

TWYDALL PRIMARY SCHOOL



Inclusion Policy

Introduction

The School's Policy and Implementation of SEN and Disability has regard to the '**Special Educational Needs and Disability Code of Practice: 0 – 25 years**' (January 2015), '**Medway's Children's and Young People's Plan**' (2009) and to the '**Equality Act**' (2010).

Our Setting:

Twydall Primary School and Nursery is a mainstream school with designated provision for children with physical disabilities and complex medical conditions. Our school also has a provision for children with hearing impairments.

School Ethos and Values

At Twydall Primary School and Nursery we aim to provide the very best care and education for all our children.

We strive to promote a positive and supportive, fully inclusive environment, meeting individual needs.

We have high expectations of all our children and work in partnership with parents. Together we ensure all children make progress and become part of our community.

We recognise the vital role of parents/carers and we aim to work in partnership with them, valuing their views and contributions and keeping them fully involved in their child's education.

We believe in the involvement of the child and the importance of taking their views into account.

We consider the individual needs of children when planning our curriculum and provide a curriculum which is accessible to all our children.

The school recognises the importance of early identification and assessment and we have practices and procedures which ensure that all children's needs are met.

We recognise that some children will need additional support to ensure access to the whole curriculum. We aim to provide appropriate support strategies, and if additional specialist support is necessary we will contact the appropriate external agencies and outreach teams.

We believe in a multi-disciplinary approach and actively support close links with all agencies and professionals working with the child.

Special Educational Needs:

Pupils are defined as having Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them. A learning difficulty means that a child has significantly greater difficulty in learning than most children of the same age.

A child has a disability if they have a physical or mental impairment that is substantial and that has a long-term (lasts for more than 12 months) adverse effect on their ability to carry out normal day to day activities. The disability prevents them or hinders them from making use of the educational facilities that are generally provided for children of the same age.

Classification of Special Educational Needs:

When a child is identified as having a special educational need, they are placed on the School's SEN register under the single category of **SEN Support**, as laid down in the SEN Code of Practice (2015). Parents and carers are informed and discussions take place about how parents and carers can help at home. Within this single category of SEN Support are children whose needs can be met by the class teacher through 'First Quality Teaching', differentiation and interventions which are additional to or different from the school's usual, differentiated curriculum.

For some children with a higher level of need, the class teacher and Inclusion Manager are provided with advice and support from outside agencies and specialists to provide alternative interventions and strategies additional to or different from the strategies normally provided.

Statements and Education Health and Care Plans

Statements have been replaced by Education Health Care Plans (EHCP), and the Local Authority is in the process of converting all Statements into EHCPs, so currently a child may have either.

In cases where needs are exceptional, the school, parents/carers may request that the Local Authority make a statutory assessment of education and health needs and consider whether or not to issue an EHCP. If an EHCP is issued, the Local Authority may consider the child to require specialist provision for their education; at Twydall, as stated above, we offer designated provision for children with physical disabilities and complex medical conditions, as well as hearing impairments. The parents/carers views will always be part of this decision making process.

PROVISION FOR CHILDREN WITH BARRIERS TO LEARNING.

Provision for Children who have a Statement of Special Educational Needs or EHCP for a physical disability or complex medical condition

- The school is accessible to wheelchair users and adaptations have been made to enable pupils with a physical disability to access all areas of the school.
- There are special toilet facilities, ramps, handrails and automatic doors.
- There is a soft playroom and additional rooms for therapists and small group teaching.
- There are sound treated areas in the nursery, KS1 and KS2 parts of the building, to enable children with hearing impairments to access learning in an enhanced hearing environment.
- The school employs special support assistants to facilitate access in all areas of the curriculum and to support the care needs of our pupils, including intimate care.
- There are additional, specialist resources and equipment to enable access to different curriculum areas.
- The school receives advice from agencies and therapists.
- Teachers differentiate the curriculum and set SMART targets to guide and enhance learning, within a system known as Provision Mapping.
- BSL (British Sign Language) is promoted throughout the school.
- There is an area for administering tube feeds.

Provision for Children who have a Statement of Special Educational Needs or EHCP for Hearing Impairment

- The school provides inclusive places for children aged 3-11 who have a hearing impairment and a Statement of Special Educational Needs or EHCP, assessed through the Pathfinder process.
- The school has 3 designated, sound treated areas, one in each Key Stage.
- The majority of classrooms have been adapted to accommodate a sound field system. Teachers use microphones so their voice is transmitted through loud speakers.
- The school halls have also been adapted with acoustic reflectors.
- The school has equipment for testing children's hearing aids.

