

Braybrook Primary School



SEND & Inclusion Policy

Status	Statutory
GB Monitor	Pupil Achievement Committee
Staff Lead	Caroline Browne
Senior Lead	Headteacher
Version	Ratified
Publication Date	April 2016
Next Review	April 2017

Incorporating Special Educational Needs Information

in compliance with
Statutory Instrument: Special Educational Needs Regulations (Clause 65)
&
Special Educational Needs and Disability Code of Practice (2014)

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEND Code of Practice (0-25) September 2014
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010: advice for schools DfE Feb 2013
- Children and Families Act 2014
- The National Curriculum in England Key Stage 1 and 2 framework document – Sept 2013
- Teachers' Standards 2012

Braybrook Primary School 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 a full access to the school curriculum.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- We focus on individual progress as the main indicator of success.
- 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.
- Whilst a pupil might have special educational needs, which **may** lead to lower-attainment (though not necessarily to under-achievement), it is our responsibility to ensure that they have the maximum opportunity to attain and make progress 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.
- We recognise that 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 interventions and support are put in place to help these pupils to overcome barriers to learning and to close the attainment gap. Non-SEND factors which may impact on a child's progress and attainment include:
 - Being in receipt of the PPG (Pupil Premium Grant)
 - Being a LAC / CiC (Looked After Child / Child in Care)
 - Attendance and punctuality
 - Health and welfare
- Whilst 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 EAL learners, as part of our provision for vulnerable groups.

Aims and Objectives of this Policy

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

- 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).
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for SEND and vulnerable groups of learners.
- To have high expectations of all children in fulfilling their learning potential.
- To provide equality of curriculum access for all.
- To meet individual needs through a wide range of provision.
- 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 achieve high levels of satisfaction and participation from pupils, parents and carers.
- To work in a 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.

The Headteacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Inclusion Leader and Special Educational Needs Specialist Teacher (SENCO).

The Inclusion Leader is responsible for reporting regularly to the headteacher and the governor with responsibility for SEND, on the ongoing effectiveness of this inclusion policy. This includes the 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 (the Headteacher) 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.

The name of the Inclusion Leader is:

Mrs Caroline Browne

The name of the SEND co-ordinator is:

Mrs Hilary Gawden-Bone

The name of the Designated Teacher for Looked After Children is:

Miss Emma Green

Identifying SEND

The Code of Practice (0-25) 2014 suggests that pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention / adjustments and good quality personalised teaching. At school, once an SEND concern is raised by a parent, the child themselves or a member of staff, the teacher of that child will commence the graduated approach (assess / plan / do / review).

The Code of Practice (0-25) 2014 describes the four broad categories of need as:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health.
- Sensory and / or physical needs.

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, NOT to fit a pupil into a category. At Braybrook Primary School, we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

Provision for SEND at Braybrook Primary School

As an inclusive school, we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with :

- Dyslexia
- Autistic Spectrum Disorders
- Dyspraxia
- ADHD

As stated in our 'School Offer', which is published on our website, in admitting pupils with special educational needs, we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter, we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and / or demands are significant, severe or profound – to the extent that it could be argued that provision might be most appropriate within a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil, in constructive conversation with other agencies.

Braybrook's graduated approach to teaching children and young people with SEND

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

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

"High quality 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. "

SEN Code Of Practice (2014: Para 1.24)

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

"Achievement for All" (National Strategies: 2009)

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

Ofsted SEN Review 2010

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

SEN Code of Practice 2014

LEVELS	EHC Plan		Highly Specialist	Where a child or young person's needs are highly complex and require a bespoke placement or highly individualised long term arrangements.
			Specialist	Special Schools for children and young people with long term complex needs. These are supported by a range of outside professionals.
	SEN SUPPORT	Co-ordinated Plan	Targeted Specialist	Enhanced resource bases located in mainstream schools. Specialist support from a range of professional services such as Autism Outreach, Sensory Support, Educational Psychology, Occupational Therapy, Physiotherapy. Consultation, Intervention advice and training.
			Targeted	Class teacher in receipt of advice and support from the Special Educational Needs Co-ordinator. Involvement of professionals from outside the school (e.g. educational psychologists, speech and language therapists, paediatricians) through consultation, assessment and training.
			Universal Targeted	Class teacher in receipt of advice and support from the Special Educational Needs Co-ordinator. Evidence-based interventions run in class and in small groups (plan, do, review cycle). Personalised learning. Consultation. Training.
			Universal	Quality first teaching. School's best endeavours. Differentiated curriculum.

