

## SEND / Inclusion Policy 2022

### Inclusion Statement

At Wolfson Hillel Primary School 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 support children's interests and abilities. Our aim is to ensure that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between underachievement and special educational needs but maintain the desire to support both. 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 are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.
- Some pupils are highly talented and these children should be given the opportunity to nurture their abilities.
- We fully aim to support our pupils' wellbeing in order for them to be able to become successful learners despite their individual abilities, needs or other factors.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction needs including autistic spectrum disorder, speech and language difficulties
- Cognition and learning difficulties
- Social, emotional and mental health difficulties
- Sensory and/or physical needs- for example; visual impairments, hearing impairments, processing difficulties
- Moderate/severe/profound and multiple learning difficulties
- EAL
- Physical disabilities
- Medical needs
- Children receiving Pupil Premium funding

### Legislative Compliance

This policy has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of 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, SEN co-ordinators (SENCOs) and the SEN information report
- Ofsted Framework 2017
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014
- SEN Information Report 2014
- Accessibility Plan
- SEND Information report to be found on the school's website
- This policy also complies with our funding agreement and articles of association as part of JCAT
- The policy was created by the SENCO with the SEN Governor in liaison with parents of pupils with SEND

### **Aims and Objectives of this Policy**

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

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2000).

### **Stage 1: Well-differentiated quality first teaching, including, where appropriate, the use of targeted support and/ or interventions.**

- All learners will have access to quality first teaching. Our 3-teacher model ensures that we are able to provide a qualified teacher to work with smaller groups and run interventions.
- Some vulnerable learners will have access to additional support and/ or interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- 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, maximum exposure to English, interventions and differentiation of the usual school curriculum.
- All vulnerable learners will be included on a detailed whole-class provision map which outlines and monitors all additional interventions and support across the school. The class provision map enables the school to:
  - Plan strategically to meet pupils' identified needs and track their provision.
  - Audit how well provision matches the need and to assess progress
  - Recognise gaps in provision
  - Highlight repetitive or ineffective use of resources
  - Demonstrate accountability for financial efficiency

- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

### **Identification and Assessment at Stage 1**

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

- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- classroom-based assessment and monitoring arrangements including a regular cycle of planning, action and review within the year group team
- Fortnightly assessment of pupils' wellbeing
- Addressing parental concerns
- Tracking individual children's progress over time
- The analysis of data including entry profiles, Early Years Assessment, Local authority assessment for children who are EAL, reading ages, other whole-school pupil progress data
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving, where necessary, an external agency where it is suspected that a special educational need is significant.

### **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. These include:

- teachers differentiate learning and task-based work as part of quality first teaching
- interventions
- other small group support, including third teacher small classes
- individual class support / individual withdrawal
- further differentiation of resources
- pre-teaching and revised learning
- additional support for non-curriculum-based skills such as motor skills and handwriting

### **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 senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning to ensure all learners are catered for
- teacher interviews with the SENCO or Senior Leaders
- formal and informal feedback from all staff
- pupil progress tracking using assessment data (whole-school processes) by The Leadership Team
- monitoring IEPs and IEP targets termly
- attendance records
- regular meetings about pupils' progress

- reporting to Governors

### Stage 2 Additional SEN Support

- 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 offer for 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 class provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision maps.
- It may be decided that a very small number of 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. The Local Authority applies set criteria for determining whether this can go ahead. This is a decision made by the Local Authority and not the school. The school has to evidence rigorous assess, plan, review cycles in order to make an application to the LA. The pupil has to have a significant, severe and sustained need, in order to be considered for an Education Health and Care Plan.
- Termly meetings will be held to review progress as well as an annual review for the Education Health and Care Plan.
- Supporting pupils with medical needs – any child with medical needs or disabilities are fully supported by the school so that they are able to have full access to education, including trips.
- Referral for support to our dedicated Educational Psychologist who works closely with the school and its pupils and families

### Stage 3 Education Health and Care Plan

Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.

- 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.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

### Inclusion of pupils with English as an additional language

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage.

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 teaching and 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
- Assessment using the Local Authorities assessment.
- 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. The pupil will not be placed on the SEN register for reasons of EAL.
- Pupils will be closely monitored by high quality teaching staff to ensure they are able to engage and realise their potential within the lessons and offer support where needed.

## **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 abuse or likelihood of abuse, 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

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children.

At Wolfson Hillel this is the DSL. 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
- frequent assessments of pupil's wellbeing
- 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

## **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.

- Physical talents, sports, games, skilled dexterity
- Visual/performing abilities, dance, movement, drama
- Mechanical ingenuity, construction, object assembly (and disassembly), systematic working solutions
- Outstanding leadership, organiser, outstanding team leader, sound judgements
- Social awareness, sensitivity, empathy

- Creativity, artistic, musical, linguistic.

