

Inclusion Policy

Little Thurrock Primary School

Little Thurrock Inclusion Policy

Rationale

Little Thurrock School is committed to giving our children every opportunity to achieve the highest standard. We believe that all children, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Little Thurrock is committed to inclusion; giving equal opportunity to all pupils. We strive to maintain a caring school community where everyone feels welcome, secure and valued.

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:

- Girls and boys, minority ethnic and faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who are disabled
- Children who are significantly more able than their peers
- Those who are looked after by the local authority
- Others such as those who are sick, those who are young carers, those who are in families under stress
- Any learners who are at risk of disaffection and exclusion

Key contacts for Inclusion:

Sally Appleton-White (Inclusion Manager) Jaki Cole (Headteacher)

Possible causes of gaps in progress and achievement of disadvantaged pupils

Research suggests that:

- A lack of parental support for education in disadvantaged pupils accounts for low expectations and a lack of educational stimulus at home and engagement with
- A lack of educational experiences such as visits, discussion and clubs creates lower self-esteem and a narrower frame of reference
- A lack of conversation and shared vocabulary in early years resulting in the gap in vocabulary at age seven as described above manifests in an inability to infer meaning from texts read
- Disengagement with school caused by the reasons above leads to poor attendance and poor behaviour in disadvantaged pupils which is uncondusive to learning
- Disengagement and lack of achievement causes inability to attend further education and a lack of experience of 'sticking things out,' causing poor resilience

Accountability

The DfE requires schools to publish for the current academic year, the following:

1. The academy's pupil premium allocation amount
2. A summary of the main barriers to educational achievement faced by eligible students at the school
3. How the pupil premium funds will be spent to overcome these barriers and the reasons for the approach
4. How the effectiveness of the pupil premium spending will be measured
5. The date of the next review of the school's pupil premium strategy

In addition, the DfE requires schools to publish for the previous academic year, the following;

6. How the pupil premium funds were spent
7. The effect of spending on eligible students

OFSTED's inspections report specifically on the achievement and progress of students eligible for the pupil premium.

Pupil Premium at Little Thurrock

This policy describes the way we meet the needs of children who experience barriers to their learning.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Little Thurrock we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We will also aim to model inclusion in our staffing policies, relationships with parents /carers and the community. The development and monitoring of the schools' work on Inclusion will be undertaken by the Inclusion Team and the link governor for Inclusion.

In order to ensure successful pupil premium provision, we follow Sir John Dunford's 15 point plan recommendations:

1. Collected and analysed data on groups and individual pupils using internal data systems and FfT aspire. We monitor this over time through tracking of systems and provision mapping (See Appendix 1)
2. Focused on teaching quality
3. Identified the main barriers to learning for disadvantaged children
4. Put interventions in place when progress has slowed

5. Engaged with parents and carers in the education of their child
6. Referred to existing evidence about the effectiveness of different strategies
7. Trained all classroom staff in the strategies being used in school
8. Secured staff commitment to the importance of the pupil premium agenda
9. Trained governors on pupil premium

In deciding which policies to use, we:

10. Decide what the school wants to achieve with pupil premium funding
11. Analyse the barriers to learning before deciding what strategies to use
12. Decide on desired outcomes and identify success criteria for each
13. Monitor and evaluate the impact of any current strategies on pupils; change them if they're not working
14. Decide on an optimum range of approaches to use
15. Keep up to date with research

We make inclusion possible by:

- Early identification of vulnerable children (see internal procedures Appendix 2)
- Providing equality of learning opportunities
- Taking into account different teaching and learning styles
- Overcoming barriers to learning and assessment
- Use of FfT Aspire to provide further data analysis to inform next steps.

Our key principles are:

Valuing Diversity

Inclusion is most likely to be successful if the diversity of all school members is recognised and valued. We recognise that individuals are unique in their interests, abilities, motivations and learning needs.

Entitlement

Children are entitled to receive a broad, balanced and relevant curriculum. Wherever possible this should be in a mainstream school, recognising that appropriate support, advice and resources may be necessary to achieve this. Parents and young people are entitled to express a preference for where that education should take place.

Dignity

All children and parents are entitled to be treated with respect and have their views taken into account. Wherever possible we will consult with pupils, parents and the staff group over important issues.

