

## Inclusion Policy

*Article 29 - Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*

### **Our Rationale**

*At Parkhill Junior School, we believe that we provide a broad, balanced and customised curriculum for all our children. Currently, the National Curriculum is our starting point for planning in meeting the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges/targets and respond to children's diverse learning needs. We recognise that some of our children have particular learning needs, which require additional and personalised provision. Taking account of these needs and making provision to support individuals or groups of children is our priority. We aim to empower all children to participate effectively in all school activities.*

### **Introduction**

Our guiding principle is one of Inclusion and we aim to provide Quality First Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down possible barriers to learning so that all our pupils experience success. This does not mean treating all pupils equally; it means treating all pupils as individuals and ensuring they have the required provision to achieve the best possible progress.

Children may have special educational needs throughout, or at any time during, their school career at Parkhill Junior School. This policy details how we ensure that the needs of all our pupils with special educational needs are met. The school will ensure that parents/carers are notified of any decision that SEND provision is being made for their child.

The Governing Body uses the Local Authority admissions criteria.

When carrying out our duties towards our pupils with SEND, we have regard to the Special Educational Needs Code of Practice 2014.

### **Principles**

- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.

- Good practice for pupils with special needs is often good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

## **Aims**

- To ensure that we take the views of the child into account when planning and evaluating their SEND provision.
- To develop and maintain partnerships and high levels of engagement with parents.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.

This policy will contribute to achieving these aims by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

## **Definition of special educational needs (SEND)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for pupils of the same age in mainstream schools or mainstream post-16 institution

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. The needs of these pupils are explained in our Ethnic Minority Achievement/English as an Additional Language policy.

Special educational provision means educational provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

## **Identification and assessment of pupils with special educational needs**

The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

We are aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching. This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, the teacher will work with the SENCO to assess whether the child has SEND. The SENCO will gather information from the pupil, parents and class teacher. Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

The progress of every pupil is regularly reviewed by the class teacher and a member of the Senior Leadership Team during Pupil Progress Meetings. However, teachers, other adults in school and parents are encouraged to raise any concerns they may have about a child's progress or development at any point throughout the year.

Special educational needs can be categorised under four broad areas:

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

We recognise that, in practice, individual children often have needs that cut across more than one of these areas and that their needs may change over time. Our purpose is not to 'label' a child, but to work out what action is needed to meet the child's needs. We consider the needs of the whole child and ensure that support is focused on individual need and personal outcomes rather than classification or a label.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND and who access support from teaching assistants or specialist staff.

## **SEND Support**

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four part cycle of 'assess–plan–do–review' as recommended in the SEND Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach services.

In line with the schools' Teaching and Learning Policy, all pupils, including pupils identified as needing SEND Support, have targets that have been set with their class teacher. Where these targets need to be further broken down or specialised targets may be set with an outside agency, the pupil

will have an IEP (Individual Education Plan). These targets are reviewed by the class teacher with the parents/carers and the pupil.

Some pupils will make accelerated progress and cease to require SEND Support after a period of targeted intervention. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

### **Education, Health and Care Plans**

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEND pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process.

### **How the curriculum and learning environment are adapted for pupils with SEND**

It is the responsibility of teachers to make the appropriate adaptations to the curriculum and learning environment to enable pupils with SEND access learning opportunities and experience success alongside their peers. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the SENCO, outreach teachers and professionals from other external agencies for advice as needed. E.g. Joseph Clarke Service for the Visually Impaired, Redbridge Service for Deaf and Hearing Impaired Children.

### **Additional support for learning available to pupils with SEND**

The SENCO ensures that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school.

Some interventions are delivered by teachers, including class teachers, the schools' Specialist Support Teachers and other specialist teachers. Other interventions are delivered by trained Learning Support Assistants (LSAs) under the direction of the teacher and/or the SENCO. Where appropriate school staff work closely with outside agencies to identify and develop interventions to meet the specific needs of the children.

Some pupils are supported for part of the school day by a Support Teacher or an LSA, either individually or in a small group. These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. School Staff understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

### **Support for pupils with social, emotional and mental health difficulties**

Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate, including specialist teachers skilled in supporting social, emotional and mental health needs.

## **Specialist provision, equipment and facilities**

If a child needs specialist equipment due to physical or medical needs, the SENCO will liaise with the relevant professionals to secure the equipment needed and any training for staff required in its use. E.g. physiotherapy, occupational therapy, Specialist Education and Training Support Service (SEaTSS), and the Special Educational Resource Centre (SERC).

## **How the effectiveness of its provision for pupils with SEND is evaluated**

Intervention programmes are time-limited and the progress of children taking part is tracked. If there is no evidence that an intervention is effective, we will either adapt the intervention to more closely meet the child's needs or we will plan a different type of support.

The success of the education offered to children with SEND will be judged against the aims of this SEND policy. The SEND policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

## **How the progress of pupils with SEND is assessed and reviewed**

We have robust tracking systems for monitoring the progress of all our pupils, including those with SEND. Pupil progress meetings are held 5 times a year, attended by the class teacher and a member of the Senior Leadership Team, at which action is planned to address any lack of progress identified.

The 'assess-plan-do-review' cycle ensures that we match provision closely to each child's needs and that we respond quickly to any evidence of inadequate progress.

The progress of SEND pupils in relation to the objectives in their Statement of Special Educational Needs or the outcomes in their Education, Health and Care Plan are reviewed annually. A child's objectives or outcomes are broken down into smaller steps and recorded on the child's Individual Education Plan. These shorter term targets are reviewed at least termly. We involve the child and family fully in the planning and review process.

