

## Inclusive policy for children with Special Educational Needs and Disabilities 2023/24

(To be reviewed September 2024)

Elmhurst Primary School believes in, and accepts, the following principles regarding successful Inclusive Education, as outlined in the SEND Code of Practice 2014, and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice 0 – 25 , 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers standards 2012
- Keeping Children Safe in Education September 2020

### SECTION1:

#### The SEND team:

- Jane Nash – SENCO and Assistant Head Teacher - oversees SEND provision in Nursery, reception, Y1 and Y2
  - Elizabeth Turner – Assistant Head Teacher – oversees SEND in Y3 and 4
  - Rosie Gillet – SEN teacher – oversees SEND provision in Y5 and Y6
- We are committed to the following principles:

- All teachers are teachers of children with special education needs, so approaches to Teaching and Whole School Policy must address Learning within SEND.
- A child with SEND should have his / her needs met and be supported to achieve the highest level of attainment.
- The Special educational needs of children will normally be met in mainstream schools or settings.
- Efforts should be made to take into account the views of each child.

- Children with SEND should be offered full access to a broad, balanced and relevant education including the Foundation Stage Curriculum and the National Curriculum.
- Parents/carers have a vital role to play in supporting their child's education.

**The underlying ethos of Elmhurst Primary School is that:**

- The successful Inclusion of all pupils is to be actively sought by all members of the school community. Everyone involved in the Education of the child – parents/carers, teaching and non-teaching staff, governors and outside agencies – should share their knowledge and understanding of the child, and work in partnership to enable his/her success and well-being.
- All pupils are valued individuals with unique interests and strengths and should be given opportunities to reach their full potential educationally, emotionally and physically.
- The school's allocation of resources for SEND should reflect the various levels of need experienced by pupils.
- The school should seek to overcome any barriers to learning which may impinge upon a child's progress and well-being.
- Children should have challenging learning targets and access to a full curriculum at the right level.

**Aims and Objectives of the Policy**

- To clearly define entitlement for pupils with SEND
- To outline procedures within the school for those pupils whose needs have been identified.
- To enable early identification of pupils who may have SEND. A parent/Carer, member of school staff or an outside agency is able to indicate a concern and seek to ensure SEND provision for a particular child.
- To raise the profile of SEND provision/practice through Whole School Policy, thus promoting a fully inclusive school, where each child is enabled to reach his/her full potential.
- To effectively monitor the progress, and access to the curriculum, of pupils with SEND
- To promote and maintain effective communication between all those involved with pupils.

**Roles and Responsibilities for Special Educational Needs**

The Special Educational Needs Co-ordinator and the Inclusion team members can be contacted at Elmhurst by appointment.

There are several teaching assistants, within the school, with specific designation for special needs, but all teaching staff and teaching assistants play an important role in implementing an inclusive whole school policy.

The SENCO is Jane Nash, who is assisted by the Inclusion team, Elizabeth Turner (AHT) and Rosie Gillet (Y3,5 and 6)

All teachers support children with SEN and the leadership team take an active role in identifying, supporting and monitoring children with SEN in their designated year groups.

### **The Role of the SENCO and the Inclusion Team**

- To be responsible for the day-to-day operation of the Inclusion Policy, and promote a positive image for pupils with SEND within the school.
- To maintain the SEND Register and oversee the records of all children with SEND
- To monitor and co-ordinate provision for pupils with SEND.
- To liaise with, advise, and support, both staff and pupils.
- To contribute to in-service training for all staff, and to identify training needs.
- To liaise with parents/carers, involving them in supporting their children, and ensuring understanding of the SEND Policy.
- To liaise with external agencies including the Educational Psychology Service, other support agencies and L.E.A Officers and facilitate their work within the school.
- To work closely, and collaboratively, with the Literacy and Assessment Co-ordinators to promote Inclusion, and provide a more stream-lined system for assessing and meeting the specific needs of pupils.
- To liaise with curriculum co-ordinators regarding the attainment, assessment and progress of pupils with SEND.
- To observe and assess pupils, in order to provide regular feedback to all teachers, and parents/carers, about each pupil's achievements and experiences.
- To ensure that the outcomes of such assessment inform future planning for a pupils learning.
- To attend cluster meetings and disseminate information to staff.
- To liaise with the SEND Inclusion Link Governor.
- To liaise with the the relevant leadership team member with regard to mid-phase admission assessment.
- To liaise with each Class Teacher s to plan and write targets where appropriate.
- To arrange and chair annual, and interim Review Meetings.
- To link with feeder and host schools, to ensure smooth Transition, and liaise with schools about mid-phase admissions, if appropriate.
- To line manage Teaching assistants and co-ordinate their timetables, and offer advice on Curricular issues, alongside the Class Teacher.
- To co-ordinate the review of the Inclusion Policy for SEND procedure and practice in line with The Code of Practice and Government legislation and borough guidelines.
- To keep the leadership team fully informed of particular concerns regarding SEND Issues.
- To consult with the Head Teacher with regard to allocation and use of the Budget for SEND.