Individual Needs

There will be a range of flexible responses in order to meet individual needs be they behavioural, emotional, social, communication and interaction, sensory, physical or cognitive.

Planning

All planning should be based on inclusive principles at both systemic and individual levels.

Intervention

Interventions are evidence based using the teaching and learning toolkit. They are regularly reviewed and monitored to analyse progress.

Monitoring

Progress is monitored closely and the provision reviewed and altered where necessary. Parents are regularly informed of their child's learning and success.

Collective Responsibility

Inclusion is the responsibility of **all** staff.

Professional Development

In order for inclusion to be successful all staff require ongoing access to support, training and resources. A key aspect of this is mutual support. Staff development issues surrounding inclusion will be kept under review and suitable resources and training provided for particular needs.

Working with Outside Agencies

Little Thurrock promotes the value of specialist advice and support from a variety of professional and voluntary services. We also welcome and positively encourage links with educational bodies that can promote pupils learning and provide enhanced opportunities for our more able learners.

The Inclusion Manager liaises frequently with a number of other outside agencies and specialists to support PP premium children:

- Social services
- Education welfare service
- School nurse
- Community paediatrician
- Physiotherapy
- Occupational therapy
- Educational psychology
- Outreach support services
- Speech and language therapist
- Specific learning difficulties team
- Visual and hearing impaired team
- Child and Adolescent mental health service (CAMHS)
- LEA advisors
- Childrens society and targeted family support agency

Parents/carers are informed if any outside agency is involved.

Links with other schools/Transfer arrangements

Class teachers of children joining from other schools will receive information from the previous school; if there is an issue the Inclusion Manager will telephone to further discuss the child's needs. Children transferring to new schools will have records sent and the Inclusion Manager will discuss these children with other schools on request.

The Governing Body

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Inclusion. Governors will receive an Inclusion report at every full governing body meeting. They are required to report annually to parents on the fulfilment of the school's Inclusion Policy.

Complaints

If any parent feels that Little Thurrock Primary School is not meeting the needs of their child they will be supported via the procedures outlined in the Complaints Policy.

Staff Development - CPD

The Senior Management will review the needs of the teaching and support staff and provide INSET via external courses and in-school training. The needs of pupils and the interest areas of staff will also be taken into account when planning INSET.

Policy Review

This Policy will be reviewed as and when necessary to respond to any LEA or Government requirements. In the absence of any such changes the policy will be reviewed on a two yearly cycle.

Other school policies and strategies, which reflect our school ethos, should be referred to. In particular the:

- Behaviour & learning Policy
- Special Educational Needs Policy
- Inclusion Policy

We follow the guidelines established by the DfE and Local Authority particularly:

- The National Curriculum Programmes of Study and Attainment Targets (DfES 2014)
- Special Educational Needs Code of Practice (DfES 2014)
- Removing Barriers to Achievement – The Government's Strategy for SEN (DfES 2004)
- Every child matters: Change for children in schools (DfES 2004)
- Special Educational Needs and disability: Towards Inclusive schools (OFSTED 2004)

Evaluating the success of the inclusion policy

- All children are set challenging individual targets for literacy and numeracy. Each half term we monitor the progress made by children against these targets. We would expect to see an increase in the percentage of children who achieve ARE or who are exceeding. In addition we would expect to see a narrowing of the gap between PP children and their peers. For any children or groups of children who have not made sufficient progress, additional provision is made available.

- Data is regularly analysed relating to achievement and attainment, linking this specifically to the groups identified within this policy. The outcome of this analysis drives provision and interventions for the coming half term and end of year targets. Interventions are based on data analysis and assessment for learning (AfL), they may also be used to pre-teach to support pupils.
- Provision management is the tool used to monitor and evaluate the impact of interventions.
- Each term we analyse the number of fixed-term exclusions and attendance issues, paying attention to potential barriers to learning.
- We report progress to Governors through monitoring visits and the headteacher's/inclusion manager report to Governors.
- The Inclusion Manager meets with the Governor with responsibility for Inclusion to discuss current concerns.
- Whole school monitoring and evaluation procedures include lesson observations, work and planning scrutinise and discussions with children. During these procedures, raising standards for all children is paramount.

