

# Earlsmead Primary School

## SEND & Inclusion Policy

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| <b>Policy summary</b>                         | Summary of actions and timeline for what needs to take place to support Inclusion. |
| <b>Affects</b>                                | Pupils, Parents & Carers   |
| <b>Drafted by</b>                             | Sarah Drummond   |
| <b>Approved by</b>                            | Governing Body   |
| <b>Last approved revision date</b>            | December 2021  |
| <b>Next review date</b>                       | December 2022  |
| <b>Related policies, procedures and forms</b> | Behaviour Policy   |

## **School Aims and Implementation**

Earlsmead Primary School aims to give all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Supporting children to become active, responsible and caring members of the school and wider community.

**The school works towards these aims by:**

- Providing lessons that incorporates the principles of High Quality First Teaching
- Promoting the Core Values to enable the children to value themselves and each other.
- Providing a diverse and high quality curriculum

## **Introduction**

*'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'* Index for Inclusion – Booth and Ainscow 2000

### **Successful inclusion:**

- Should result in every pupil feeling safe, confident and happy at school.
- Should see every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our Extended School activities.
- Should promote every pupil's belief in themselves as a learner and valued member of our school community.
- Is the responsibility of the whole school community, visible in all aspects of school life and applicable to all our pupils.

### **Meeting Diverse Needs**

We promote Inclusion through all our policies, systems and practices. To achieve the School Aims we will support the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan future provision so that each and every pupil can achieve to the best of their ability.
- Identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and using all our resources to best support the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

### **Potentially vulnerable groups**

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are Gifted, Able and/or talented (GAT)

- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school.

## **Special Educational Needs or Disabilities (SEND)**

### What are special educational needs (SEN)?

- ‘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.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

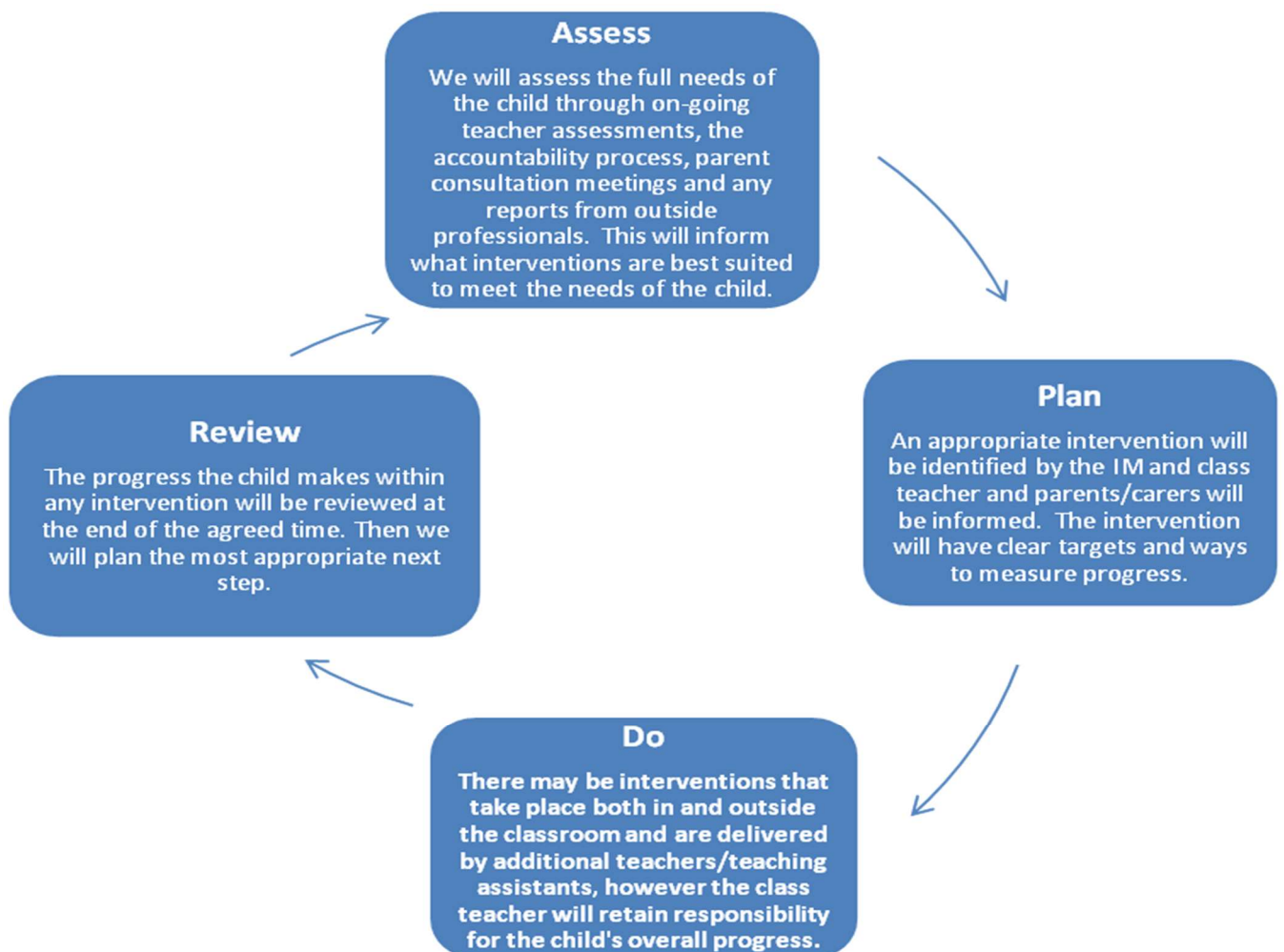
A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.’ (**Child and Families Act 2014 s20**)

