



# STAMSHAW JUNIOR SCHOOL INCLUSION POLICY (Inc. Special Educational Needs and Disabilities)

<b>Revised by School</b>	September 2020
<b>Responsible Person</b>	DHT: DHT:SENDSCO
<b>Responsible Committee</b>	Full Governing Body
<b>Ratified by GB</b>	January 2021
<b>Next Review</b>	July 2023

At Stamshaw Junior School (SJS), we work hard to help remove and reduce the impact of barriers to learning.

SJS aims to provide all children the opportunity to achieve their best academically, emotionally and socially. We are committed to inclusion and recognise all of our pupils as equal individuals.

Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners.

Our School has a Deputy Headteacher, who is our inclusion lead and DHT:SEND/CO. She leads the management of provision and/or support for identified pupils with SEND (Special Educational Needs and Disabilities). She will also coach and support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

## **A. Inclusion**

Inclusion is a process that entitles **all** learners to:

- a broad, balanced, inspiring and relevant curriculum
- a stimulating environment that maximises learning opportunities

'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation' Index for Inclusion – Booth and Ainscow 2000

Successful inclusion should result in every pupil feeling safe, confident and happy at school.

Successful inclusive provision is seen as the responsibility of the whole school community, permeating all aspects of school life and is applicable to all our pupils.

We believe that educational inclusion is about equal opportunities for **all** learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Girls and boys
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- More able learners
- Those who are looked after or previously looked after by the local authority
- Others such as those who are sick; young carers; are in families under stress
- Any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that many factors affect achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of

pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties, which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to strive to be the best they can be!

## **B. Equal Opportunities**

SJS is a learning community where we grow together. We strive to achieve our motto on a daily basis. Equality of treatment and opportunity operate regardless of background, ability, gender, sexual orientation, religion, disability or ethnicity.

## **C. Definition of Special Educational Needs and Disability (SEND)**

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- The Children and Families Act (2014), which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations (2014), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (DHT:SENDCOs) and the SEND information report

The school has regard for the definition of SEND as stated in the 'SEND Code of Practice: 0 to 25' (2014, p15-16, section xiii):

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

This special provision is 'additional to' or 'different from' that which is available to all children.

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

- has a significantly greater difficulty in learning than the majority of children 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 others of the same age in mainstream schools or mainstream post-16 institution...' (SEND CoP, 2014, paragraph xvi)

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xvi. above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).' (SEND CoP, 2014, p15-16).

Children finding access to the curriculum difficult, solely because of a difference of language between home and school are not considered as having learning difficulties. However, these children are closely monitored and support given where needed.

### **Disability:**

The 'SEND Code of Practice: 0 to 25' (2014, p16, section xviii) states:

'Many children and young people may have a disability under the Equality Act of 2010- that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their

ability to carry out normal day-to-day tasks’...This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions’.

A child or young person with such, above mentioned conditions may not necessarily have SEN but if the nature of their disability requires them to have special educational provision, i.e. - visual aids or specialist equipment, they will also be covered by the definition of SEN.

**The four broad areas of need** are ‘Communication and Interaction’, ‘Cognition and Learning’, ‘Social, Emotional and Mental Health Difficulties’ and ‘Sensory and/or Physical needs’ and the children are identified largely within these areas. These areas exemplify the range of need for which the school can identify and provide support from within the school’s provision.

#### **D. The Aims of our SEND policy**

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against children with SEND.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, DHT:SENDSCO and support staff as appropriate.
5. To provide a curriculum for all children with adapted activities to meet the needs of all children within the classroom. When significant gaps are evident, intervention is put in place to make accelerated progress appropriate for the child.
6. To ensure that pupils with SEN are perceived positively by all members of the school community; that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To involve parents/carers at every stage in plans to meet their child’s additional needs.
9. To enable children to move on from us equipped to meet the demands of secondary school life and learning.
10. To involve the children themselves in planning and in any decision making that affects them.

We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that take account of their varied life experiences and needs. Thus developing an inclusive and supportive learning environment that removes barriers to learning and in which all learners achieve their full potential.

**All teachers are teachers of pupils with SEND and as such provide quality first teaching which takes account of the particular individual needs of pupils with SEND within the classroom.**

#### **E. Promoting and Supporting Inclusion**

It is the responsibility of the Head Teacher, DHT (DHT:SENDSCO), Senior Leaders and the Governing Body to ensure that SJS is an inclusive school.

We aim to promote inclusion through all of our policies, systems and practices.

## **F. Identification of Special Educational Needs or Disabilities.**

Identification of SEND may have occurred prior to a pupil's enrolment at the school. If this is the case then the school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at Stamshaw Junior School.

When a concern is evident, the class teacher will assess the needs. Once this has been done the teacher will use strategies to develop a Pupil Passport/Learning Plan (Individual support) and personalise teaching to meet the needs of the pupil.

This will be discussed with the DHT:SENDSCO then or at the next Pupil Progress meeting, if it is held within a two week period. Where appropriate outside agencies will be involved and progress will be monitored.

