



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

Revised by School	September 2020
Responsible Person	DHT
Responsible Committee	LGB
Ratified by GB	September 2023
Next Review	July 2024

Inclusive education is where all children and young people are participating fully, are achieving all they can, are happy, and have positive attitudes.

PCC's Inclusive Education Strategy

1. School vision and aims

This policy details the provision for children with special educational needs (SEN) that Stamshaw Junior School provides. By the term SEN we mean provision that is 'additional to' or 'different from' the provision made for all children throughout the school. It complies with the guidance given and pays reference to the SEN Code of Practice and the Children and Families Act 2014.

Stamshaw Junior School values the contribution that every child can make. We are committed to offering an Inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. This school seeks to raise the achievement, remove barriers to learning and ensure physical and curricular access to all. All children with SEN are valued, respected and equal members of the school. As such, provision for pupils with SEN is a matter for the school as a whole.

"All teachers are teachers of pupils with SEN" (SEN Code of Practice 2014)

The school is committed to providing an aspirational and inclusive community school where all children are continually inspired, enjoy learning, thrive and achieve success.

We aim to achieve this for pupils with Special Educational Needs and/or Disabilities by:

- Setting high aspirational goals for children that motivate, engage and build self-belief.
- Ensuring equal access to a broad and balanced curriculum where children with SEND take as full a part as possible in school activities.
- Early identification of children's needs and having a team fully involved in the 'assess, plan, do, review' cycle of the Passports to Learning
- Working in partnership with parents and carers
- Working collaboratively within a team involving our school, outside agencies and other specialist provisions
- Quality first teaching where every child makes progress and flourishes.
- Everyone being valued as a member of the school inclusive community and as an individual
- Preparing individuals for the future and the next stage of their school career by planning careful transitions
- Ensuring the school is accessible to all and matching the learning environment to suit individual children's needs.
- Providing clear starting points for a personalised learning approach so that every child makes progress and achieves standards that reflect their full potential.
- Striving for best practice for all pupils by working beyond our own school

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and/or disabilities (SEND)
- Provide details of the school procedures that follow the graduated approach and four-part cycle of 'assess, plan, review and do' to meeting pupil needs.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. Legislation and guidance

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 (SENDCOs) and the SEND information report.

This policy links with other school policies and documents including:

- SEND Information Report
- Accessibility plan
- Relationships Policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Admissions
- Looked after and previously looked after children.
- Safeguarding
- Positive Handling
- Health and Safety

3. Definitions

'Special Education Need and/or Disability' (SEND) refers to a learning difficulty or disability which calls for special educational provision to be made for the individual.

They have a learning difficulty or disability if they have:

- I. A significantly greater difficulty in learning than others of the same age, or
- II. A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream school.

A disability can be defined by:

Many children and young people who have SEN may also have a disability under the Equality Act 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 activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2015, p16)

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the adaptive teaching approaches and learning arrangements normally provided as part of high quality, personalised teaching”*

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.

‘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

4. Roles and responsibilities

The SENDCO will:

- Work with the headteacher and governors to determine the strategic development of the SEND provision in the school.
- Have day-to-day responsibility for the operation of the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care Plans

- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up-to-date.

The link governor for SEND will:

- Help to raise awareness of SEND issues at governor meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update other governors on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND provision in the school.

The headteacher will:

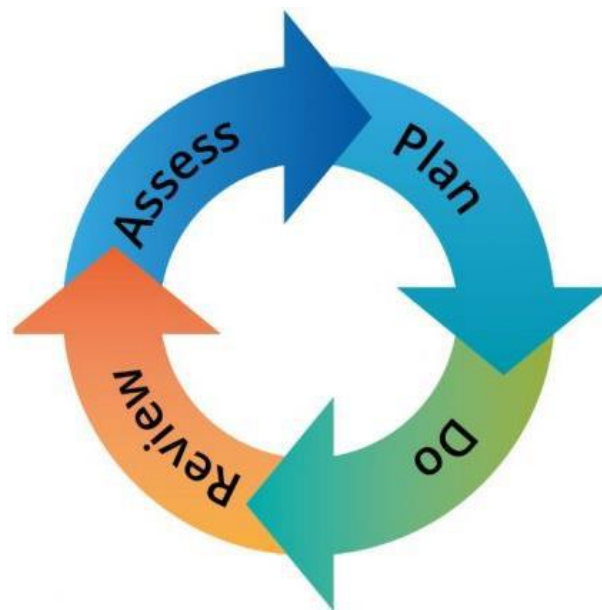
- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEND.

All teaching staff are responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision. For pupils with SEND, teachers will achieve this by reviewing the pupils' passports to learning at least once a term.
- Communicating regularly with parents and carers.
- Adhere to this SEND policy.

5. The graduated approach (Assess, Plan, Do, Review)

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, SENDCO, 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, SENDCO 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.

6. Identification and Assessment

The purpose of identifying pupils' Special Educational Need(s) is to assess and plan what action the school needs to take to provide an inclusive curriculum in which each child can flourish.