We also provide for children who have learning or behavioural needs.

- The school employs Learning Support Assistants who are effectively deployed to ensure pupil progress.
- Teachers differentiate at planning stages to ensure progress and success for all pupils.
- Planning at all stages reflects a variety of teaching styles.
- Children are given opportunities to learn in different styles.
- Targets are specific for individual children.
- The school has a Behaviour Policy.
- There are Challenge Groups held during the academic year to support specific year groups.
- The school receives advice from agencies and therapists.
- Intervention groups are in place for children who are underachieving or have special educational needs.

We welcome children with diverse needs and we strive to break down barriers to learning.

At Twydall Primary School and Nursery we are committed to raising achievement for all pupils. However, if the education of other children is adversely affected, or the learning gap for an individual child becomes too wide, it may become necessary to review the appropriateness of our provision for a specific child. This will be carried out following the guidance from Medway Local Authority.

ROLES AND RESPONSIBILITIES

Governing Body

- Monitors the SEN Policy.
- Ensures SEN provision is an integral part of the School Improvement Plan.
- Has regard to the Code of Practice when carrying out its duties toward all pupils with barriers to learning.
- SEN Governor(s) is/are knowledgeable about the school's SEN provision, including how funding, equipment and resources are deployed.

The Headteacher

- The Headteacher has responsibility for the management of SEN provision and the delegation of responsibilities to the Inclusion Manager/SENDCo.
- The Headteacher keeps the Governing Body fully informed.

- The Headteacher holds regular briefing meetings with the Inclusion Manager / SENDCO.

Deputy Headteacher

- Has line management responsibility for all Teaching Assistants, but will liaise with the SENDCO/Inclusion Manager for the delivery of specific interventions.

The Inclusion Manager/SENDCO

The Inclusion Manager is responsible for the implementation of the Inclusion and Special Educational Needs Policies by:

- The promotion of inclusive practices and of positive attitudes to disability
- Maintaining and updating SEN Register
- Liaising with teaching staff, support staff and parents
- Supporting teaching staff regarding Provision Mapping
- Monitoring and reviewing Provision Maps, EHCPs and Statements
- Liaising with outside Agencies, Speech Therapists, Physiotherapist, Educational Psychologist
- Managing In School Reviews
- Managing Multi Disciplinary Review meeting.
- Managing CAFs
- The purchase and maintenance of equipment and resources to meet the individual needs of the pupils and to support teaching and learning
- Delivering INSET
- Developing and co-ordinating provision for visually impaired pupils
- Managing the effective deployment of SSAs and relevant training for staff

Class Teachers

Class Teachers have responsibility for medium and short-term curriculum planning to meet the individual needs of the children within the class.

- Identifying and raising concerns with the Inclusion Manager / SENDCO using assessment procedures and the completion of Cause for Concern forms and register of concerns as part of their responsibility for identification of possible SEN.
- Monitoring progress and gathering evidence of barriers to learning.
- Setting and reviewing targets in Provision Maps supported by the Inclusion Manager / SENDCO.
- Implementing targets and strategies included in the Provision Map and planning for all interventions that are provided within the school, not by professional outside agencies.
- Working in collaboration and liaising with teaching assistants in executing programmes and targets included in the Provision Map.
- Informing parents about pupils' barriers to learning and strategies to be used as detailed on the Provision Map at parents' evenings.
- Liaising with the Home School Support Worker.

Support Staff

Learning Support Assistants (LSAs) work under the direction of the Class Teacher in the day-to-day implementation of individual programmes and have responsibility for:

- Recording progress towards intervention targets to inform the Provision Map review process.
- Providing verbal or written feedback to Class Teachers to inform the Provision Map review process as part of the Graduated Approach of 'Assess, Plan, Do, Review'.
- Providing support for learning.
- Managing pupils' behaviour.
- Building pupils' self esteem.
- Supporting children in groups e.g. Speech and Language.

Early Years Classroom Assistants

In Foundations Stages 1 and 2, Early Years classroom assistants provide support for all the children.

