

# Byfleet Primary School Inclusion Policy

<b>Governors' Committee Responsible:</b> Full Governing Board	<b>Governor Lead:</b> Ashley Clark	<b>Nominated Lead Member of Staff:</b> Michelle Atkins (Inclusion Leader)
<b>Date Reviewed:</b> October 2020	<b>Status &amp; Review Cycle:</b> Statutory Annual	<b>Next Review Due:</b> October 2021

**At Byfleet Primary we aim to be a fully inclusive school. 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:**

- Learners with special educational needs and disabilities (SEND)
- Those who are looked after by the local authority (LAC)
- Learners who need support to learn English as an additional language (EAL)
- Minority ethnic and faith groups, travellers, asylum seekers and refugees
- Those who are gifted and talented
- Learners who are vulnerable due to long term illness and/or in families under significant amount of stress

**At Byfleet Primary we aim to:**

- To provide curriculum access for all learners
- Actively seek and address the barriers to learning that can hinder or exclude any pupil
- Meet the needs of all pupils through a range of tailored provision
- Make the clear distinction between “underachievement” (often caused by a poor early experience of learning) and Special Educational Needs and Disabilities. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils catch up
- Work in a cooperative partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach at all times

## Quality First Class Teaching

All staff ensure that pupils enjoy a broad and balanced education regardless of any need. All teachers are responsible for maximising achievement and opportunity for all groups of learners. The highest quality of education for all children is provided through differentiation, planned grouping to facilitate learning and where appropriate additional adult support.

The main teaching objectives are to set the highest expectations of behaviour and achievement of pupils through setting suitable learning challenges, respond to pupils' diverse learning needs, identify and provide for pupils who have a special need allowing for full-integration.

High quality teaching which is differentiated for individual pupils is the first step in responding to pupils who have or may have Special Educational Needs and/or Disabilities.

The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching styles that need to be applied.

## Special Educational Needs and Disabilities (SEND)

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her (section 20 of the Children and Families Act 2014).

The Code of Practice (2014) suggests that **pupils are only identified as pupils of SEN if they do not make adequate progress once all interventions and good quality personalised teaching have been received.**

At Byfleet Primary School it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- 1. Communication and Interaction**
- 2. Cognition and Learning**
- 3. Social, Mental and Emotional health**
- 4. Sensory & Physical**

Byfleet Primary School's SEN Policy is based on the whole school approach where teaching and learning, attitudes and well-being of every individual pupil matter. **Every teacher is a teacher of every child including those with SEN.**

## The Graduated Approach

As a school we feel it is crucial that pupils with special educational needs and disabilities (SEND) are identified as early as possible to help remove any barriers to learning. We identify the needs of our pupils by considering the needs of the whole child using a graduated approach.

- **One Page Profile & Profile of Need (assess)**
- **Assessment and Planning (plan)**
- **Intervention and Support (do)**
- **Evaluating Progress and Reviewing (review)**

### Assess

Identification and assessment involves analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents and the child.

### **Children's needs and barriers to learning can be identified using the following:**

- Entry data e.g. Foundation stage baselines
- Standardised scores (100-115 Average)
- Reading/Maths ages
- Tracking of progress over time
- Evidence in books
- Classroom observations/behaviour logs
- Parental concerns
- Concerns from previous school/placement

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. He/she will make suitable arrangements within the classroom and adapt their teaching and resources where appropriate. For example; provide an individual visual dictionary for a child with literacy difficulties or timetable additional movement breaks for a child with physical or sensory difficulties.

At this stage, the class teacher would fill out a **one page profile** with the child. The profile is a summary of person-centred information which focuses on:

- Important people in the child's life (school and home)
- Things that are working well
- Things that that may need help with
- Strategies/resources to help me overcome any difficulties

The class teacher will then arrange a meeting with the child's parents/carers to share their initial concerns and discuss the **one page profile** which has been recently completed with their child. Together they will celebrate the child's strengths and discuss ways to help overcome any identified barriers e.g. weekly handwriting intervention. All views will be recorded on an **initial concern form**.

If the child continues to make slow progress, despite the adjustments made, then the inclusion leader will meet with the class teacher and parents/carers. At this meeting, the initial concern form will be reviewed and a **SEND profile of need** will be used to assess whether the child would benefit from accessing **SEND support**.

### **The SEND Profile of Need**

The SEND profile of need is an assessment tool introduced in September 2019 which gives an immediate visual profile of a child. It is a useful document to refer to when a picture of a child's achievements is needed e.g. initial awareness of a specific need/difficulty, tracking progress and identifying an escalation of need.

The document can help identify whether a child's needs can be met within:

- **Universal Support**
- **School SEND Support**
- **Specialist SEND Support**
- **An individual Education and Healthcare Plan (EHCP)**

The profile can provide a map of a child's Special Educational Needs and Disabilities and the interventions and support which are currently used, or will be used, with the child.