STAGE 1 - Universal:

**Well-differentiated quality first teaching,
based upon a broad, balanced and inclusive curriculum.**

- All learners will have access to high quality first teaching.
- All learners will have access to carefully differentiated and personalised activities or learning approaches, directly related to the school curriculum. Learning opportunities are made accessible and take account of pupils making different rates of progress.

STAGE 2 – Universal Targeted:

Evidence-based interventions run in class and in small groups to address the needs of identified groups of learners. Advice and collaboration with the Inclusion Leader / SENCO.

- All vulnerable learners will be included on a detailed whole-school provision map, which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Focus attention on whole-school issues of learning and teaching, as well as individual needs, providing an important tool for self-evaluation.
 - 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, LA, external agencies and Ofsted about resource deployment.

Identification and Assessment:

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

- liaison with feeder nurseries on transfer.
- information from previous schools.
- following up parental concerns.
- classroom-based assessment and monitoring arrangements. (Cycle of plan, do and review.)
- tracking individual children's progress over time.
- the analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data.
- undertaking, when necessary, a more in depth individual assessment overseen by our Specialist SEN Teacher - 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.
- information from other services.

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:

- deliver a broad, balanced and differentiated curriculum, led by the children's interests, as part of quality first teaching.
- make reasonable adjustments within the classroom, to remove any barriers and to better support learning.
- provide appropriate support and adapted resources according to the child's need.
- create individualised work stations, where needed.
- identify small group, targeted interventions to support or accelerate learning or to pre-teach concepts (*limited and carefully monitored to ensure curriculum entitlement is not compromised*).
- encourage children to work, when appropriate, in mixed ability groups alongside their peers.
- create opportunities to work with 'study buddies'.
- provide bilingual support / access to materials in translation.

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 SEN Specialist Teacher, Inclusion Leader and SLT.
- ongoing assessment of progress made by intervention groups, through half-termly provision mapping.
- work sampling on a termly basis in both mathematics and connected learning.
- termly scrutiny of planning.
- half-termly Pupil Progress Meetings, with the Headteacher and Inclusion Leader.
- informal feedback from all staff.
- pupil progress tracking using assessment data (whole-school processes).
- attendance records and liaison with Education Entitlement Service.
- head teacher's reports to parents and governors.

STAGE 3 – Targeted:

Class teacher in receipt of advice and support from the SEN Specialist Teacher.

Involvement of professionals from outside the school (e.g. educational psychologists, speech and language therapists, paediatricians) through consultation, assessment and training.

- 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 offered to 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 both the class and whole-school provision map.

- It may be decided that a very small number, but not all, of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care and a co-ordinated plan will be considered with a view to evidencing their support, in anticipation of the need for an Education Health and Care Plan in the future.

STAGE 4 – Targeted Specialist:

Enhanced resource bases located in mainstream schools.

Specialist support from a range of professional services such as Autism Outreach, Sensory Support, Educational Psychology, Occupational Therapy, Physiotherapy. Consultation, Intervention advice and training.

- Pupils with a statement of educational needs (pre September 2014) or 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 statement/plan.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local PCC policy and guidance - particularly with regard to the timescales set out within the process.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - 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.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a short-term individual provision map with personalised targets will be put in place alongside the pupil, their parents/carers and all professionals with involvement.

Whilst we recognise that IEPs (IPMs) are no longer prescribed in the SEN Code of Practice 2014, at Braybrook Primary School we set individual and specific targets for children with a statement or EHCP based on a termly cycle of 'Assess / Plan / Do / Review'.

