

**Yorkmead Primary School**

# Inclusion Policy

Person responsible: Angela Yeomans

Date Approved: March 2016

This policy is for pupils, parents/carers, staff and the governors of Yorkmead Primary school.

*Yorkmead School is committed to the safeguarding and promoting of well-being for all children.*

## **School Mission Statement**

Our shared mission at Yorkmead Primary school is to provide an inclusive education in a happy and secure environment where all children have the opportunity to enjoy their childhood and develop a firm foundation that can be built upon for years to come. Our school Vision "Self-belief is the key to success" focuses pupils self-esteem both inside and outside the classroom.

## **Our School SEND Aims:**

At Yorkmead Primary school, our aim is to ensure that the whole school community has high aspirations and expectations for all pupils with SEND, and that there is a focus on outcomes for children with SEND, not just the nature of provision/support. To achieve this, we will ensure that:

- All children are given equal access to a broad, balanced and relevant curriculum, meeting the statutory Framework for the Early Years Foundation Stage (2014) and National Curriculum 2014 requirements.
- The needs of pupils with SEND are identified early and are clearly communicated to all who are likely to teach them. These needs will be assessed, planned for, provided for and regularly reviewed, following the Assess, Plan, Do, Review cycle.
- All children with special educational needs are encouraged to participate in the decision-making processes about their needs. This includes encouraging them to give their views on assessment of their needs, progress review and to become involved in the transition process.
- Parents / Carers of children with SEND are treated as partners and are encouraged to play an active and valued role in their child's education.
- The school recognises that gifted and talented children have individual needs and makes provision for these needs.
- We involve outside agencies when appropriate and work in effective partnership with them.

## **Legislative Framework**

This policy for children with special educational needs or disabilities is governed and informed by the statutory frameworks set out in the following documents:

- 0-25 SEND Code of Practice 2014
- Children and Families Act 2014
- Working Together to Safeguard Children 2013
- Equality Act 2010: advice to schools DfE Feb 2013
- Statutory Guidance on Supporting Pupils at School With Medical Conditions April 2014
- The National Curriculum In England framework document Sept 2013

## **Fundamental Principles**

*Yorkmead School is committed to the safeguarding and promoting of well-being for all children.*

At Yorkmead Primary school, we embrace the fact that all children are different and have diverse learning needs. We ensure that we offer high quality inclusive teaching. This enables all children, regardless of their special needs, to make the best possible progress in school and feel that they are a valued member of the school community.

At Yorkmead Primary school, all children with special educational needs or disabilities are offered full access to a broad and balanced curriculum.

Children who are deemed to have any degree of SEND, whether temporary or permanent, are given the same opportunities as those experienced by others, with due regard for each child's dignity and self-esteem.

Every teacher at Yorkmead Primary school is responsible and accountable for ensuring that all pupils, including those with SEND, in their class fulfil their potential. We work under the "9 - 3" principle, i.e. effective SEND provision requires the needs of the child being met throughout their school day. Teaching and supporting pupils with SEND is a whole school responsibility, requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved - school, parents/carers, pupils, external agencies and the local authority.

### **Definition of Special Educational Needs**

At Yorkmead Primary school, we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state and maturity. 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 short or long term.

The Special Educational Needs and Disability Code of Practice 2014 states that:

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

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

*a) Has a significantly greater difficulty in learning than the majority of children of the same age; or*

*b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age in schools in mainstream schools or mainstream post-16 institutions.*

*xv. For children aged two or more, 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."*

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Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

According to the 0-25 Code of Practice 2014, the four main areas of SEND are:

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

These four categories are used within the school SEND Provision List; a detailed list of all children on the special needs database, their dates of birth, stage, category of SEND need and the stage of SEND support they are receiving.

### **Identifying Special Educational Needs**

At the heart of the work of Yorkmead Primary school, is a continuous cycle of planning, teaching and assessing which takes account of a wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. In school, we use a variety of different ways to identify whether a child has special educational needs. Some of these ways include:

- Observations
- Information from parents and carers
- Information from the child
- Discussions/Assessments with adults who work with the child
- School based assessments and test results
- Specialised assessments carried out by the school's external agencies
- Information from previous schools or settings
- Results from end of Key Stage assessments
- Use of the Birmingham toolkits

The results of any tests and information we have collected on individual children will be shared openly with parents / carers at meetings.

Children may be seen as needing provision which is additional to or different from that provided as part of normal class teaching and learning when they:

- Make little or no progress even when teaching approaches are targeted particularly in a child's area of weakness;
- Make slow progress in English and Maths skills;
- Present persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques employed by the school;
- Have sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;

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- Have communication or interaction difficulties and continues to make little or no progress, despite the provision of a differentiated curriculum.