Inclusion Procedures for Little Thurrock Primary School can be found in Appendix A

Policy last updated: January 2019

Policy review: January 2021

Appendix A – Inclusion Policy

Procedures for Inclusion Little Thurrock Primary School

Little Thurrock School is committed to giving our children every opportunity to achieve the highest standard. We believe that all children, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

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If children require extra support the following procedures are applied;

SEND – see also SEND policy

Internal SEN referrals

- If a teacher has a concern about a child or feels that they requires some extra support or assessment, they can refer to the inclusion manager using the referral form (see Appendix). This then needs to be sent to the inclusion manager. The inclusion manager will respond to this either via email or speak personally to the teacher within one week. During this discuss, the teacher and inclusion manager will decide the next steps to be taken to support the child.
- If the decision is to place the child on SEN register, a meeting will be arranged with the parents and targets will be set for the IEP (Individual education plan) a copy of the IEP is given to the parent.

SEN referrals to external agencies

- If a teacher feels that the child needs support from an external agency then the internal referral process will take place again to discuss with the inclusion manager the issue relating to the need for a referral to outside agencies. The inclusion manager will then make the necessary referral using the referral processes detailed by the local authority.
- At times we receive requests from the doctors or outside agencies for information about certain children. The inclusion lead will complete these forms and request information from the teachers if needed.

Children on SEN support

- Children on the SEN support register will all have an IEP with personalised targets. These children will be monitored closely by the inclusion manager and class teachers in terms of provision and achievement.
- IEP's for these children are expected to be updated minimum half termly. However, if a child meets the target the IEP can be updated if and when needed. It is not

necessary to wait until the nearest half term to update it. Copies of the IEP should be saved in the M drive; SEN; IEP (relevant year) and a copy should be given to the parents.

- Both the teachers and Inclusion manager are available to parents if they wish to discuss the targets or progress towards them.
- If children meet a target they can receive an IEP certificate which can be sent home with them to celebrate their achievement and also inform parents of the next step target.
- If teachers and/or parents feel the child no longer needs to be on the SEN register a meeting will take place with the inclusion manager in order to discuss this.

Children with an EHC Plan

- Children with an EHC plan will have their provision and support monitored by the inclusion manager. The provision needed will be discussed with parents and teachers depending on the need.
- Where necessary the child may have a 1:1 supporting adult who will be responsible for the daily delivery of provision and support for the child.
- Children with an EHC plan will have IEP targets that are updated and celebrated in the same way as children on SEN support, as detailed above. Children with an EHCPlan will have a learning journey book which records their progress towards the IEP targets. The IEP targets should be displayed at the front of the book, the new targets will be place throughout the book as they change. Evidence towards these targets will be recorded throughout the book. The inclusion manager has an example learning journey book for children with an EHCP if anyone should wish to see it.
- Annual reviews will take place yearly. These will be organised by the inclusion manager, who will organise the paperwork and those who need to be invited to the meeting. The inclusion manager will update the paperwork accordingly and send this off to the local authority in the allocated 10 day time period.
- Emergency annual reviews can be carried out if there is a significant change in the need for the child or a change of placement is requested. Parents or school can call an emergency annual review. The inclusion manager will arrange this and the procedures for a normal annual review will take place.
- Children with an EHCP will be assessed using the school assessment procedures. In addition to this they will also be assessed using the EHCP assessment for 'whole child'. This assessment will take place on a half termly basis. (See Appendix)
- The inclusion manager is responsible to performance management for LSA's working with children with EHC Plans and directing targets.
- Teachers are responsible for planning literacy and numeracy for children with an EHCP. LSA's are responsible for planning activities working towards the EHCP targets, under the guidance of the inclusion manager.
- Teachers are expected to spend 1:1 time with EHCP children at various points throughout the week. At the time they will swap places with the LSA, who will take the class and the teacher will work with the child.
- Children with EHC plans are expected to be fully included as part of activities in the daily classroom, however there are times where children with an EHCP may need to carry out work away from the classroom in order to focus on individualised work.