### Identification of Special Educational Needs or Disabilities.

- Identification of SEND may have occurred prior to a pupil’s enrolment at school. If this is the case then the school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil.
- When a concern is evident the class teacher will liaise with the Inclusion Manager and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP, Optician or any other appropriate professional. Should standard/appropriate provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs.
- Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil. This will be regularly reviewed.

- There are four broad areas that give an overview of the difficulties a pupil may have. However it is important to note that a pupil's needs may cross one or more of the following:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs

The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. (see below)



**The kinds of interventions within this ‘graduated response’ are as follows:**

**Universal – All pupils will benefit from:**

- High quality learning through the provision of high quality teaching.
- Learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- On-going and timely assessments which inform any further provision needed.

**Targeted Support – Some pupils may benefit from:**

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
- Interventions where progress is monitored by the Head Teacher Deputy Head Teacher, Inclusion Manager, Class teacher and the adult leading the intervention through the accountability process. If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).

**Specialist Support – A few pupils may benefit:**

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

We are supported by a number of specialised health or educational bodies including:

**Health agencies**

- The Speech and Language Therapy Service to Schools (SALTs)
- The Occupational Health Therapy Service for Pupils (OTs)
- The Child Development Clinic (CDC)
- The School Nursing Service

**Education Services**

- The Educational Psychology Service (EPS)
- Services for the Hearing or Visually Impaired
- Language Support Team
- Autism Team

## **Exceptional Needs Funding to Support Inclusion/Statutory Assessment**

- In a minority of cases and only when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will undertake a request for statutory assessment. This assessment is sent to Haringey Local Authority.
- If statutory assessment is agreed all stakeholders including parents and children work together with the school and Haringey Council to co-produce an Education Healthcare Plan.
- Targets are set and funding is arranged. Each academic year the children, parents, school and outside agencies meet to review educational provision for each child. This is known as an Annual Review..
- The Local Authority is responsible for providing the funding to allow the school to make the provision as set out in a child's EHC plan

## **English as an Additional Language**

- The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
- EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.
- Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
- The provision of this support fulfils the requirements of the Equality Act of 2010 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

## **Gifted, Able and Talented**

We use a range of strategies to identify more able and very able pupils. The identification process is on-going and begins when the pupil joins our school and involves staff, pupils, parents and carers. As appropriate teachers will provide a range of support and resources for these more able pupils.

## **Monitoring and Review**

- The Head Teacher and Inclusion Manager will monitor the effectiveness of this policy on a regular basis. The Head Teacher and Inclusion Manager will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.