- Our IPMs are a planning, teaching and reviewing tool which enable 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 IPMs 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 IPMs will be accessible to all those involved in their implementation – where appropriate, pupils should have an understanding and “ownership of the targets”.
- Our IPMs will be based on informed assessment and will include the input of parents, stakeholders and outside agencies.
- Our IPMs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our IPMs will be time-limited – with a termly review. (There will be an agreed “where to next?”)

- Our IPMs will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our IPMs will specify how often the target(s) will be covered.
- Our IPMs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an IPM will be arrived at through :
 - Discussion between teacher and Specialist SEN Teacher.
 - Discussion, wherever possible, with parents/carers and pupil.
 - Discussion with another professional.

Roles and Responsibilities:

Headteacher:

- the head teacher 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 Inclusion Leader and Specialist SEN Teacher.
- 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.
 - half-termly pupil progress meetings with individual teachers.
 - regular meetings with the Inclusion Leader and SEN Specialist Teacher.
 - discussions and consultations 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:

For SEND:

- 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 and ITAs.
- managing other classroom staff involved in supporting vulnerable learners.
- overseeing the records on all children with Special Educational Needs.
- contributing to the in-service training of staff.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- monitoring the school's system for ensuring that IPM, 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 above on IPMs).
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- meeting half-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.
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- 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.

For EAL:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map.
- 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, in collaboration with the EAL Academy.
- 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.
- evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- contributing to the in-service training of staff, in collaboration with the EAL Academy.
- 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 EAL Academy meetings and training as appropriate, to inform the priorities of the EAL action plan.
- 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.

Specialist SEN Teacher:

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

- liaising with class teachers in order to identify and assess potentially vulnerable learners.
- advising and supporting both teaching colleagues and support staff, in best supporting good progress within the classroom through recommendations about practices and provision.
- liaising closely with a range of outside agencies to support vulnerable learners.
- initiating a Co-ordinated Plan, when necessary, ensuring that ALL evidence is kept up to date in respect of the support and provision 'journey' for the child.
- 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.
- implementing a programme of Annual Review for all pupils with a statement of special educational need.
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.

- attending area SENCO network meetings and training, cascading information as appropriate.

Class teacher:

- liaising with the Inclusion Leader and SEN Specialist Teacher 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 SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an IPM to address a special educational need (this would include pupils with statements/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" (SEN Code of Practice 2014).
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Braybrook's Procedures for Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs:

- Depending upon the stage of support, as outlined above, the progress of our pupils will be assessed and reviewed through:
 - The school's generic processes for tracking the progress of all pupils.
 - Half-termly Pupil Progress Meetings with all teaching staff, with particular regard to vulnerable learners.
 - Half-termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil and the impact and 'value for money' that this represents).
 - At least termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
 - Annual review of Statements/Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2014).

'INCLUSION' at Braybrook Primary School:

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (e.g. educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners.
- When subject leaders monitor planning, work and progress data, and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

Pastoral care and support at Braybrook Primary School:

At Braybrook Primary School, we provide support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Our school offers pastoral, medical and social support to our learners by:

- ✓ Promoting a caring, whole-school ethos which nurtures the whole child.
- ✓ Having a clear vision and values which are shared and celebrated through school life.
- ✓ Promoting positive relationships between adults and children, which are grounded in trust and mutual respect.
- ✓ Recognising and celebrating individuals' successes, no matter how big or small.
- ✓ Building opportunities into the curriculum through circle-time, RE, PSHE and assembly themes which better support and prepare our children for the world in which they live.
- ✓ Inviting ideas for discussion by our 'School Council'.
- ✓ Inviting targeted children to 'Sensory Circuits' to better prepare them for their learning.
- ✓ Offering Breakfast and Afterschool Clubs, which support our parents and children.
- ✓ Utilising the skills and expertise of the school's Family Liaison Officers (FLOs) in supporting individuals, small groups and families who experience social or emotional difficulties which might impact on a child's social and academic progress and development.
- ✓ Responding to the concerns that arise through the 'I want you to know . . .' worry box.
- ✓ Ensuring all stakeholders have a clear understanding of school policies and procedures relating to safe-guarding and children protection.
- ✓ Seeking advice from the school nurse and other external agencies for children who have specific needs.
- ✓ Referring concerns regarding children's safety and well-being to other agencies, as necessary, and in line with school policies.