## **Roles and responsibilities**

Provision for pupils with special educational needs is a matter for the school as a whole. However, some key individuals and groups have particular areas of responsibility:

### **Governing Body**

- to ensure that the necessary provision is made for any pupil who has special educational needs
- to consult the local authority and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- to ensure that parents are notified of a decision by the school that SEND provision is being made for their child
- to ensure that pupils' needs are made known to all who are likely to teach them
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs

- to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- to review the SEND policy annually and to report annually on the allocation of available resources and the success of the policy in meeting
- to appoint a member of the Governing Body to have special responsibility for SEND within the school who will meet on regularly with the SENCO and conduct visits to the school on a planned programme

### **The Headteacher**

- to manage all aspects of the school's work, including provision for pupils with SEND
- to keep the governing body fully informed
- to work closely with the school's SENCO
- to seek out and share best practice with the LA and other schools

### **The Special Educational Needs Co-ordinator**

The Special Needs Co-ordinator is Mrs Tanner. Her key responsibilities include:

- to work in collaboration with the Headteacher, school governors and staff to develop a clear strategic direction for SEND
- to oversee the day-to-day operation of the school's SEND policy
- to coordinate and develop high quality provision to meet the needs of pupils with SEND
- to work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child
- to work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND
- to liaise with the relevant Designated Teacher where a looked after pupils has SEND
- to advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- to liaise with professionals from outside agencies, such as educational psychologists, outreach services, health and social care professionals, and independent and voluntary bodies, ensuring that appropriate referrals are made and strategies are implemented
- to liaise with other schools to ensure that pupils make smooth transitions between school placements, including transition from Key Stage One and transition to Key Stage 3
- to work with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- to promote the inclusion of pupils with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- to ensure that the records of pupils with SEND are maintained and kept up to date
- to support and advise teachers about differentiated teaching methods appropriate for individual pupils with special educational needs
- to coordinate the effective deployment of specialist support teachers and learning support assistants, providing support and training as needed
- to contribute to the in-service professional development of staff in relation to SEND
- to line manage LSAs

## **Teachers**

- to provide Quality First Teaching for all the pupils in their class
- to provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- to be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers
- to work collaboratively with the school's Specialist Support Teachers.
- to work with the SENCO to monitor the effectiveness of interventions and the progress made by pupils with SEND

## **Learning Support Assistants**

- to support pupils with their learning under the direction of the class teacher and/or the SENCO, implementing strategies recommended by the teacher, Specialist Support Teachers, SENCO or professionals from external agencies
- to develop the independence of the pupils with whom they work
- to provide feedback to the teacher and/or the SENCO on the progress of the pupils with whom they work to inform planning and review

## **Arrangements for training and staff development**

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support is given to Newly Qualified Teachers and other new members of staff.

## **Arrangements for partnership with parents**

We recognise the importance of working in partnership with parents. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

We will always tell parents when their child is receiving help for their special educational needs and will involve them in planning and reviewing SEND provision.

A child's class teacher will work closely with parents at all stages in his/her education and if parents have concerns their first port of call should be the class teacher.

Parents of any pupil identified with SEND may contact the Redbridge Information Advice and Support Service for independent support and advice.

## **Pupil participation**

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes, including the setting and evaluation of targets. We are committed to developing more person-centred ways of working to make it easier for our SEND pupils to express their views.

## **Storing and managing information**

See the School's Data Protection Policy.

## **Links with other mainstream schools and special schools**

Advanced planning for pupils in Year 2 is essential to allow a smooth transition to Parkhill Junior School. The SENCO will liaise with the SENCO of Parkhill Infant School to ensure that effective arrangements are in place to support pupils at the time of transfer.

Similarly, advanced planning for pupils in Year 5 and Year 6 is essential to allow a smooth transition to secondary school. The SENCO will liaise with the SENCO of the Secondary School to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. When a pupil with special educational needs transfers from another school to Parkhill Junior, outside of the transitions outlined, the SENCO will liaise with the SENCO of the previous school to ensure that effective arrangements are in place.

Parkhill Junior School has good links with local special schools through the outreach services.

## **Links with other agencies and voluntary organisations.**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer for the area.

The SENCO works closely with the Educational Psychologist assigned to the school and meets with his/her at the beginning of each term to plan his/her work in the school for the term.

Other agencies and outreach services that the school works with include:

- Specialist Education and Training Service
- Occupational Therapy Service
- Physiotherapy Service
- SERC (Special Education Resource Centre)
- EWMHS (Emotional, Wellbeing and Mental Health Service)
- Redbridge Child Development Centre
- Virtual School for Children Looked After
- Social Care services

## **Complaints procedures**

The schools' complaint procedures are set out in the school prospectus.

Under the Children and Families Act 2014 parents may seek advice on resolving disagreements with the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.



## **Parkhill Junior School's Local Offer**

Further information on Parkhill Junior School's arrangements for supporting pupils with SEND can be found in the school's Local Offer which can be accessed via the FIND website:

[https://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?id=KihFRXO\\_G8o](https://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?id=KihFRXO_G8o) . Our School Local Offer forms part of the local authority's Local Offer, which is also available on this site and provides information for parents/carers on SEND services available within Redbridge and neighbouring boroughs.

## **Legislation and guidance relevant to this policy**

Children and Families Act 2014, Part 3

Educational Needs and Disability Code of Practice: 0 to 25 years 2014

Equality Act 2010

Education Act 2011

## **Related school policies**

Equality Policy

Accessibility Plan

Health and Safety Policy

Medicines in School Policy

**SENCO: Nicola Tanner**

**Governor with Responsibility for SEND: Michelle Fuller (Chair of Governors)**

**Next Policy Review: December 2021**