Special Support Assistants

Special Support Assistants (SSAs) are deployed across the school. They are timetabled within a specific year group for specific children. Their role is crucially important in facilitating the inclusion of children with a physical disability or medical condition. They have the following responsibilities:

- Recording progress towards intervention targets to inform the Provision Map review process.
- Providing verbal or written feedback to Class Teachers to inform the Provision Map review process.
- Providing support for learning.
- Supervising the arrival and departure of children.
- Supervising children at playtimes and lunchtimes
- Assisting in the dining room
- Supporting physical activities, P.E, games, large apparatus, etc.
- Liaising with Class Teacher, Inclusion Manager, Physiotherapist, Speech Therapist.
- Supervising during soft play sessions
- Carrying out speech/physiotherapy programmes as advised by outside agencies following the Class Teacher's direction.
- Supporting care and toileting needs.
- Reporting any maintenance problems with wheelchairs, standing frames, AFOs etc. to Inclusion Manager/SENDCO.
- Participating in the Person Centred Annual Review (PCAR) process.

Home School Support Worker

This post has a significant role related to supporting the individual needs of a number of children, who frequently, but may not, have Special Educational needs. The key role of the Home School Support Worker facilitates the working relationships between home and school and to reduce emotional barriers to learning,

Midday Meals Supervisors

As members of the school team, the Midday Meals Supervisors support pupils during the lunchtime, by supervising the pupils within the dining room and on the playground and upholding school policies and strategies.

Subject Leaders

Subject Leaders have the responsibility to raise awareness of SEN in their particular subjects in co-operation with the Inclusion Manager / SENDCO when developing policies, programmes of work, appropriateness of materials and when purchasing resources and to look at alternative methods for delivering teaching to meet the needs of all pupils.

Staff INSET

School based INSET and regular liaison between all staff ensures a sharing of professional expertise.

Teaching and Support Staff attend INSET as identified in the School Improvement Plan. (INSET Policy)

Visiting Therapists as part of identified EHCP provisions and/or identified medical needs.

- Physiotherapists visit the school regularly to work on programmes with children, to check equipment, to advise staff and to meet with parents as part of the NHS blocks of provision.
- Speech and Language Therapists visits the school regularly to deliver therapy and to monitor programmes.
- The Occupational Therapist visits school regularly to provide advice to staff and work with individual children and where appropriate to provide a written programme of targets and methods which can be delivered by the SSA.

Outside Agencies

The school has access to the following agencies that may provide support for pupils' individual needs within school:

- Advisory Teacher for children with physical disabilities
- Educational Psychology
- Behaviour Support Service – part of Bradfields (September 2017)
- Education Welfare Service
- Child Community Health including CAST and CAMHS
- Speech therapy
- Physiotherapy
- Community Nurse
- Social Services
- Occupational therapy
- Counsellor
- Teachers for Hearing Impaired/Visually Impaired/Physically Disabled
- Paediatric Home Care Team
- Autistic Outreach teams
- Kids Parent Partnership group
- SSG (Medway Council)
- Family Action (Medway Based)
- Danecourt Outreach (Traded Service)

- Early Help Team
- CooperDaly

IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

Children's needs are identified from;

- Information arising from the child's pre-school experience
- Baseline assessments showing what they know, understand and can do, as well as identifying learning difficulties.
- Formative Assessment.
- Information from parents.
- Information and assessments from other agencies and previously attended schools.
- Standardised assessments
- Progress against Early Learning Goals and Assessment Levels.
- Ongoing observation and formative assessment.
- Teacher and/or parent concerns reported to Teacher/Inclusion Manager/SENDCO and tracked within school on the cause for Concern form.
- Consideration of SEN of pupils at In School Review. (ISR)

Intervention is provided at SEN Support and targets are set as part of the Provision Mapping process and linked to EHCP targets, where appropriate cognitive targets have been provided.

Provision Mapping is a part of the Graduated Approach (Plan, Do, Review)

The school records and tracks the provision for any child receiving extra help, using Provision Mapping. Provision Mapping occurs on a cyclical basis each term, which is known as the 'Graduated Approach': it draws upon frequent reviews in successive cycles to match interventions to the needs of the pupil. The teacher assesses the pupil's needs, plans and implements interventions throughout the term and carries out reviews to enable updated plans to be put in place for the following term's support.

Children with a Statement, Education Health and Care Plan, or who are on the SEN register at the SEN Support level would have their support interventions identified and tracked within this system. Children entitled to the Pupil Premium, or those who have English as an Additional Language and require additional help, or other specific needs will also have their interventions recorded within the Provision Mapping system.

Most children's needs are addressed by the Provision Map, but where progress is not made as expected at the review stage, or where a higher level of intervention needs to take place, the pupil may be identified as needing an additional SEN Support Agreement, as well as their Individual Provision Map. For very high levels of specialised support, it may be appropriate to produce a School Based Plan; this plan is only used where a Statement or Education Health and Care Plan is not already in place, and can stand alone as such, or if Statutory Assessment is then required, it forms part of the application.

