs Block Funding.

- **5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.**
- Specialist equipment and expertise in relation 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 vulnerable 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.

**6. The role played by the parents of pupils with special educational needs (and other learning needs).**

### **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
- 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 fully involve all pupils 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
- for pupils with special educational needs monitor their success at achieving the targets on their Individual Education Plan.

## **Effective Transition**

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. 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 named contact at the next phase provider with whom the SENCO will liaise with

**7. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

## **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 (*see Admission policy for the school, as agreed with the Local Authority*)

## **Complaints**

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO/EMA Co-ordinator, then, if unresolved, by head teacher. The governor with specific responsibility for SEN/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)

<p><b>8. 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.</b></p>
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## **Links with Other Services**

Effective working links will also be maintained with:

Educational Psychology Service : Contact Number : Helpline number 01245 433293

Education SEN Team : Contact number

Parent Partnership Service : Contact Number : 01245 436036

Virtual School for Looked After Children : Contact number : -01245 436273

Primary Behaviour Outreach Support : Contact number Kerry Howard 01245 498858

**3. The name and contact details of the SEN/D co-ordinator.**

***Ms T Lee***

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

***Ms T Lee***

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

***Mrs J Farrow***

**The name and contact details of the Safeguarding Leader**

***Mrs J Farrow***