**Procedure** ~ How we identify pupils with special educational needs and determine what their needs are;

The school is committed to early identification of special educational needs and liaises with pre-school groups and nurseries on transition to Reception. We welcome information from parents / carers which may alert us to such needs. The Foundation Stage Profile enables the early identification of children in need of intervention.

A referral (completion of a Record of Concern form) to the Inclusion Manager can be carried out at any point during the academic year. Class-teachers, through continuous observation and assessments, will become aware that a child has learning difficulties. The Inclusion Manager will take responsibility for interpreting this information, and co-ordinating any additional provision required, in consultation with the class-teacher, and parents / carers.

Additionally, during the Autumn term, an audit of Literacy and Language skills is carried out with all pupils currently on the SEND register and any pupils experiencing difficulties in learning. We audit needs using the 'language & literacy toolkit' (Birmingham Access to Education, A2E). This audit is updated again in the Summer term by the class teachers as part of monitoring the progress made by pupils with SEND.

### **A Graduated Approach to SEND Support**

The progress made by all pupils is regularly monitored and reviewed. In our response to meeting the needs of pupils with SEND, we adopt the Assess, Plan, Do, Review cycle outlined in the SEND Code of Practice 2014. Class Teachers drive the provision for all SEND children in their class.

**Initial concerns** registered by teachers, support staff, parents and carers, are addressed by quality first teaching and appropriate differentiation in the classroom. Once an initial concern has been raised, (Record of Concern) additional intervention will be decided and progress will be closely monitored through the school's standard assessment procedures.

Under the 0-25 SEND Code of Practice 2014, there are two categories of special educational need: **SEN Support** and **Education, Health and Care Plan (EHCP)**.

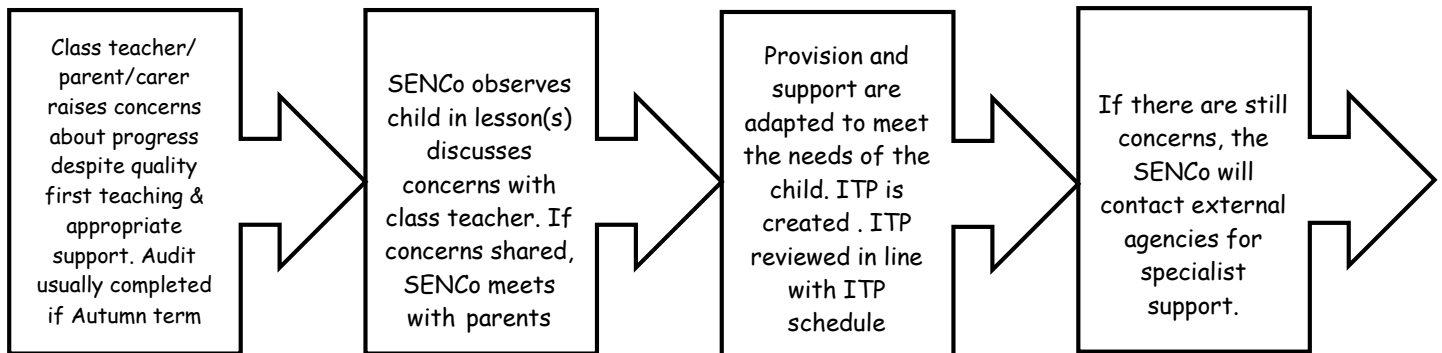
Within Yorkmead Primary school, we have subdivided SEN support category, to include ;

**In class Support** (extra help is given in class by TA or teacher)

**Out of Class Support** ( extra help is given in class by the TA and the teacher and the child attends extra intervention groups in school ) Additionally this group of children will be reviewed at outside agency planning meetings to agree on appropriate extra interventions, either by the outside agencies or by the school.

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**Process flow - Adding a child onto the SEND register, who does not come to school already identified by another setting as having additional needs.**



**Targeted Support (SEN Support)** this is action or provision which is additional to or different from what is available to all. Pupils benefiting from targeted support will have an ITP (Individual Target Plan) it is the responsibility of the class teacher to ensure the targets are appropriate to the additional needs of the child. The class teacher must ensure they are reviewing the ITPs regularly to ensure their effectiveness.

**Specialised Support (SEN Support)** if the school has evidence that a child is making insufficient progress despite significant and appropriate intervention, they will require specialised support. This is when outside agencies become involved, working with the child, teachers, teaching assistants, parents / carers and Inclusion Manager. Parental permission is always sought before involving any of these agencies.

These outside agencies may provide advice on the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of a child's progress.