Provision Maps for children with a Statement or EHCP, or those who are on the SEN register at the SEN Support level are available as an individual document, specific to that child. Map. This document is shared with parents initially on the first Parent's Evening of the academic year and can be discussed as necessary. A new Individual Provision Map will be produced termly, ensuring interventions remain appropriate and relevant throughout the year and are

linked to discussions in regular Progress meetings with teaching staff and Senior Leadership.

TARGETS

All targets within Provision Maps are SMART

- Specific
- Measurable
- Achievable
- Relevant
- Timed

Strategies should include:

- Presenting material in small, manageable steps including single step instructions and incorporating 'take up' time for auditory processing of instructions.
- Ensuring over learning and regular practise of skills previously learned and planning new work on what is already known and understood.
- Giving positive, encouraging and rapid feedback.

Targets for pupils with EHCPs or Statements must reflect the provision as detailed in the statement.

Pupils who have Statements for Special Educational Needs also have an Individual Provision Map, and possibly an SEN Support Agreement, which sets out strategies, includes measurable targets and may in addition have a Care Plan and programmes from other agencies.

Children's performance is monitored by the class teacher and their progress measured by their attainment and recorded on the school data system.

The interventions for pupils with barriers to learning is reviewed through Pupil Progress meetings.

The interventions for pupils with an EHCP or Statement are agreed through the person centred Annual Review, and also through Pupil Progress Meetings and whenever a new Provision Map is produced.

IN SCHOOL REVIEW (ISR)

The termly ISR identifies pupils' barriers to learning. The needs of the children are determined, provision and specific resources are agreed and pupil's needs are reviewed. In addition to the attendance of the Inclusion Manager / SENDCO, and the Class Teacher, other professionals are invited and might include the educational psychologist or the school nurse. Parents are notified in advance that their child is going to be discussed and the outcome of the ISR is shared with parents; they are notified and the SEN Support register is amended if required. When a child's needs are unable to be fully met through SEN Support, the ISR considers a referral to outside agencies, including health, education and social care, to commence formal assessment procedures and initiate family support. The Inclusion Manager / SENDCO completes a referral form, with parents, including supporting evidence.

MULTI DISCIPLINARY REVIEW

All staff attend a termly review meeting to discuss the needs of pupils with a physical disability or medical condition. Strategies for individual children with behaviour needs are also discussed to ensure a consistent approach. A grid is completed which shows primary needs of children across the school.

FORMAL ASSESSMENT PROCEDURE

If a child is not making progress and is on the SEN Support register, a discussion may take place at the ISR. An School based Support Agreement may be brought in as detailed above. For very high levels of specialised support, it may be appropriate to produce a School Based Plan where previous interventions have not been successful in moving the child on in their learning, 'closing the gap'. This plan may be used to help support an application for an Education, Health and Care Plan if further support is required. If there is enough evidence to support an application for an Education, Health and Care Plan, formal assessment procedures are initiated. The Inclusion Manager / SENDCO completes a referral form, with parents, including supporting evidence and sends it to the LA for discussion at the decision making group. Parents can also request a formal assessment by the LA.

ANNUAL REVIEWS

Guidance is in accordance with the Code of Practice. Children with EHCPs or Statements have a review annually. Children in the Nursery setting who have an EHCP will have 2 reviews a year until they are 5. Parents are invited to the Annual Review in addition to the professionals involved in meeting a child's needs, and contributions will be included in the Annual Review. Class teachers and/or SSAs are invited to attend the meeting to give an accurate report of how the child's difficulties present in the classroom and how they incorporate the EHCP targets into their teaching. Class Teachers provide a report on progress, focusing on pupil progress linked to individual targets as detailed in the Statement. Pupils are encouraged to be involved in target setting and also have a form to complete at home or at school for their contribution to the Annual Review. Parents / carers have a form to complete at home as well to enable their contribution to be fully included. The Inclusion Manager / SENDCO writes the Annual Review, which is sent with the reports to LA and to parents. Outside agencies involved with the child are invited to attend the Annual Review meeting, but if they are unable to attend they will complete a report to be shared with parents.

RECORDS

The Headteacher, Inclusion Adviser and SEN Governor will keep copies of the SEN Register.

The Inclusion Manager / SENDCO oversees the Provision Mapping system and liaises with Year group Leaders on the development of the document.