At Stamshaw Junior, our aim is to identify the needs of an individual pupil by considering the needs of the whole child, not just their Special Educational Needs and/or Disabilities (SEND). A child might be identified as having Special Education Needs and/or Disabilities because they find learning more challenging than others and may need extra support to achieve their full potential. For example, they might have difficulty with:

- Expressing themselves
- Interacting with others
- Reading, writing and maths.
- Following lessons
- Controlling their emotions
- Sensory or physical mobility

In the Code of Practice (2015), special educational needs and provision can be considered as **four broad areas of need**:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical needs

Stamshaw Junior recognises that the use of these areas depend on the individual as every child is different. For example, children could have a need within one area, there could be children who have needs in more than one area or for some children the precise nature of their need may not be clear at the outset. Therefore, Stamshaw Junior will endeavour to recognise the individual child's needs when thinking about how best to support them.

Schools assess all children to identify their strengths and needs and how they can best be supported. At Stamshaw Junior Primary children who need extra help with their learning may receive additional support under one of the following categories:

- SEND monitoring.
- SEND support.
- An Education, Health and Care Plan (EHCP)

Referrals to the SENDCO

Concerns can be raised to the SENDCO by parents/carers or by staff. A referral form detailing concerns, strategies tried and agreeing next steps is completed with the SENDCO. This is to gather initial thoughts and concerns to support further identification.

Parents and carers should speak to their child's class teacher if they have concerns. However, parents and carers are welcome to contact the SENDCO directly, by phone, email or letter, who will discuss their concerns with them and plan for any appropriate assessments. In certain cases, this would involve making referrals to external agencies.

Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with SEN to achieve their potential' (2:1 SEN Code of Practice 2002')

Assessments

Assessments are recorded termly and shared at Pupil Progress Meetings (which are meetings between the class teachers, senior leadership and SENDCO). If expected progress is not being made, additional support is planned for, such as differentiated resources, interventions or personalised targets. Often this is sufficient to bridge the gap, however, some pupils will require further support. If this is the case, school staff will agree the next steps with you.

The school also uses various in-house screening checks that can be used to identify areas of strength and specific gaps in learning or development. These include:

- Speech and language checklist
- Speech sounds check.
- Fine and motor skill assessment

The following are not considered to fall under the category of Special Educational Needs; however they may impact on progress and attainment:

Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and punctuality
- Health and welfare
- Being a Looked After Child (LAC) or Previously Looked After Child (PLAC)
- Being a child of a Serviceman/woman
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant

7. Provision for pupils with special educational needs and/or disabilities

Our approach to teaching pupils with SEND

All pupils with identified special needs and/or disabilities are included on the school's SEND register as SEND Support or EHCP (if they have one). As part of the SEND register, we also recognise children's needs as SEND Monitoring if their needs have yet to be fully identified or assessed formally. Information regarding a pupil's needs will be shared and discussed by the teacher, teaching assistants, SENDCO and any relevant professionals involved. Sharing relevant information is important to understanding a child's learning barriers; therefore, adapting the teaching approach to meet their individual needs.

High Quality Teaching

Teaching staff are responsible and accountable for the progress and development of all the pupils in their class. This will involve appropriate challenge for all pupils and requires quality first teaching. This is the first step in responding to pupils with SEND, which involves teaching staff tailoring methods and materials to meet the needs of all pupils in the class through differentiation, personalisation and/or individualised learning.

Pupil's Passport & Personal Learning Plan (PPL plan)

Pupils identified as SEND Support or EHCP will have a 'PPL', which will be agreed between the school, parents and the pupil containing information about their barriers to learning, strategies to support them, termly targets and provision. These are reviewed regularly (at least once a term) between school and home.

Additional provision including interventions.

The progress of pupils with SEND is closely monitored and pupils who are not making expected progress, despite high quality teaching, will be offered additional support. Additional support may include 1:1 targeted intervention, small group interventions and in-class support from school staff. A wide range of interventions, recorded on a whole school provision map, are delivered, monitored and evaluated by teaching staff and senior leaders. Some of the interventions include:

- Fine and gross motor skill development
- IDL for reading, spelling, maths and wellbeing skills
- Clever Bodies for developing gross motor skills.
- Write from the Start for fine and visual perception skills.
- Inference training for developing reading skills.
- A range of speech and language interventions with groups or individuals

To support social and emotional development, the school is using the Zones of Regulation, which supports emotional skills and self regulation skills. Through the work of the Zones, personalised toolkits can be designed by the pupil to support their own development and self regulation. For example, they will develop resilience, improve emotional stability and build self-esteem. The Zones are used with all pupils and compliments our Positive Behaviour Policy

Working with other agencies

The school is committed to working in partnership with outside agencies to enhance the quality of the provision made for meeting the special educational needs of each pupil and to work closely with their parents and families.

At Stamshaw Junior we employ the services of and access support from MABS (multi-Agency Behaviour Support: a branch of The Harbour school, the EP service and many more.

Working with families

The school is committed to working in partnership with parents to support pupils with special educational needs and/or disabilities and recognises that parents hold key information, knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them. Parents and carers share their views at all stages and are recorded at review meetings and at any other time they discuss the needs of their child.