## **The Role of the Class Teacher:**

Class teachers are responsible for:

- Identification of a concern regarding a particular pupil.
- Planning: Individual learning and SCERTS planning for all children with high needs. This should be shared with support staff
- Devising learning and SCERTs targets where appropriate to meet the needs of the child.
- Provision of guidance and lesson planning with support staff.
- Assessment and record keeping to demonstrate progress and attainment/learning outcomes.

## **The views of Parents and Pupils should be taken into account throughout the process.**

In fulfilling these duties, staff should be supported by the SEND Co-ordinator, colleagues who have curriculum leadership responsibilities and, in some cases, by visiting advisors from the support services.

Staff should also seek to ensure that each child has full access to the curriculum, and is included in all aspects of Teaching and Learning.

## **The Role of Teaching assistants:**

The role of TA in is seen as a valued and vital one in our school. Teaching assistants are supported in their role by all teaching staff. They are line-managed by the SENCO (Jane Nash), who provides direct support and access to training.

The TAs should work with the class teachers to facilitate all pupils having, **full access to the curriculum including the use of Information and Communications Technology.** Teaching assistants are involved in planning and in formulating individual targets.

TAs should be encouraged to show initiative. For example, when specialists model particular therapies or lessons, the TA will deliver them and share new knowledge with the S.E.N. Co-ordinator, Class Teachers and fellow Teaching Assistants

TAs are encouraged to familiarise themselves with available resources, and also to engage in making additional resources for the school.

**Pupils are encouraged to become Independent Learners and Emphasis is placed upon Inclusion.**

**The work of teaching assistants should be supportive and enabling, but should not create dependence. Teaching assistants are used flexibly to support groups and individuals.**

## **Identification, Assessment, and Review:**

An Expression of concern, about pupil progress, may be made by the Parent, Teacher, or any professional who works with the pupil.

The class teacher will:

- Gather information about the pupil
  - Make an initial assessment of the pupil's needs
  - Discuss issues with the pupil and parent/carer
  - Write a plan with learning targets
  - Provide differentiated work
  - Inform the SEND Co-ordinator
  - Monitor pupil progress and feed back to the SEND Co-ordinator
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- Children who require school support should be planned for and progress monitored.
  - Once a concern has been raised, a staged approach to identification, and assessment of an Individual's needs, may begin.

### A Graduated Approach to SEN support

#### 'ASSESS, PLAN, DO, REVIEW'

#### SCHOOL SUPPORT

##### **At Review:**

Progress may still not be considered adequate. A decision may be made to implement **additional** or **different** strategies. A need for early intervention with the support of 'catch up' tuition and individual targets may be agreed.

The Class Teacher and the SEND Co-ordinator will work together to:

- Gather evidence about the needs of the pupil
- Inform the parent/carer of targets and progress
- Involve the pupil in Target-setting and Review
- Plan intervention and/or individual targets
- Set a date for further Review
- Monitor progress/achievement of targets.

##### **At Review:**

Progress may be considered inadequate, and a need for more detailed advice and strategies identified.

### **Where appropriate:**

- The SENCO and Inclusion team will make a Referral to the relevant external agency
- The SENCO and inclusion team will work closely with the class teacher and external agencies.
- The SENCO and inclusion team will refer to the Educational Psychologist, if thought necessary, and inform him/her of the pupil's need.
- The pupil will have learning targets and a plan which is assessed and monitored and reviewed each term.

All evidence collected will be reviewed, and additional evidence requested, as required.

The views of parents/carers and pupils will be sought throughout.

In some complex/severe cases an application may be made for High Needs funding and/or an EHCP may be requested in consultation with LB Newham and the parents, and a formal assessment will be undertaken.

- The SENCO will prepare advice, alongside the class teacher, for external assessment by the L.E.A.
- Reports from the any external agencies and parents/carers will be submitted.
- Reports will be sought from all agencies involved with the pupil.
- The pupil will continue to have an updated learning plan.

The L.E.A. may decide to issue an Education and Health Care Plan

### **The SEND Co-ordinator will:**

- Hold an initial planning meeting and co-ordinate provision for the pupil, based on specifications written in the EHCP.
- Formulate a learning plan and set a date for the next Review.
- Support the Class Teacher and TA in planning for the child's learning
- Liaise with external support agencies as appropriate.
- Monitor progress on a regular basis.
- Set a date for, and co-ordinate reports for the annual review, to which parents/carers, and all professionals involved in the pupil's education, will be invited.