Copies of external Agencies' Reports (Hearing, Visual, Speech and Language Therapy reports) will be kept in the class' AEN Folder with a copy also being kept in the individual pupil folders.

The Headteacher and the Inclusion Manager / SENDCO keep a copy of all EHCPs, Statements and Annual Reviews.

Where relevant, SSAs (Special Support Assistants) will retain reports in their EHCP folders as part of their individualised support for their named child.

USE OF ASSESSMENT:

- Teachers will use the outcomes of assessment to summarise, analyse attainment and progress for their pupils and classes
- Teachers will use data to plan the learning for every pupil to ensure they meet or exceed expectations. Teachers and leaders across Twydall Primary School will analyse the data across the school to ensure that pupils identified as Disadvantaged or at particular risk, will be making appropriate progress and that all pupils are appropriately challenged
- The information from assessment (formative feedback) will be communicated to pupils and parents three times a year, through a meaningful conversation. Parents and pupils will receive detailed, qualitative profiles of what has been achieved and next steps for learning
- We will celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour and social and emotional development
- Twydall Primary School assessment tracking system is Pupil Tracker. Pupil Tracker is a commercial system for tracking pupils' achievement and progress. There is regular updated training for Pupil Tracker and it forms part of the Induction for new staff. Attainment and progress is tracked six times a year and reported to staff and governors.

PARENTAL INVOLVEMENT

The school has a commitment to working with parents/carers and they are involved in discussion regarding the following:

1. Relevant background to barriers to learning
2. The content of Provision Maps
3. Level of support and the staff delivering the support e.g. in class, small groups
4. Ways in which they can help their child in targeted areas:
 - Parents are kept informed of their child's level of special educational need at the parent/teacher meetings and by letter.
 - Parents are invited to contact school and speak with the class teacher or Inclusion Manager / SENDCO to discuss their child's special educational needs should there be any concerns.
 - Involvement of and referrals to outside Agencies will only occur after discussions with parents.
 - Parents of children with EHCPs or Statements will receive a letter inviting them to Annual Review meetings.
 - Any involvement of outside agencies will only occur after discussion with parents/carers.
 - The Inclusion Manager / SENDCO is involved in discussion with parents/carers about secondary transfer procedures and complies with LA directives with regards to the secondary transfer for pupils with Education, Health and care Plans.
 - Parents can also request counselling on a range of issues, e.g. bereavement, family break up, self-esteem, etc for children with or with Special Educational needs via the Headteacher and Counselling Service.
 - The school will be required to publish its SEND Information which can be found on Twydall Primary School's website. This document is reviewed regularly and renewed annually.

CHILDREN WHO ARE LOOKED AFTER

Twydall Primary School promotes the well being and achievement for CLA children by:

- Attending Personal Education Plan meetings
- Attending LAC Reviews
- Reporting to the appropriate LA when required

TRANSITION AND LINKS WITH OTHER SCHOOLS:

- Meetings with Year 3 teachers to enable Year 2 pupils to adjust their move to a different area of the school site.
- Meetings with Year 6 pupils' parents/carers, Headteacher and Year 6 teachers
- Meetings between Inclusion Manager / SENDCO and parents of Year 5 pupils with EHCPs Needs so parental preferences can be completed by the timeline set by Medway SEN team.
- Liaison meetings with Year 6 and Year 7 teachers and Inclusion Manager / SENDCO
- Liaison with Special Schools as appropriate
- Secondary SENDCOs invited to Year 6 EHCP pupils' Annual Reviews
- Transition groups run by the Home School Support Worker and developed in consultation with the Inclusion Manager and the Transition coordinator.
- Additional transition work will be carried out with those children who have been identified by staff as being vulnerable to change to ensure a smooth transition.

RESOURCES

The resources for accommodation of individual differences will be in the curricular resources of the school.

Staff make and adapt materials as appropriate.

We endeavour to maintain the level of special equipment

Resources are kept in individual classrooms in addition to individual children's specific equipment.

Literacy and Numeracy SEN resources, together with small, additional equipment are kept in central resource rooms within Key Stage 1 and Key Stage 2.

A variety of special equipment is available in school for our pupils with physical disabilities, including:

standing frames, specialised seating, ICT switches, sloping desks, varia-tec tables, pencil grips, Dycem special scissors, art tools and PE equipment, hoists and toilet seats

POLICY REVIEW

This Policy has been compiled in discussion with staff. The Policy will be reviewed within the school's cycle of policy review.