### Progression through the School

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## Nursery and Reception

During their nursery and reception years children are allowed to develop and settle into school. They are monitored on their progress by their class teachers and teaching assistants. Occasionally, there is a specific educational concern about which the Inclusion Manager is consulted. Advice and support will be given but this will normally be implemented in the classroom by the classroom teachers and teaching assistants. However, there are occasions when more help needs to be given. Children are assessed in Nursery and Reception using the Birmingham toolkits.

### Year 1

- The bottom 20% of children are tested on their ability to recognise and write initial sound and also write the main words from Phase 2 and 3 of Letters and sounds in September.
- This Year One testing is used to create the SEND Intervention grouping for the year
- Children with identified poor reading, writing and phonic skills are reviewed with the class teacher. If they are already on the SEND Provision list, ideas will be given for ITP targets. If they are not already in the SEND Provision list then the Inclusion Manager and the class teacher will decide what next steps would be appropriate, following the process flow.
- The Birmingham toolkits are completed for the SEN children and other weaker children.

### Year 2

At the beginning of Year 2 children in groups and any others who are causing concern are assessed on

- initial sounds
- final sounds
- ability to build cvc words
- The Birmingham toolkits are completed for children with SEND and other weaker children.

### Year 3 ,4, 5 and 6

- i) The SATs results are taken into account.
- ii) All KS2 children are assessed in class every half term. Children's progress is again discussed by the Inclusion Manager and class teachers .
- iii) The Birmingham toolkits are completed for children with SEND and other weaker children.

At the beginning of each school year children's needs are discussed with their new class and sets teachers and children are assessed by criteria on the Birmingham toolkits.

### Mathematics

Effective practice for children with SEND will in most cases be the same as for other pupils but in addition particular attention should be paid to the following:

- Adequate assessments are used to identify pupils' strengths and weaknesses, to set individual targets and to plan the next stage of work including the selection of the most appropriate resources/level of support
- Direct teaching of the vocabulary of mathematics to ensure access with clear explanations of new language
- Cumulative structured teaching takes into account ITP targets
- Ensuring that differentiation is manageable and centred around work common to all pupils in a class
- Targeted positive support to help those who have difficulties with mathematics to keep up with their peers.
- Provision of physical resources to support Maths learning, for example Numicon.
- Provision of access to pre and post tutoring sessions to overteach key areas.
- Have access to Plus 1 and Plus a new one to one Maths Programme for children with SEND

### Outside Agencies

On a regular basis, the school enlists the help of the following:

- A Speech and Language Therapist;
- The School Nurse;
- City of Birmingham School (behaviour support services)
- The Educational Psychology Service;
- The Pupil and School Support Service;
- The Communication and Autism Team;
- The Physical Difficulties Support Service (PDSS);
- The Sensory Support Service to advise on visual impairment and hearing impairment.

Speech Therapists and the School Nurse are part of the health service. The remaining outside agencies now work as an integrated team known as 'Access to Education, A2E'.

In all cases, when a referral is made to outside agencies, the permission of parents / carers is obtained first and the appropriate referral form (as provided by each agency) is used. It

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is the Inclusion Manager who ultimately makes referrals, but it is essential that the class teacher is involved in the process to ensure an accurate picture of a child's needs is given.

### **Education, Health and Care Plans (EHC Plans)**

EHC Plans have replaced 'Statements of Special Educational Need' from September 2014.

In a very few cases, if a child is still demonstrating significant cause for concern, a request for an EHC Plan will be made by the school to the Local Authority, who will then consider the school and educational professional's evidence, along with any provided by the Health and Social Care professionals. This will decide the nature of the provision necessary to meet the young person's SEND.

The child's class teacher and the Inclusion Manager will decide on the nature of targeted and specialist support which may be in the form of:

- Adapted tasks and resources
- Adaptations to the learning environment
- Use of visual support
- Adult support in whole class settings
- Small group work
- One to one adult support in some , or in rare cases, most lessons.
- Targeted researched interventions
- Advice and support from outside agencies

### **Monitoring and Evaluation of SEND**

The following procedures provide evaluative points for assessing the effectiveness of Yorkmead Primary School's provision for pupils with SEND:

- Reports to Governing Body
- Pupil data tracking
- Pupil and parent/carer views shared during ITP Review meetings with Inclusion Manager
- Pupil and parent/carer views shared during annual EHC Plan, during this transition year, review meetings.
- Monitoring and book scrutiny feedback conducted by the Inclusion Manager
- Learning environment checks, for example the ASD Sensory audit.