Should parents wish to discuss a concern they are welcome to make an appointment to do so with the class teacher (in the first instance) and/or SENDCO via the school office.

Parents have access to the SEND policy and can find further help and information, including where to find independent support and advice in the school's SEND Information Report, which can be found on our website.

8. Reviewing pupils' progress

If a child has a PPL Plan, then these are reviewed each term. They will involve consultation with the parent/carer and the pupil to share their views towards the current targets and any new targets set.

If a pupil is being considered for an EHC assessment due to their complex and long term needs, then the plan is called a SEN Support Plan. This will be reviewed through a person-centred review with the parents or carers, class teacher and SENDCO. The views of the pupils are collected prior to this meeting and shared as part of the review process.

If a child has an Education, Health and Care Plan (EHCP), these are reviewed annually as part of the Portsmouth process and in line with their annual review guidance. These can involve other professionals. The outcomes in the EHCP are broken down into termly targets using a PPL plan, which is reviewed each term.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's termly summative assessments, ongoing formative assessments and experiences of the pupil
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

9. Transition

Effective transition is based on communication between all parties involved so that transition can be carefully planned. Where it is thought necessary, additional meetings and visits are organised to ensure that the pupil, parents and all professionals involved are completely informed and prepared. For children needing extra transition, staff use a transition checklist and plan to ensure actions are clearly identified for individuals. These transition plans are based on the child's appropriate needs. This may include a visit to the child's setting, social stories and a graduated timetable on arrival. Likewise, appropriate support for transition into the next class is also planned annually.

10. Staff professional development and training

Staff training needs are assessed according to the profile of our intake each year and training sessions may be delivered to all staff or specific staff on key areas. All staff members undergo Performance Management which leads to a programme of professional development. All staff disseminate their learning to other colleagues to ensure consistency across the school.

Teaching assistants meet regularly as part of their professional development programme and cover areas including supporting pupils develop vocabulary, specific intervention training and enhancing strategies to support pupil progress.

Staff are encouraged to professionally reflect to continually develop strategies and provision for all pupils. The SENDCO's role support this evaluation to improve inclusive practice at Stamshaw Junior.

The professional development and training relevant to SEN provision is reported annually in the school's SEND Information Report.

11. Contact details

Parents and carers can raise concerns with class teachers who can advise on day-to-day matters. Staff are available in the classroom at the beginning and end of the school day for brief conversations, but appointments can also be made for a longer conversation at another time. The DHT (SENDSCO) and Headteacher can be contacted at any time; appointments can be made via the school office.

School contact details:

Telephone number: 02392 661045

Office email: info@stamshawjun.org.uk

School website: <https://www.stamshawjun.org.uk/>

Head teacher: Mr Rob Jones

Deputy Headteacher and SENDSCO: Mrs Sam Cantini sam.cantini@stamshawjun.org.uk

SEND governor: Carol Hughes

12. Monitoring arrangements

This policy will be reviewed by the school SENDSCO, Mrs Samantha Cantini, every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the headteacher and governing body.

13. Further information

For further information, please refer to:

The school's SEND Information Report (published on the school website)

The Local Offer (<https://portsmouthlocaloffer.org/>)

The school website (<https://www.stamshawjun.org.uk/>)

Appendix A

Useful Contacts for Parents

We would always like you to talk to us first, as we want to work with you to support your child. However, we recognise that on occasions you may want to talk to someone outside of the school. There are supportive organisations working locally and nationally and we will support you to find help, where you indicate to us that you are seeking it.

Local:

Portsmouth Local Offer: <http://www.portsmouthlocaloffer.org/>

This website is a collaboration between parents and carers of disabled children, young people and Portsmouth City Council to help you find what is available in the area for those with Special Education Needs or Disabilities (ages 0-25) and how to access a variety of services.

Portsmouth SEND Information, Advice and Support Service (SEND IASS)

Portsmouth SEND Information Advice and Support Service is a service available to parent/carers of children and young people with special educational needs and disabilities between 0-25yrs and to young people aged 16-25 who have special educational needs and disabilities.

Tel: 0300 303 2000

Email: portsmouthiass@roseroad.org.uk

Enable Ability

This centre gives advice on cerebral palsy and any disability related matter. It supports adults and children. It can provide information on most areas of disability. If appropriate it will signpost to other resources.

311-313 Copnor Road

Portsmouth

PO3 5EG

Tel: 023 9267 1846

Email: enquiries@enableability.org.uk

Website: www.enableability.org.uk

A selection of National Advice Lines:

ACE (Advisory Centre for Education) ACE publish information and advice on all aspects of education and related legislation in the UK. <http://www.ace-ed.org.uk> Family Lives

(previously Parentline) This is a helpline for parents and carers that deals with all issues and is staffed by parents. <http://familylives.org.uk/>

Parent Network Hampshire This organisation gives information and courses to help parents with their children and improve relationships between children and adults
www.parentnetwork.hampshire.org.uk

IPSEA (Independent Panel for Special Educational Advice) This is a voluntary group of educationalists offering advice and support to parents on issues relating to the 1996 Education Act. www.ipsea.org.uk