



SEN AND INCLUSION POLICY

RATIONALE

The Hanham Primary Federation is committed to providing an appropriate and high quality Infant and Junior education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

The Hanham Primary Federation is committed to inclusion. Every teacher is a teacher of every child or young person, including those with SEN. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties. We want all children to have high aspirations for the future.

This does not mean that we will treat all learners in the same way but that we will respond to learners in ways which take account of their varied life experiences and needs.

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, men and women
- 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
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion
- those in receipt of Pupil Premium

This policy describes the way we meet the need 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 there are many factors affecting achievement, including ability, emotional state, age 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 long or short term.

At The Hanham Primary Federation, we aim to identify these needs as they arise and provide learning and teaching contexts which enable every child to achieve to his or her full potential.

The Hanham Primary Federation sees the inclusion of children identified as having special educational needs as an equal opportunities issue and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The development and monitoring of the schools work on Inclusion will be led by the Inclusion Manager and undertaken by the Federation Leadership Team, Senior Leadership Teams within each school and the Governors Curriculum Committee.

OBJECTIVES

- To ensure the SEN and Disability Act and Code of Practice (2014) and guidance are implemented effectively across the school
- To practice a 'whole school, whole child' approach in ensuring all children reach their potential
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible
- To provide full access to the curriculum through well differentiated Quality First Teaching and additional support from the Inclusion Manager, SENCO (HAJ based) support staff and other agencies as appropriate
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN at School Support
- To ensure that pupils with SEN are perceived positively by all members of the school community and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers
- To ensure that we are able to meet the needs of as wide a range as possible of children who attend our school
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of Key Stage 3
- To involve parents/carers at every stage in plans to meet their child's additional needs
- To appropriately involve the children themselves in planning and in any decision making that affects them

IDENTIFICATION AND ASSESSMENT ARRANGEMENTS; ASSESS – PLAN – DO – REVIEW CYCLE

The school's 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. This takes the form of the Pupil Progress meetings. Within these meetings consideration is given to the needs of the whole child, not just any special education need. The school's system includes reference to information provided by:

- Class teachers and adults working with the children
- Baseline assessment results
- Progress measured against age related expectations
- National Curriculum descriptors for the end of a key stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement or Education Health Care Plan
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- SAF - Single Assessment Framework
- Another school or LA which has identified or has provided for additional needs
- The Thrive programme

Based on the school's observations and assessment data and following a discussion between the class teacher, Inclusion Manager and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through School Support provision *and /or*
- Additional support through outside agency accessed school support

The school register of SEN will also be updated alongside Pupil Progress meetings to coincide with Local Authority data collection dates.

Any child receiving School Support will be on the School Register under one of the following categories:

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

THE GRADUATED APPROACH

In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, learning and teaching styles and access strategies. This Quality First Teaching is an expectation for every child. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the following definitions of adequate and good progress in order to monitor impact of support for a child:

- Closing the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers.
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of quality first teaching through differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach further provision may be appropriate. This may take the form of small group or individual intervention. This may or may not be informed by advice from outside agencies.

This provision would be considered where there is evidence that:

- There has been little or no progress made with existing interventions and differentiated teaching
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioral or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs.

The group may be taught by the class teacher or led by a TA. All children will work with their class teachers during the week. The SENCo may also work with small groups or individuals on specific targets.

The responsibility for intervention planning for these children remains with the team leaders and class teacher, in consultation with the Inclusion Manager or SENCo as appropriate. This should also not replace high quality, differentiated classroom teaching.

Monitoring will be carried out by class teacher and teaching assistant through annotated and evaluated weekly planning. Significant achievements and difficulties will be recorded. The Inclusion Manager will look at the monitoring information on a termly basis and make adjustments to the provision for the child, if appropriate. However, teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Individual SEN Support Plans will be reviewed three times a year, although some pupils may need more frequent reviews. The Inclusion Manager or SENCo will take the lead in the review process in partnership with the class teacher. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

In order to set appropriate outcomes for children, referrals may be made to outside agencies and specialist services. A variety of support can be offered by these services, such as advice to the school about outcomes and strategies, specialised assessment or some

direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

Provision will run concurrently with differentiated curriculum support.

School request for a Education Health Care Plan

For a child who is not making adequate progress, despite a period of School Support, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to move towards an Education and Health Care Plan

The school is required to submit evidence to the LA SEN Panel which makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

If an Education and Health Care Plan is issued there will be an Annual Review, chaired by the Inclusion Manager, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the plan or to the funding arrangements for the child.

ARRANGEMENTS FOR CO-ORDINATING AND MONITORING SEN PROVISION

- The Inclusion Manager and members of the Federation Leadership Team will formally meet at least 6 times a year for Pupil Progress meetings
- The Inclusion Manager or SENCo will liaise as required with team leaders and class teachers to discuss additional needs concerns and to review outcomes
- Where necessary, reviews will be held more frequently than three times a year for some children
- Outcomes arising from SEN meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied learning and teaching styles
- The Inclusion Manager monitors provision for SEN support across the EYFS, Key Stage 1 and Key Stage 2
- The Inclusion Manager, together with the Headteachers, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation, work sampling, learning walks and SEN Support reviews.
- SEN support is primarily delivered by class teachers through differentiated teaching and learning strategies. Additional support is provided by additional adults throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the Inclusion Manager and the leadership team, in line with current pupil needs, educational initiatives and the budget
- Support staff, class teachers, SENCo and outside agencies liaise and share developments in order to inform reviews and forward planning.
- The Inclusion Manager and SEN Governor monitor the effectiveness of SEN policy and procedures across the Federation.