### **Pupil Participation**

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At Yorkmead Primary school we believe intervention will be most effective when a child is involved in the process. It is therefore important to make efforts to elicit the child's preferences and views whatever his or her stage of language development. Pupil participation is on-going and is reflected in the planning and delivery of the curriculum. As well as the pupil participation evident across the school there are various strategies we use for pupils on the SEND register:

- ITP Targets are written in child-friendly language
- Children throughout the school are supported to self-assess at a development appropriate level.
- Clicker 6 and Communication in Print software is used to create written information supported by 'Widgit' symbols where necessary (for example social stories, labels around school)
- EHC / Annual review conducted using a Personal Centred review approach where possible.
- Each class has a visual timetable that is used consistently every day. Children can take responsibility for updating it daily and it should be referred to throughout the day. Visual timetables serve a purpose for all children in the class. Although they are of particular benefit to children with Autism it is important that all pupils are involved in the plan for the day and can easily see what is coming up.
- ITP reviews take place termly with the class teacher or TA, Inclusion Manager and the individual child.

### Transition

When a pupil with special educational needs moves to a different school the Inclusion Manager will liaise with the receiving school. This may involve speaking with the school Inclusion Manager or Head Teacher, inviting them to visit the child at Yorkmead Primary school. Additionally the latest ITP reviews will be sent to the new school. In the cases of children with a Statement or EHC copies of the medical notes and all key paperwork will be sent to the school. Yorkmead will keep a copy too of the key records of the child with a Statement or an EHC.

### Training and Resources

All school staff receive appropriate training so they have the knowledge and confidence to support children with a variety of needs.

The school provides training and support to enable all staff to improve the teaching and learning of all children, including children with special educational needs. This may include whole school training on SEND issues, such as: assessment of SEND, Autism, Dyslexia, Mental Health Issues Asthma, Allergies and Team Teach.

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Individual teachers and support staff attend training courses that are relevant to the needs of specific children in their class or intervention groups, e.g. Level 2 or 3 Autism, Developing Language skills courses / How to run a Gross Motor Group.

All children have access to the school sensory room, this is a vital resource area for the many children at Yorkmead who have an ASD impairment.

In addition, the Inclusion Manager meets regularly with staff to provide advice about teaching approaches and resources for children with additional needs.

Resources are allocated to support children with identified special educational needs. Each year, we plan our provision to show how we allocate human resources according to pupil need. This is reviewed on a half-termly basis. This is called the Provision Map.

### **Roles and Responsibilities**

The **Head Teacher** has the responsibility for day-to-day management of provision for pupils with special educational needs. They work closely with the Inclusion Manager to ensure full staff participation in the development and implementation of the SEND policy.

The **Inclusion Manager** oversees the provision for and progress of children with SEND and ensures teaching staff are also enabled to do this.

The **Inclusion Manager** has the responsibility for:

- Developing, monitoring and reviewing the school's SEND policy.
- Managing the SEN Notional Budget to ensure that maximum use is made of additional funding to support the children on the SEN provision list.
- Creating CRISPs( a funding proforma used in Birmingham), for some SEN children and ensuring these provide for sufficient funding for these high risk children.
- Managing, in conjunction with the Head Teacher, any exceptional funding that the Inclusion Manager is able to secure, to further meet the needs of the SEN children.
- Co-ordinating the provision for children with special educational needs or disabilities across the school.
- Liaising with statutory and voluntary support agencies
- Consulting with all SEN individual TA staff to ensure that the needs of our most vulnerable children are met .
- Ensuring that parents / carers are:
  - Involved in supporting their child's learning
  - Kept informed about the range and level of support offered to their child
  - Included in reviewing the progress their child has made.
- Holding twice yearly parent ITP review meetings to inform parents about the progress of their SEN child.

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- Facilitating Annual Reviews of statements and EHC reviews , using a person centred approach
- Ensuring the Leadership team are kept fully updated with important information that can effect classes about key children in school.
- Liaising with a range of outside agencies who can offer advice and support to help pupils overcome any barriers to learning.
- Providing specialist advice and facilitating training for teachers and support staff.
- Overseeing the records for all pupils with SEND.
- Liaising with Nurseries, local Children's centres and other locals schools to ensure smooth transitions for pupils with SEND.
- Ensuring that teachers are making reasonable adjustments to support the needs of the SEND children in their class.
- Managing the ITP process in school, to ensure progress for all children on the SEN Database
- The role is non - class based.