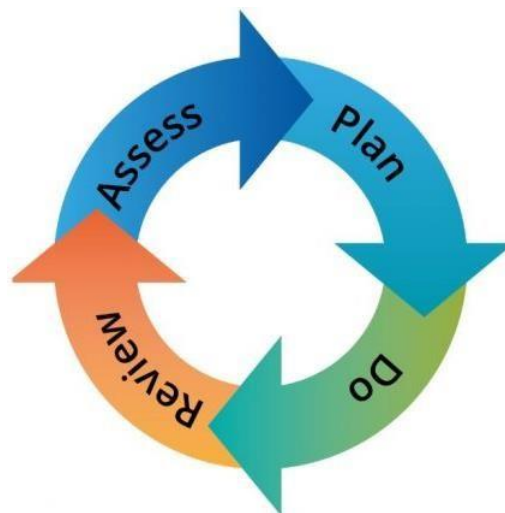
There are four broad areas that give an overview of the difficulties a pupil may have.

However, it is important to note that a pupil's needs may cross one or more of the following:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place.

We follow the graduated approach and the four-part cycle of assess, plan, do, review.



**Assess** - The initial assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

**Plan** - The teacher, SENDSCO, child and parents will agree the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their strengths, needs, specific targets, the support provided and any teaching strategies or approaches that are required. This will be agreed as a Passport to Learning by staff, SENDSCO and parents or carers.

**Do** - The identified strategies will be put in place. The class teacher will remain responsible for working with the child on a daily basis. If interventions involve group or one-to-one teaching away from the main class, they will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

**Review** – Regular meetings between staff, other professionals and parents will take place to review the effectiveness of the support and interventions and their impact on the child's progress. This can happen during annual reviews, termly Passport to Learning reviews, Pupil Progress meetings and other relevant reviews to ensure pupil progress. The cycle of assess, plan, do and review is a continual process that professionals and parents/carers engage with.

### **Arrangements for Coordinating SEN provision**

1. The DHT:SENDSCO will meet with each year group team at least three times per year to discuss additional needs concerns raised in the Pupil Progress Meeting.
2. At other times, the DHT:SENDSCO will be alerted to newly arising concerns through discussions with teaching staff and CPoMS notifications.
3. Where necessary, reviews will be held more frequently than once a term for some children.
4. Targets arising from Pupil Progress meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. adapted activities and varied teaching styles.
5. The DHT:SENDSCO monitors planning for SEND and supports year group teams with curriculum planning.
6. The DHT:SENDSCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEN through the monitoring programme.
7. SEN support is primarily delivered by class teachers through adapted teaching methods. Additional support is provided by the DHT:SENDSCO and trained teaching assistants.
8. The adult support is funded from the school's annual budget. The support is reviewed annually in line with pupil needs, educational initiatives and the budget. Additional support is funded through individual allocations from the L.A. if the child has an Education, Health and Care Plan (EHCP) and their needs exceed the cost of £6000 of ordinarily available provision.
9. Support staff, class teachers, The DHT:SENDSCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

### **G. The kinds of interventions within this 'graduated response' are as follows:**

Universal – All pupils will benefit from:

- High quality learning through the provision of high quality teaching; both formal and informal.
- Formal learning and teaching that is adapted to the needs of pupils and enables the vast majority of pupils to make good or better progress.
- On-going and timely assessments which inform any further provision needed.



Targeted Support – Some pupils may benefit from:

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention. This could be in class or supported by any of our support staff team. This might also include our Pastoral Team
- Interventions where progress is monitored by class teacher, adult leading the intervention and DHT:SENDCO.

If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).

Specialist Support – A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

## **H. Outside Agencies who help us achieve inclusive practice and meet specific needs**

In achieving provision that will meet the wide range of pupils' differing needs at SJS, we are supported by a number of specialised health or educational bodies.

Those agencies most commonly involved in supporting pupils are:

- School's commissioned Educational Psychologist (EP)
- School's commissioned Multi Agency Behaviour Support Service (MABSS)
- The NHS Speech and Language Therapy Service to Schools (SALTs)
- The Occupational Health Therapy Service for Pupils (OTs)
- Physiotherapy Team
- Portsmouth LA Outreach Service
- The School Nursing Service
- CaMHS (Child and Adolescent Mental Health Service)
- The Sensory Impairment Team
- Barnardos Family Intervention Project
- Early Help (part of Social Care)
- Motiv8

## **I. Before making a referral**

Before making a referral to a specialised service, the school consults with parents or carers.

An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstance, we undertake our statutory duty by making a referral to the Children and Young People's Services.

The school then takes instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.

## **J. Allocation of resources to and amongst pupils**

Each year we map our provision, using Edukey Provision Map Writer, to show how we allocate resources to each year group and calculate the cost of the whole of our SEN provision.