### **Support for improving emotional and social development**

We aim to provide high quality pastoral support to all children. We encourage children to be able to express their views and opinions. We do not tolerate bullying and all staff are trained regularly to be able to prevent and support not only our vulnerable pupils, but all pupils to ensure that they do not fall victim to any abusive behaviour at school. The wellbeing of our pupils is paramount and we have an understanding that all pupils have different ways of developing emotionally and socially. We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- A dedicated wellbeing programme encompassing lunch club to aid social activity and engagement
- All pupils' wellbeing is assessed regularly by the adults who work with them
- A programme of wellbeing sessions run by a wellbeing specialist designed to provide support to children who need social skills, resilience, self-image, and confidence boosts.
- A dedicated Learning Mentor
- Pupils with SEN are also encouraged to be part of our enrichment programme promote extra-curricular learning
- We have a zero-tolerance approach to bullying.
- Peer mentor programme
- External support such as play and art therapists

### **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. We liaise with the ongoing provider and hand over any information that is crucial to the wellbeing of each pupil to ensure that they receive the same level of support in their new setting. For our more vulnerable pupils, we provide:

- Opportunities to visit the new setting prior to starting
- A transition programme in the weeks prior to starting
- Social stories
- Mentoring

### **Adaptations to the curriculum and learning environment**

Careful consideration is taken to adapt the curriculum and the learning environment to support pupils. We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it by grouping, 1:1 work, teaching style and content of the lesson.
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables and larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, reading support.
- We have dedicated specialist groups in Key Stage 1 and 2 to aid our most vulnerable learners. These groups are run by highly qualified teachers who have experience in supporting these learners in a smaller, more individual way.

### **Additional support for learning**

We have teaching assistants who are trained to deliver interventions in the core subjects

Teaching assistants will support pupils on a 1:1 basis where directed.

Teaching assistants will support pupils in small groups when pupils will benefit from additional learning and support during a lesson.

We work with outside agencies to provide support for pupils with SEN

Trained teaching assistants run interventions such as motor skills groups, lego therapy sessions, social skills groups

## **Expertise and training of staff**

We have two SENCO's who both have experience working as class teachers and are up to date with current teaching practices. They are allocated 4 days a week to manage SEN provision.

Our high-quality teachers have regular training to enable them to support children with additional needs.

They meet regularly to discuss, plan and assess the children in their care.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We contract in external support from an Educational Psychologist, art therapists, play therapists and charitable education professional organisations.

All staff have access to a training platform where they are able to gain bespoke training to enable them to best support the children in their care. They are also give weekly professional development in pedagogy and curriculum content.

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. 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:

- appropriate differentiation of learning and work
- 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.
- intervention or small group work
- 1:1 individual learning

## **Equipment and facilities**

We have a generous bank of resources and equipment available to aid the teaching of our SEN children. Each child in KS2 has access to a Chromebook with a range of learning applications. These computers have a talk to text programme for those children who find writing challenging. We encourage children to also practice touch- typing. We are fortunate enough to have a wide range of manipulatives, reading and phonics schemes to engage the children with together with a vast library of books for all abilities. We work closely with local authorities and occupational therapists to ensure that children with physical disabilities are able to have the correct equipment available to them. We have a lift and ramps within the school and disabled toilet facilities on all levels to aid any pupils that require additional access arrangements. We also have safety slides for stairway access in an emergency.

## Management of Inclusion within our school

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCOs are responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

### 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.

## Headteacher

The Headteacher is responsible for:

- monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- evaluating the effectiveness of the SEN provision within the school together with the SENCOs and the governing body will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENCO) and the Senior Leadership Team including Phase Leaders.
- will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision map for vulnerable learners pupil progress meetings with individual teachers
  - weekly meetings with SENCOs, SLT and Phase Leaders
  - discussions with pupils and parents

## Special Educational Needs Coordinator

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

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans
- working together with class teachers and phase leaders to provide appropriate provision for pupils with special education needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to and implementing the in-service training of staff to enable them to meet the needs of the children
- implementing a programme of Annual Review for all pupils with an Education Health and Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request High Needs 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,
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map and SEN register.



- monitoring the school's system for ensuring that Individual Education Plans, 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
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- meeting at least 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
- making referrals to multi-agencies following discussions with staff and parents
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- working closely with Wellbeing Lead to ensure SEN children have access to internal provisions
- 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

### **Class teacher**

Liaising with the SENCO/ co-ordinator 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.
- 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 Individual Education Plan to address a special educational need (this would include pupils with EHC Plans)
- meeting regularly to discuss the progress and needs of the pupils
- work together on Individual Education Plans to ensure the best needs of the pupil are met
- ensure they follow this SEN policy

Securing good provision and good outcomes for all groups of vulnerable learners by :

- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2013)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- frequent assessment of progress and strategies to ensure that the provision is beneficial

### **Partnership with Parents/Carers**

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

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- making opportunities for parents to meet regularly with staff
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- working effectively with all other agencies supporting children and their parents

- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- providing all information in an accessible way
- keeping parents and carers informed and offering training, information and guidance for them to receive support

### **The SEN governor:**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **Pupil Involvement:**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. It is our intention to:

- allow children to openly state their views about their education and learning
- encourage pupils to regularly identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are, why they have them and what we are going to do to help them achieve them
- self-review their progress and set new targets
- encourage children to have confidence in their ability
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Education Plan.

### **Effective Transition**

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

### **Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with JCAT*)

### **Complaints**

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher.

**This policy will be reviewed annually by the governing body.**

### **Linked policies**

Behaviour policy

Safeguarding policy

Accessibility policy

Equality policy

Mental Health and Wellbeing policy