**Class teachers** are responsible for:

- Checking on the progress of all pupils and identifying, planning and delivering any additional support underachieving pupils may need. This includes reading and checking the ITP, at least on a termly basis.
- Personalising teaching and learning for pupils with SEND to ensure they make the best possible progress.
- Ensuring that the school's SEND Policy is followed in their classroom.
- Completing the Birmingham toolkits in the autumn term, for all children on the SEND Provision List and any additional children they are concerned about. Additionally the toolkits will be reviewed again in the summer term, to help the following year's teacher understand what SEND progress has been made.
- Working in partnership with parents / carers, the Inclusion Manager, teaching assistants and outside agencies to support individual pupils.

In our school, we have a **SEND Governor** who is responsible for special educational needs and her name is Mrs Hussain. Her role is to liaise with the Inclusion Manager throughout the year, ensuring that all children with SEND get the support they need to access all aspects of learning and to participate fully in the life of the school. The SEND Governor is the link between the school and the governing body in relation to pupils with SEND, meaning that any concerns over SEND provision can be raised, discussed and resolved.

### **Storing and Managing Information**

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All special educational needs records are confidential. The Inclusion Manager will keep and update all SEND records and ensure they are held securely. When a child transfers to a new school, the SEND records will be passed on to the new school.

Each class has a SEN File. This contains a copy of all the individual information about the class SEN children and the current and previous terms ITPs. It also has copies of a number of important resources that teaching staff may need, for example, master copies of symbols used for the visual timetables. Also in the file will be any SEN correspondence or reports from outside agencies and will be kept in the Inclusion Manager office.

The following are the key SEN documents:

1. The SEND Provision List - a list of all children on the SEND register, in class order .
2. The Intervention Overview- a list of all children who receive additional and different interventions in school, including SEND children, EAL children, Pastoral support , children, children withdrawn for Pupil Premium work and children on the First Class Number Programme.
3. The Provision Map - a detailed list of all SEND and EAL interventions in school, listed by child, by class.
4. The SEND Resource List - detailed list of every items held for use by SEN children
5. Individual Teaching Assistant time tables - an updated timetable is held in the SEN room for every Individual Teaching Assistant in school.
6. The SEND Audit Continuum - updated in the Autumn and the Summer Terms - records progress of all the SEND children .

### **Working in Partnership with Pupils and Their Families**

At Yorkmead Primary school, we recognise the value of working in partnership with parents / carers of children with special educational needs in order to achieve the best outcomes for them. As a school, we strive to ensure a high level of communication with parents / carers so that they feel well informed about what is happening in school and how their child is progressing. This includes:

- Regular meetings with Inclusion Manager via the ITP meetings
- Regular curriculum information and newsletters to inform parents /carers of what will be going on during the term
- Information on the school website , including the SEND Information Report
- Autumn term Parents' evening where the ITP is discussed by class teacher and parent
- Parents'/carers' views gathered as part of the Annual Review / EHC Review process.
- Workshops

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We encourage parents/carers of children with SEND to talk to their child's class teacher regularly so that we know what they are doing at home and we can tell parents what they are doing in school.

We also have a variety of other methods of communication with parents / carers according to the needs of the individual child. This can include phone calls, diaries, home-school book, letters or certificates home.

### **Reviewing the Policy**

The SEND policy is normally reviewed every three years, but in the light of the recent new Code of Practice, this policy will be reviewed again in the Summer Term 2017.

### **Admission Arrangements**

These are in line with the school's Admissions Policy. A child with SEND but without an EHC Plan / Statement will not be refused a place solely on the grounds of their special educational needs. With child with an EHC Plan we will look at appropriate provision to meet the needs of the child

### **Arrangements for Handling Concerns about SEND Provision**

At Yorkmead Primary School, we are committed to working in partnership with parents / carers and children to meet the needs of all children with special educational needs. If parents / carers were to have a question or concern about the provision for a child with special educational needs, in the first instance, we would encourage them to contact their child's class teacher or the Inclusion Manager. If they still have concerns, the next step would be to contact the Head Teacher or SEND Governor by telephoning the school office or writing a letter marked for their attention. The school and governing body take complaints seriously and will do everything they can to resolve the issue quickly.

### **Please also refer to these policies and documents:**

SEND Information Report  
Safeguarding (Child Protection) Policy  
Behaviour Policy  
Supporting Pupils at School with Medical Conditions  
Equal Opportunities Action Plan  
Anti-bullying Policy  
Complaints Policy  
Admissions Policy

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## EAL Policy

### **Monitoring of this policy**

The Head-teacher and Governors of Yorkmead Primary school have overall responsibility for ensuring that this policy is implemented and the necessary provision is made for any pupil who has special educational needs.

The SEND Governor is Mrs Hussain. It is also the legal duty of the governing body to report annually on the implementation of this policy to parents / carers.

This policy will be reviewed annually.

Next review date is Summer 2017