ALLOCATION OF RESOURCES

- Each Term we map our provision to show how we allocate resources to each year group.
- The deployment of resources and use of budget is planned and monitored by the Federation Leadership Team.

THE SCHOOLS ARRANGEMENTS FOR SEN AND INCLUSION IN-SERVICE AND STAFF TRAINING

- The Inclusion Manager has completed the SENCo qualification through the University Of Bath.
- Meeting additional needs and inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is arranged and matched to these priorities or Performance Management objectives
- In-house additional needs and inclusion training is provided through staff meetings by the Inclusion Manager or specialist services
- All staff have access to professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the leadership team will ensure tailor-made training where this is appropriate.

Use is often made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the Inclusion Manager as to the purpose of each visit.
- The Inclusion Manager liaises frequently with a number of other outside agencies, for example:
 - Social Services
 - Education Welfare Service (to support attendance issues)
 - School Nurse
 - Community Paediatrician
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - Child and mental health service (CAMHS)
 - The Inclusion Manager is part of a local Inclusion cluster and a Multi-agency professional's cluster.

Parents/carers are always informed if any outside agency is involved.

ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS/CARERS

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The Inclusion Manager or SENCo will attend this meeting if the school or the parent thinks this is appropriate.
- The Federation has an open door policy and we encourage parents to make an appointment with the class teacher, Inclusion Manager or SENCo to discuss concerns and progress at any time.
- At review meetings with parents/carers we try to always make sure that the child's

strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

- Individual outcomes will include targets to work towards at home and parents/carers are always invited to contribute their views to the review process. All SEN Support and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

LINKS WITH OTHER SCHOOLS / TRANSFER ARRANGEMENTS

- Reception staff will meet with staff from pre-school and nursery provision prior to pupils starting school. Concerns about particular needs will be brought to the attention of the Inclusion Manager after this meeting. Where necessary the Inclusion Manager will arrange a further meeting.
- Class teachers of pupils joining from other schools will receive information from the previous school; if there is an SEN issue the Inclusion Manager.
- Transition work and supported transfer meetings are held for all children moving in and out of school and across Key Stages.
- Year Six handover meetings are held by the Inclusion Manager, Family Link Worker and receiving school.

LINKS WITH HEALTH AND SOCIAL SERVICES, EDUCATION WELFARE AND ANY VOLUNTARY ORGANISATIONS

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Inclusion Manager or Family Link workers, and referrals will be made as appropriate.
- Social Services will be accessed through the Social Services Team as appropriate. Class teachers will alert the Federation Leadership Team if there is a concern they would like discussed.
- The Federation buys in support from an Education Welfare service.
- There are many voluntary organisations supporting SEN. The Inclusion Manager and Family Link Worker maintain an up to date list. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be displayed as appropriate.

ACCESS TO THE ENVIRONMENT

- The Hanham Primary Federation is a split site Infant and Junior school, with Early Years Foundation Stage, Key Stage 1 and Key Stage 2 provision. The schools are built on a single level with ramped access to appropriate areas. Entrance to the building is through the main lobbies, which are level and therefore suitable for wheelchair access. Classrooms are accessed by corridors which are currently of sufficient width for wheelchair access.

Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

ARRANGEMENTS FOR PROVIDING ACCESS TO LEARNING AND THE CURRICULUM

- The school will ensure that all children have access to a balanced and broadly based curriculum based on the EYFS and National Curriculum. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the learning and teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Differentiation takes a variety of forms within teacher planning. Learning intentions/objectives are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the extracurricular activities are barrier free and do not exclude any pupils.

ACCESS TO INFORMATION

- All children requiring information in formats other than print have this provided
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support. We are a dyslexia friendly school and use recognised techniques and strategies to support all children.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- The Hanham Primary Federation uses a range of assessment procedures within sessions (such as audio visual, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

SEN AND FEDERATION POLICIES

The SEN policy sits alongside other Federation policies:

- For further information on supporting pupils at school with Medical Conditions please see the Medical Needs including Medication Administration policy.
- For further information on Safeguarding please see Safeguarding and Child Protection Policy.
- Please also see the Pupil Premium report and SEN Information page on the school websites.

Roles and responsibilities for areas around SEN include:

- Stuart Mason – SEN Governor
- Helen Lees – Inclusion Manager
- Mike Coyne – Designated Safeguarding officer
- Gabby Christopher – Safeguarding, Behaviour and Safety
- Karen Farrell – Family Link Worker (HAJ based)
- Karen Farrell – Thrive practitioner (HAJ based)
- Cat Garland – Family Link Worker (SWI based)
- Jackie Barton – Teaching SENCo (HAJ based)

ADMISSION ARRANGEMENTS

- Children are allocated places at the Hanham Primary Federation through the Local Authority admissions process.
- Children with additional educational needs are considered for admission to the school on exactly the same basis as children without additional educational needs.
- Children identified, prior to joining our school, as having additional needs will also be matched to classes to ensure a balance of both provision and opportunity.
- Prior to starting school, parents/carers of children with an Education, Health Care plan (EHC) or EHC pending will be invited to discuss the provision that can be made to meet their identified needs.

EVALUATING THE SUCCESS OF THE SCHOOL'S INCLUSION AND SEN POLICY

- Every year we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions), attendance and social and emotional concerns. We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead.
- In Term 1, 3 and 5, the Inclusion Manager will provide information to the governing body as to the numbers of pupils receiving special educational provision through School Support. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
SEN and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary
- The Inclusion Manager will meet with the SEN Governor to discuss Inclusion and current SEN concerns.
- Whole school monitoring and evaluation procedures will include sampling of work, learning walks and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- The policy itself will be reviewed annually by the staff and governors.

DEALING WITH COMPLAINTS

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Inclusion Manager or Headteachers, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Primary Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office or on the websites.