## **K. Monitoring and Review**

The school's tracking system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily, and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results
- Progress measured against year group expectations
- National curriculum standards for the end of a key stage
- Progress measured against Pre key stage level descriptors for the end of KS2
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHCP of SEN – reviewed annually
- Assessments by specialist services
- Views of parents/carers

In a minority of cases and only when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make a request for statutory assessment for an Education, Health and Care Plan.

Parents/carers and the child (as appropriate) are invited to meet with the DHT:SENDSCO or class teacher to discuss their child's progress and the support which they receive.

The DHT:SENDSCO takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.

The majority of SEND children will have their needs met through mainstream provision, however parents are entitled to ask the Local Authority to conduct an Education, Health and Care (EHC) needs assessment. If it is felt that this is necessary the LA will follow the statutory guidelines and produce an EHCP. The school may also make the decision to discuss the possibility of an EHCP.

## **L. Personalising the Curriculum**

School Leaders at all levels; including Governors, Head Teacher and Deputy, DHT: SENDSCO and Subject Leaders, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the School.

The School currently uses the National Curriculum (2014) and Cornerstones for curriculum development in school. Individual class teachers plan appropriate activities for all pupils.

While school Leaders also ensure that the principles of inclusion are applied to all activities, in which pupils engage in at School or on Educational Visits. All members of the School Community are expected and encouraged to adopt behaviours that support the School's Inclusive ethos.

## **M. DHT: SENDSCO (Mrs Sam Cantini) role is responsible for:**

- Liaising with class teachers and those leading interventions to ensure pupils transfer learning from interventions into their learning in class
- Liaising with members of the school team to ensure provision is appropriate to need.
- Monitoring interventions and supporting their delivery
- Monitoring SEN Support Plans, Pupil Passports and Group Education Plans and contributing to evaluations and the development of new ones



- Sharing good practice and expertise amongst other staff
- Liaising with parents
- Liaising with outside professionals and ensuring recommendations made are implemented and reviewed

## **N. Pastoral Team**

Within Stamshaw Junior School, there is a Pastoral Team. This is made up of a Mrs Cantini, Miss Broad and Miss Baldwin.

Miss Broad's and Miss Baldwin's job title is Pupil and Pastoral Worker. Their work is multi-faceted.

Both Miss Broad and Miss Baldwin are trained as ELSAs to deliver specific, short term and targeted intervention programmes for emotional literacy

The pastoral team support the children in overcoming any difficulties that are hindering their learning, whatever the barrier may be. The support each child gets will depend on its individual needs. This will include working with parents.

Children referred to the Pupil and Pastoral Worker may have difficulties with social communication, regulating and understanding feelings, making friends, social skills, behaviour or home support is required.

Children may come out of class to work 1:1 or in a small group with the Pastoral team.

The team needs to work closely with many different services.

There is very good communication with all staff in the school, parents, carers, pupils and outside agencies including: Social Services and the Police

As part of their role, may signpost to other relevant services

Support parents to gain access to learning

Help parents to access areas of health needs

They also support parents with any difficulties that they are experiencing in a friendly and non-judgemental way.

Supporting parents with behaviour management and implementing boundaries and routines

Helping parents seek out resources and activities in the area

Attendance monitoring is also a part of their role.

## **O. Finance**

Our SEN Budget is used to provide:

- Additional support services within school
- Commission external services
- Additional teaching resources (including adults)
- Training to support identified needs

A full list of our external partners who we work with can be found in our contribution to the Local Offer.

This ensures accountability for all.

We believe this benefits our children and their families by improving:

- The level of support for those pupils who require it
- Staff knowledge and expertise
- The confidence and self- esteem of many of our children

## **P. English as an Additional Language**

### **1. Definition and Rationale**

- The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is a language other than English.
- Newly arrived children refer to children who have arrived new to the country; these children may also be EAL.

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential. Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

### **2. Identification and Assessment**

- Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the EAL Stages.
- This assessment will be done termly to record specific progress against EAL targets.
- Progress is monitored by the DHT: SENDCO through pupil progress meetings.

## **Q. More Able**

### **1. Definitions of more able pupils**

'More able pupils' refers to students who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.

### **2. Identification**

We use a range of strategies to identify more able and very able pupils. The identification process is on-going and begins when the pupil joins our school and involves staff, pupils, parents and carers. ii. Data taken into account will include:

- Information from the accountability process
- Information from parents and carers
- Information from previous teachers or pre-school records
- Discussions with pupils
- Identification by staff using professional judgements, classwork and test and assessment results.

## **R. Consultation with Parents**

Consultation with parents takes place on a regular basis during parent open evenings and on an individual/group basis. As a school we operate an open door policy, so parents are welcomed to discuss any concerns regarding their child at any time.

## **S. Complaints**

Regular communication between home and school will ensure that concerns are promptly acted upon. Where this has not happened, parents/carers may contact the Head teacher or DHT: SENDCO in order to discuss and resolve the issue. If an issue remains unresolved, parents/carers will be signposted to the SEND Governor.

## **T. Monitoring and Review**

The Head teacher and DHT:SENDCO will monitor the effectiveness of this policy on a regular basis.