The expertise and training of staff:

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment. Our current 'SENCO' is a Specialist SEN Teacher, who works alongside our Inclusion Leader.
- The 'SENCO', Inclusion Leader and Designated Teacher for LAC 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. Specific training needs will be identified and met through the appraisal / performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. 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.
- 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 to ensure our school employs staff of the highest calibre.

How equipment / facilities to support children with special educational needs will be secured:

- 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, through an EHC Plan.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support 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.

Partnership with Parents/Carers:

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

- making parents and carers feel welcome and well supported.
- giving parents and carers opportunities to play an active and valued role in their child's education.
- 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.
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- instilling confidence that the school will listen and act appropriately.
- focusing on the child's strengths as well as areas of additional need.
- 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.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- keeping parents and carers informed and giving support during assessment and any related decision-making process.
- supporting parents in transition arrangements to other school settings, as necessary.
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- working effectively with all other agencies supporting children and their parents.

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 success criteria and subject specific targets. We endeavour to fully involve all pupils by encouraging them to:

- celebrate their differences, as unique individuals.
- be confident in speaking up about their challenges and peer relationships.
- state their views about their education and 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 some pupils with special educational needs) monitor their success at achieving the targets on their Individual Provision Map.

Involvement and liaison with multi-agency groups:

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging needs and work closely with other agencies including :
 - CAF team
 - CAMHS
 - Educational Psychology Service
 - Peterborough Parent Voice (Partnership Service)
 - Sensory Impairment / Speech and Language team
 - Autism Outreach Service
 - Occupational Therapist / Physiotherapist

- Local NHS services (inc. School Nurse and Community Paediatrician)
 - St George's PRU for advice or support on behaviour, as necessary
 - MASG (Multi-Agency Support Groups)
 - EWO (Education Welfare Officer)
 - Peterborough's EAL Academy
 - Children's Social Care, as necessary
- In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
 - Often, at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc).
 - We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCO, Inclusion Leader or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker, such as our Family Liaison Officers.

Transition arrangements:

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education. A carefully planned programme of meetings and visits is planned to best support transition from pre-school settings. (This includes pre-school visits, home visits and play dates in school.)
- 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 Specialist SEN Teacher.
- 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 reliable named contact at the next phase provider with whom the Specialist SEN Teacher will liaise.

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.

Admissions:

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language, which will facilitate the admission process and provide key information about our school. 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; this will be provided through small group work or targeted intervention.

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2.
- 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 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 homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where 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 or 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 some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

- Children who are looked after in Local Authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report: 2003) why children who are looked after in Local Authority care often fail to make expected progress at school:
 - 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 beginning 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 and carer to ensure that there is effective communication at all times.
 - celebrating the child's successes and acknowledging the progress they are making.

Our school will work closely with Peterborough's 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

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.

- | | |
|--|---|
| <ul style="list-style-type: none">• Physical talents• Visual/performing abilities• Mechanical ingenuity
• Outstanding leadership
• Social awareness• Creativity | <p>sports, games, skills, dexterity
dance, movement, drama
construction, object assembly (and disassembly), systematic, working solutions
organiser, outstanding team leader, sound judgements
sensitivity, empathy
artistic, musical, linguistic</p> |
|--|---|

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. Based on DFES guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.

Identification:

Before identifying any child as 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

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

Provision:

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- 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.

From Year 1 to Year 6 we set targets for reading, writing and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation, and we work closely drawing on school:school support and facilitating enrichment and challenge opportunities whenever possible.

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. School based provision includes opportunities for performance, specialist teaching and partnership with primary and secondary schools.