It provides a summary of the barriers to learning in a specific area of need with recommendations of interventions to help overcome these barriers.

The inclusion leader, class teacher and parents/carers will work together to highlight the indicators which closely match the information from current assessment reports and observations.

They will also highlight interventions where they are being used. If an intervention is used which is not on the profile, it can be written in where appropriate. Any future interventions can be noted at the bottom of the profile.

A child could have highlighted indicators in universal Services, school SEND Support or specialist SEND Support. It is a best fit of needs as a child may have a wide range of needs or a spiky profile.

**The inclusion leader, class teacher and parents/carers will decide together using the evidence from the one page profile, SEND profile and formal/informal assessments whether would benefit from joining the SEND register which enables them to access to regular SEND support.**

**Once it has been agreed by parents/carers then the child's name will be added to the school's register and the graduated approach of 'assess, plan, do & review' can continue.**

## **Plan**

The inclusion leader, class teacher and parent/carer agree on a maximum of three person centred outcomes for the child. An outcome can be defined as the benefit of difference made to an individual as a result of intervention. These should be personal outcomes to ensure a child-centred approach remains a focus at all times.

These outcomes are recorded on a SEND support plan (SSP) and then SMART (Smart, Measurable, Achievable, Realistic and Time bound) targets are chosen to help achieve the overall outcomes.

The SSP also includes recommended actions, strategies and interventions to help the child meet their targets.

## **Do**

The class teacher oversees the adjustments, interventions and support which has been agreed in the child's SEND support plan. The inclusion leader can support them with the organisation of resources and timetabling of delivery.

We have a range of research based interventions which cater for all four areas of need. For example, Fisher Family Trust (Reading and Writing), First Class @ Number (Maths) and Emotional Literacy Support (Social and Emotional). See the school's provision map for more information.

The inclusion leader and class teacher will work closely with teaching assistants to deliver the additional support regularly and effectively.

## **Review**

The class teacher and parent/carer meet on a termly basis to review the child's targets, evaluate the impact of the classroom strategies/interventions and celebrate what has gone well across the term. The inclusion leader can be invited to attend the review meeting if progress has been limited and further advice is required. The class teacher and parent/carer discuss whether the outcomes are still relevant for the child before setting new SMART targets for the next term. The cycle starts again after this meeting.

## **Specialist Support**

Outside services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. Example of outside specialists include;

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support
- Learning and Language Support

If the child requires on-going support which costs more than the school's delegated SEN budget per pupil (£6000) then the outside specialists can help advise school and parents/carers on whether an application for an Education and Healthcare Plan (EHCP) is required.

### **Education and Healthcare Plan (EHCP)**

Using the evidence collected within the SEND support plan paperwork; all stakeholders will consider whether the current level of resourcing can be used effectively to support progress. If this is not possible then a Notification of request for an EHCP is sent to the Local Authority.

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, a record of involvement and arrangements and outside agency engagement. The LEA have up to 20 weeks for the assessment to take place before informing parents/carers and school of the outcome.

If an Education and Healthcare Plan is agreed then all stake holders involved will meet to discuss appropriate budgets and long term outcomes. The EHC plan will be reviewed on an annual basis and the short term targets from the plan will be reviewed on a termly basis.

### **Reviewing the SEND Register**

If a child makes significant progress and no longer requires additional support for their learning and/or development, then it will be jointly decided to remove the child from the register. They will remain on the SEND monitoring list until the end of that academic year if circumstances do not change.

### **SEND Admissions**

Children with SEND will be considered for admission on an equal basis with all other children according to the criteria set out in the School's Admission Policy taking into account the suitability of the child to mainstream education and availability of resources and facilities to meet that child's needs.

### **Gifted and Talented Pupils**

Gifted and talented pupils are identified by making a judgement based on a variety of sources of information. These include:

- Exceptional achievements out of school e.g. sports scholarship
- Standardised scores (130 and above)
- Teacher nominations based on classroom performance and observation

Teachers provide opportunities that promote collaboration, critical thinking and creative thinking through:

- A variety of activities and carefully chosen resources

- Purposeful and organised group work
- Good pace and momentum to lessons
- Encouraging pupils to contribute through a range of opportunities
- Activities to develop thinking skills
- Giving regular opportunities for independent work

In addition to the above, we offer the opportunity for our children to attend curriculum workshops (usually offsite) to meet and work with other Gifted and Talented children.

For children who attend additional tutoring or training sessions for their area of expertise we allow them time to participate during school hours.

### **English as an Additional Language (EAL)**

We work hard to meet the needs of pupils who have English as an additional language by:

- Providing a range of opportunities for them to engage in English speaking and listening activities
- Providing opportunities for children to hear their home languages, as well as English (where possible)
- Using bilingual staff throughout the school (where possible)
- Using a range of EAL support material gathered from various sources
- In the mathematics tasks and tests at Key Stage 1, we help children with EAL by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses

### **Whole School Provision Map**

All vulnerable learners who are underachieving will be included on the whole school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively