

**Federation of Riders Infant and Junior Schools**  
**Policy for the Inclusion of all pupils including those with**  
**Special Educational Needs and / or Disabilities (SEND).**

## **Compliance**

This policy complies with the statutory requirement set out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010 : advice for schools DfE (Feb 2013).
- Children and Families Act 2014
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Schools Safeguarding and Child Protection Policy
- School accessibility Plan
- Teachers Standards (2012)

This policy was written and updated by the Inclusion Leader in liaison with the Senior Leadership Team, staff and governors.

Inclusion Leader: Mrs K. Finch

Inclusion Co-ordinator and Nurture Leader: Miss L. Rowden

## **Responsibilities within school**

**The Executive Headteacher** has overall responsibility for inclusion throughout both schools.

The SEN Governor will maintain an oversight, monitor identification, provision and effectiveness of SEND provision through regular liaison with the Inclusion Leader and Coordinator. The Governing Body is kept regularly informed about the academic progress and success achieved by individual pupils with SEN.

### **Inclusion Leader and Coordinator**

The Inclusion Leader and Coordinator are responsible for leading and coordinating the effective SEND provision within each school as set out in the Code of Practice (2014). In particular they will identify those pupils in need of individualised learning approaches and oversee all aspects of their provision. This includes staff deployment, identification, assessment, monitoring, classroom support, record keeping and administration. They provide professional guidance to colleagues and work closely with teaching and support staff to ensure effective partnerships with parents. The Inclusion Leader and Coordinator liaise with all staff, external agencies and other professionals in order to ensure that families receive excellent support and that pupils with SEND experience higher quality teaching and additional focused support.

### **Teachers Responsibilities**

Teachers are responsible and accountable for the progress and development of **all** pupils in their class, including where pupils access additional support from learning support assistants or specialist teaching staff.

## **Section 1 - Key Principles**

We recognise all pupils as individuals and are committed to providing inclusive, supportive, caring and stimulating places of learning that remove barriers to learning and enable all children to become resilient learners. Within these environments we foster the growth of self-confidence and self-esteem and recognise positively the valuable contributions that each pupil has to make.

The following groups of pupils may need additional provision:

- Ethnic Minorities
- Gypsy, Roma, Traveller, asylum seekers and refugees
- Pupils with English as a second language (EAL)
- Children with special educational needs
- Children with social, emotional and mental health needs
- Able children
- Children 'looked after' by the Local Authority
- Young Carers
- Sick children and those with families under stress
- Long term medical needs
- Any pupil whose behaviour places them at risk of exclusion

### Key Principles

1. The children come first and their needs are at the heart of all that we do. Their views and involvement will be sought, wherever possible, at all stages.
2. Parents/Carers are key partners in the identification, planning for, support and review of their child's needs and their involvement will be actively encouraged.
3. All pupils are entitled to have access to a broad, balanced and relevant curriculum.
4. Pupils are assessed and their progress reviewed regularly, allowing meaningful, challenging and realistic targets to be set.
5. Higher quality teaching is essential for all pupils to make progress. All teachers are expected to develop a range of inclusive practices - planning and providing additional provision where necessary in order to enable all pupils to succeed.
6. **'All teachers are teachers of pupils with special needs'**. Staff are supported in their continuing professional development through appropriate training and support to enhance their skills.

### Section 2 – Aims

We encourage all children to develop positive learning behaviours, through 'Building Learning Power'. We want children to have high personal aspirations, 'a can-do' attitude and all staff encourage this through their high expectations of pupils.

How are we going to do this?

- Ensure early identification and focused additional support for children with special educational needs.
- Through our commitment to high quality additional provision to remove barriers to learning
- Curriculum planning and assessment for all children, including those with SEND, which promotes an inclusive learning environment and responds to children's diverse learning needs.
- All pupils, including those with SEND, to be involved in target setting and monitoring of success (in a developmentally appropriate way).
- The accurate monitoring, tracking and review of progress towards the targets.
- That children's positive self-esteem is obtained and maintained in order that effective learning takes place.
- All teachers and support staff are expected to develop a range of inclusive practices and to work collaboratively to plan and deliver specific programmes of support, as appropriate.
- By ensuring that additional provision is based on the best possible identification of need and is having the required impact on progress.

- Specialists and external agencies are consulted where an accurate assessment of a child's need indicates that it is required.
- By ensuring that positive outcomes are promoted in the wider areas of personal and social development.

### **Section 3 – Identifying Special Needs**

The SEND Code of Practice (2014) identifies 4 broad categories of need which are:

#### **Communication and interaction**

This includes pupils with speech, language and communication needs who may have difficulty communicating with others (SLCN). They may have difficulty making themselves understood, understanding what is said or they may not understand the social rules of communication. This may also include children with an Autistic Spectrum Condition (ASC) or higher functioning autism (previously called Asperger's).

#### **Cognition and learning (C&L)**

Additional support may be necessary when pupils learn at a significantly slower pace than their peers, even with targeted support. This covers a wide spectrum from Moderate Learning Difficulties (MLD) to more severe and complex needs where there may also be physical disabilities or sensory impairment present. Specific learning difficulties (SpLD) such as dyslexia, dyscalculia or dyspraxia, affect one or more specific areas of learning.

#### **Social, emotional and mental health (SEMH)**

Pupils may experience a wide range of social and emotional difficulties which present in many different ways such as becoming withdrawn or isolated, or displaying disruptive or challenging behaviour. This may be because of underlying medical conditions which can be medically explained. There may also be disorders present such as Attention Deficit Hyperactivity Disorder (ADHD or ADD) or attachment difficulties.

#### **Sensory and/or physical needs (SP)**

Pupils may have a disability which prevents or hinders them from making use of the educational facilities being generally provided. This includes a physical disability (PD), visual impairment (VI), hearing impairment (HI), or multi-sensory impairment (MSI).

Specialist teacher involvement or equipment may be required to ensure pupils have full access to the curriculum or environment.

The purpose of identifying the area of need for a pupil is to ensure that the appropriate support is provided rather than applying a label or fitting a pupil into a category.

In addition there are a number of factors which are not SEND but may impact on the progress and attainment of a pupil including:

- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being a looked after child (CLA)
- Being in receipt of a Pupil Premium Grant (PP)
- Being the child of Service Personnel
- Young carers

## Early identification, assessment and provision for all pupils with Special Educational Needs

Information about a child's additional needs may be gained through the following:

- notification from pre-schools or between key stages
- concern expressed by the class teacher at Pupil Progress meetings or other times in the year
- expressions of concern from parents
- information from specialist and external agencies
- data from observations, screening procedures or Boxall Profiles
- information from school assessments and tracking procedures
- information received from the child's previous school
- information provided by the Home School Link Team

At the earliest opportunity the class teacher informs the parents/carers to alert them of concerns and to enlist their help and support.

### **Section 4 - A Graduated Approach to SEN Support**

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from learning support assistants. Higher quality teaching is the first step in responding to a pupil's needs which may be supplemented by additional support within the classroom or through small group or individual work with a teaching assistant.

We undertake regular assessments to ensure all pupils are making progress. In addition, teachers use day-to-day assessment enabling them to understand where each pupil is in their learning, giving them feedback about their progress and allowing them to respond, so as to plan the next steps in learning. Whole school tracking procedures are in place, which enable staff to quickly identify those children who make exceptional progress or those whose progress is limited so that planning can be personalised accordingly. Pupil progress meetings, held termly, identify pupils not making expected rates of progress, and additional intervention may be planned.

For pupils with English as an Additional Language, the school undertakes initial assessment, alongside colleagues from the Ethnic Minority and Traveller Advisory Service (EMTAS) when pupils are newly arrived from their country of origin. This takes place where possible with the support of a Bilingual Learning Assistant, so that accurate assessment can be made of and through the first language. A meeting is also held with parents to gain information relating to previous educational experience and other aspects of the pupil's development and a profile report is produced. The school makes use of Local Authority and national guidance to assess these pupils using the EAL scales.

We monitor all children who need support over and above what is usually available in class. Where pupils are identified as requiring interventions additional to or different from the planned curriculum, additional guidance may be sought. This can include help from outside professionals, agencies, additional classroom support and loan of equipment, such as computers or specialist furniture. A small number of pupils may receive Nurture provision if Boxall Profile assessments suggest this is appropriate. Nurture provision follows the Nurture principles and aims to support pupils' social and emotional needs in a safe and trusted space enabling them to access mainstream education more successfully.

Inclusion Partnership Agreements (IPAs) may be implemented where pupils SEN are significant and their parents/carers will be involved fully in this process. In addition to this, pupils who have an Education, Health and Care Plan (EHCP) may be supported through additional funding provided by the Local Authority.

Specialist Assessments may be undertaken by the Educational Psychologist (EP) or other therapists and programmes of intervention and support put in place as a result. Parents/carers are consulted and encouraged to be involved in meetings and in providing information about their child.

**Our Summary of the SEN Code of Practice Graduated Approach which is used to assess, inform and evaluate a child’s special educational needs.**

	<b>EVIDENCE</b>
<p><b>ASSESS</b> Pupils are assessed and the information gained is used to identify areas of additional need.</p>	<p>Additional Needs Files / Individual Inclusion Information Files /Pupil Progress Files/Assessment Files</p> <ol style="list-style-type: none"> <li>1. Teacher/Inclusion Leader /Coordinator assessments</li> <li>2. Pupil tracking</li> <li>3. Diagnostic and standardised tests</li> <li>4. Observations and behaviour logs</li> <li>5. Reports from specialist / external agencies</li> <li>6. SEN tracking documents</li> </ol>
<p><b>PLAN, DO</b> Pupils at SEN Support will receive additional teaching / resources / environmental changes in order to ensure progress is accelerated towards identified outcomes shown on provision maps / planning.</p>	<p>High quality SEND provision put in place through:</p> <ul style="list-style-type: none"> <li>• Teacher’s personalised planning, targets and evaluations</li> <li>• Individual Behaviour Management Plans (IBMPs).</li> <li>• Teacher / Teaching Assistant Individual and Group Records</li> </ul>
<p><b>REVIEW</b> Inclusion Partnership Agreement (IPA) meetings may be held and targets reviewed regularly.</p> <p>Additional funding for Special Educational Needs Support Agreements (SENSA) may be requested.</p> <p>Specialists and external agencies are consulted. Education Health Care Plans are reviewed at least annually (six monthly for children under five years of age).</p>	<p>Pupils to make good progress towards identified outcomes. Regular review of high quality additional provision. Data Analysis Regular Inclusion Partnership Agreement (IPA) meetings used to inform future additional SEND provision and review progress. Special Educational Needs Support Agreements (SENSA) Review Meetings. Pupil Progress meetings / Progress and impact group meetings. Annual Reviews Parents are actively encouraged to be involved in IPA / parent meetings and in planning and reviewing targets and additional SEN provision at least twice a year.</p> <p>Regular reviews evaluate the breadth and impact of the SEND support on offer.</p>

## Managing Pupil Needs

There is a single category of support – SEN Support.

Every pupil with special educational needs or a disability is different and requires an approach which meets their needs.

A system of Assess – Plan – Do – Review is used to ensure that provision meets needs in the most effective way. This may be carried out in Pupil Progress Meetings or on an individual basis, depending on need. The class teacher is responsible for evidencing progress and learning support assistants provide feedback on the interventions they deliver, formally through Intervention Feedback sheets and informally through discussion with the class teacher.

A range of individualised plans are used to record, monitor and assess the impact of provision. Parental involvement is encouraged at every level.

- Individual Programmes - for children receiving support either from Speech and Language Therapists or Occupational Therapist / Physiotherapists.
- Individual Behaviour Management Plan (IBMP) - for pupils requiring additional support to manage their behaviour.
- Personal Education Plan (PEP) - for children who are 'looked after' by the local authority.
- Inclusion Partnership Agreements (IPA) and Special Educational Needs Support Agreements (SENSA) - track and monitor the effectiveness of interventions or additional support received by pupils.
- Health Care Plans / Protocols – for pupils with on-going serious medical conditions
- Education Health Care Plans (EHCP) – for pupils whose additional needs have been identified through statutory assessment.

The Executive Headteacher is the designating safeguarding lead (DSL) responsible for Safeguarding and Child Protection issues. The Heads of Schools, Home School Link Workers, Inclusion Leader and Coordinator are also trained and provide additional support (see Safeguarding Policy for additional information).

### **Section 5 – Criteria for exiting the SEN Register**

When intervention and additional provision has enabled the attainment gap to be closed, then a pupil may be considered as no longer in need of SEN Support. Pupils may continue to be supported by an ELSA (Emotional Literacy Support Assistant), through learning mentor support or group work, depending on individual need. Similarly, additional support may be provided at other times such as transition.

### **Section 6 - Supporting Pupils and Families**

Parents/carers are encouraged to be fully involved in all aspects of their child's education. This is facilitated in a variety of ways including Parents' Evenings, Annual Review meetings, Inclusion Partnership Agreements (IPA), Team around the Child/Family meetings (TAC/F), telephone calls, letters home, celebration assemblies etc. Parents are encouraged to discuss any concerns about their child's progress with the class teacher in the first instance, which can be supported by further meetings with the Inclusion Leader or Coordinator.

### Special Educational Needs Links with Support Services.

Specialist and external support services play an important part in helping the school identify, assess and make provision for pupils with SEN. Using the SEN Code of Practice appropriate specialist external support services are called upon as soon as a need is identified.

We receive excellent support from a range of specialist and external agencies including:

Educational Psychology Service  
Speech and Language Therapists (SALT)  
School Nursing Team  
Community Health Paediatrician  
Occupational Therapy / Physiotherapy  
Specialist Teacher Advisory Service for Physical Disabilities  
Specialist Teacher Advisory Service for Hearing Impairment  
Specialist Teacher Advisory Service for Visual Impairment  
Parent Partnership  
Children's Services  
Child and Adolescent Mental Health Services (CAMHS)  
Primary Behaviour Support (PBS)  
Ethnic Minority and Traveller Achievement Service (EMTAS)

### Admission and Transition Arrangements

The Federation of Riders Infant and Junior Schools follows Hampshire County Council guidelines on admissions. Our admission arrangements for children identified as having SEND will adhere to the normal set procedures.

We welcome all children living in the school's catchment area and do not discriminate on the grounds of race, religion or ethnic origin. We appreciate having information about children prior to their entry so that effective arrangements for their transition can be made.

Early Years teachers and the Inclusion Leader liaise fully with Pre-School staff before children transfer and, if parents are in agreement, records are forwarded to the School. Inclusion Leader/Coordinator and teaching staff liaise between KS1 to KS2 and KS2 to KS3 to ensure that relevant documents /records concerning children's additional needs and concerns are passed on as well as when a child moves to another school during the school year.

### Links with other Schools/Transition

We also have close links with our local community Special Schools including:

Riverside School (for pupils with complex specific learning difficulties).  
Waterloo School (for pupils with social, emotional and behavioural difficulties).  
Robin's Oak (for pupils with social, emotional and mental health difficulties).

### **Section 7 - Supporting Pupils with Medical Conditions**

- The schools recognise that pupils with medical conditions should be supported so they can have full access to education, including school trips and PE. Some pupils 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 special educational needs and may have a Statement or Education Health Care Plan (EHCP) which brings together their needs as well as the provision which should be made.
- There is a range of support in place for pupils with medical needs and each pupil is treated as an individual. (See Policy for Supporting Pupils with Medical Needs)

## **Section 8 - Monitoring and Evaluating of SEND**

The progress of all pupils is monitored regularly and interventions are assessed for impact. Observations of support staff are carried out to ensure that interventions follow best practice and training needs are identified and support provided as quickly as possible. Pupil views are gathered through monitoring activities and when support is reviewed. Data analysis is used to measure impact of support and interventions. The Inclusion Leader reports directly to Governors at meetings. Monitoring and evaluation ensures continual review is undertaken so improvements can be made to provision to pupils. The SEND Policy is subject to a regular cycle of monitoring, evaluation and review.

The Special Educational Needs Report also provides information and guidance to parents and answers questions that parents may have with regard to the additional provision that the schools are able to provide. It can be accessed via the Riders Federation website or Hampshire Local Offer website.

## **Section 9 - Training and Resources**

In order to ensure best provision for all pupils, all staff are expected to engage with training and development opportunities. Training is identified through a range of means including observations, performance management and provision needed to support identified needs. This may be delivered to groups, individuals or whole staff through a range of facilitators including school staff and outside professionals.

The Inclusion Leader and Coordinator attend SEND network meetings run by the Local Authority in order to keep up to date with local and national issues. Resources are kept up to date and good use is made of equipment provided by specialist for individual pupils.

## **Section 10 - Roles and Responsibilities**

- The role of the SEN Governor is to oversee the schools provision and provide a link to the Inclusion Team
- The Teaching Assistants and ELSA team are line managed by the Inclusion Leader and Coordinator
- The Inclusion Leader and Coordinator are Designated Teachers for Looked After Children
- The Executive Headteacher is the Designated Safeguarding Lead, supported by the Heads of School, the Inclusion Leader, Inclusion Coordinator and the Home School Link Workers.
- The Inclusion Leader and Coordinator oversee the schools' responsibilities for meeting the medical needs of pupils.

## **Section 11 - Storing and Managing Information**

Pupil records, reports and other documents are stored securely. They are passed on when a pupil moves schools. Any documents no longer required are destroyed ensuring confidentiality is maintained. Confidential documents are kept separately from the main SEND records and are in a secured cupboard with limited access.

### **Section 12 - Reviewing the Policy**

The policy will be reviewed on an annual basis by the Inclusion Leader and the Governing Body following discussion with staff and other stakeholders.

### **Section 13 - Arrangements for Considering Complaints for Special Educational Needs Provision within the School**

We have adopted the Hampshire County Council complaints policy procedure. In the event of a complaint the class teacher will inform the Inclusion Leader / Coordinator as soon as possible who will in turn seek advice from the Heads of Schools and Executive Headteacher. The Executive Headteacher will then consult the Chair of Governors. Any parental concerns regarding SEN are usually responded to immediately. If this is not possible then concerns will be responded to within 5 working days.

Reviewed: October 2018

Endorsed by Governors:

Next Review due: Autumn Term 2019