### **Record Keeping**

We recognise the need to keep records updated, and to assess and monitor, to ensure that each pupil's needs are met.

### **Records for a pupil with SEND include:**

Planning for learning

SCERTS planning  
individual timetables

### **Storage of Records:**

- Copies of recent information, including progress records and relevant reports and plans, are kept in the SEND Google Drive - Pupil Folders.
- Individual plans and targets should also be included in each Class Teacher's Planning Folder.
- TAs keep records of their support work with a particular pupil.
- The SEN Register is recorded on SIMs and records are kept on the Google Drive, which is password protected.

### Supporting Pupils and Families

We recognise that parents and carers have a vital role to play in supporting their children's education. Their views, alongside those of their children are actively sought within the school. Parents/carers who have concerns are encouraged to discuss their child's progress with the class teacher or inclusion team member.

Parents are encouraged to volunteer in school and receive regular communication from the school, which is translated into home languages where appropriate. Interpreters can be arranged where needed.

- We will guide parents towards the local authority offer and provide a link directly to the school's statutory requirement to provide an SEN Information Report, which is published on our school website
- We will keep the parents informed of links with other agencies that support parents and families.
- Our admission arrangements are published on our website
- Access arrangements are provided for pupils with SEN in advance of any tests or SATS
- Transition arrangements are made between year groups and the SENCO arranges meetings with class teachers and with new schools and a transition plan is made including visits.

### Supporting pupils with medical conditions

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have SEN and may have an EHC Plan which brings together their needs.

- All staff will be trained to support children in their class with medical needs, this may include use of EPI Pen, epilepsy etc.
- The school nurse will be consulted if there are any concerns, as well as any other relevant health care professional, who will also provide training where appropriate.

### **Monitoring**

- The SENCO will track the progress of pupil's with SEN through regular tracking meetings with teachers, parents and the leadership team. Provision and support for children with SEN will be carefully monitored by the leadership team.
- The link governor for SEN will attend meetings with the SENCO termly to monitor the provision for children with SEN.
- Parents will be involved in reviews and meeting in which to discuss progress and quality of provision.

### **Pupils', and Parents'/Carers' Views will be documented, and attempts will be made to identify each pupil's emotional and learning needs.**

Review information will inform Monitoring of the effectiveness of Learning Programmes and Target Setting.

Annual reviews involving parents, teachers, Inclusion team member and appropriate external agencies, will be held to enable the Local Educational Authority to continue to monitor the progress of pupils with EHCPs or Exceptional Resource Funding.

### **Pupil Participation**

The school recognises that it is good practice for pupils to express their opinion and to have input into their education. Pupils are involved in the target setting and review processes, wherever possible.

### **Transition Arrangements**

The SENCO liaises with the School Nursery Staff, before each new Intake, to ensure that Provision within the school is adequate to meet the needs of the children. Where necessary, identified pupils are acquainted with their future Reception Class prior to admission. The teachers in the Foundation Stage liaise on a regular basis, in order to identify, and accommodate the individual needs of each child.

All pupils in Year 5, who are supported by an EHCP, will have their Transitional Review meeting arranged in the summer term.



For Year 6 pupils, the Inclusion team member liaises with the staff of the various secondary schools and invites staff to attend the annual review meeting.

Where appropriate, particular pupils have Transition Programmes to facilitate their transfer. These involve extra visits and familiarisation with staff.

### **Staff Development and Training**

- The school endeavours to promote Inclusion by raising the awareness of good inclusive practices and providing appropriate INSET delivered either by the SENCO and Inclusion team or by Advisory Staff from Outside Agencies.
- Individual teachers and support staff will attend relevant courses.
- All new staff receive induction which highlights SEN and child protection procedures.
- The SENCO regularly attends network meetings.
- Regular weekly meetings are held with the Support staff and SENCO in order to discuss progress, needs and keep abreast of new information and training needs.

### **Storing and Managing Information**

All records are kept in password protected files on the Google Drive. Information can be requested by parents and by new schools and the SENCO will ensure that this happens. Confidentiality will be respected.

### **Review of Policy**

This policy is agreed by governors and will be reviewed annually. The next Review will be due in November 2021.

### **Links with other policies**

Please refer to our other policies:

Equalities

Accessibility

Anti- bullying

Safeguarding

Also our SEN report and Local Offer for SEN, which are on our website.

Jane Nash  
(AHT Inclusion/SENCO)