Requesting an EHCP for a child

- If the school or parent feels that a child might need further support and that an EHCP request is necessary a meeting will be arranged between parents and school.
- The school and parents will collect evidence of assessments, interventions and testing carried out with the child and the impact. At this time outside agencies, for example the educational psychologist, might be invited in to assess the child.
- Once it is decided that the EHCP request is to go ahead, the inclusion manager will arrange the necessary paperwork and request that class teacher and parents fill out the necessary forms. Once complete this will be sent to the council. The inclusion manager will liaise with class teacher and parents to arrange the next steps, depending on the outcome of the paperwork going to panel.
- If the EHCP request is accepted a planning meeting will be arranged with school and parents, again the paperwork will be arranged by the inclusion manager and be sent to the council within the timeframe allocated. The inclusion manager will liaise with parents throughout this process.

Communication with parents and carers

- Parents can contact the school through the normal communication procedures. All parents have direct access to dojo message the inclusion manager. They can request a meeting with the inclusion manager and class teacher at any time and a meeting will be arranged at the earliest convenience.
- SEN Parent drop in sessions are held throughout the first week of each half term, if there are any queries about children.

Other information

- Green folders are kept in all teachers cupboards, these contain information on assessment procedures and suggestions if teachers feel they have a concern about a child's progress.
- **Speech and language** – the school employs a speech and language therapist two days a week to work with identified children. If a member of staff wishes to refer a child to this service there are consent forms and referral forms (See Appendix). Once the referral is received a time slot will be arranged for the speech and language therapist to come and assess the child, they will then feed back to the inclusion manager/teacher and parents the outcomes and the next steps that will take place to support the child. Speech and language drop in sessions will take place Monday/Tuesdays after school where members of staff can raise concerns about particular children or ask advice.

- Teachers are invited to drop in sessions from 3.30 Wednesdays if they have any particular children they need to discuss. LSA's invited to drop in sessions Wednesdays 3.15pm if they have anything they need to discuss.
- There are a number of SEN resources in the resources room which can be used with children. There are also information booklets and books that teachers can use to gain further information about a particular topic or area. This area is shared, therefore if anything is taken it is requested it is returned once finished with so others can use it. LSA's and teachers are actively encouraged to visit Aladdin's cave at Beacon Hill if they require more specialist equipment to work with particular children.
- Transition is a very important time for children with a special educational need. Transition is begun early in the summer term and throughout the following autumn term in the new class or school. Parents are fully informed about the process and contribute to making it a smooth process. Parents are invited to meet the new teachers and LSA's working with the child. The child will have extra opportunities to become familiar with their new adult or classroom. If the child is leaving the school, the inclusion manager will pass on all the necessary information to the new school and liaise with them where necessary.
- Home-school-support team. If teachers have a concern about a particular child regarding non-academic issues or for reasons that may be affecting academic issues they can refer to the home-school-support team to support the family and child further. Staff would need to fill out a referral form in order to do this (See Appendix)

Outside agencies

- If a child requires an outside agency to be involved, this would be arranged by the inclusion manager, in discussion and agreement with the parents/carers and class teacher. The inclusion manager will arrange for this to take place and keep all parties informed.
- The school employs outside agencies to come and work with particular children, this will be arranged by the inclusion manager. Examples of these are; play therapy, music therapy, sports quest, parenting groups and educational psychologist.

EAL

- If a child is identified as EAL the inclusion manager will closely manage and assess the provision.
- The child will be assessed using the EAL progression stages (see appendix). This will allow teachers to identify the strategies and identify the support that can be provided for the child. In EYFS and KS1 the child will also be assessed using language link in order to provide an assessment to identify the areas the child needs support

and implement interventions. The interventions and progress will be tracked by the class teacher and inclusion manager and meetings will be arranged if needed to discuss progress, this may also include the parents where necessary.

- The child will take part in interventions, and group work in order to develop the areas identified in the assessments. The child will be paired up with children to support their speaking and provide good models.
- If necessary the child can also be referred to the speech and language therapist for further support with understanding and language (details of how to refer above).

More Able

- Children are identified as AMA from EYFS and KS1 results. Monitoring ensures that once the child is on the AMA register they are closely tracked and interventions are implemented if a child is not maintaining this. A child can be added to the AMA register at any time.
- If a child is identified as more able the inclusion manager will closely manage and assess the provision. If a teacher feels a child should be included in this area they can speak to the inclusion manager.
- The child will be involved in interventions or activities to support their progress and give them a range of opportunities e.g. brilliant club

Assessment

- Children are assessed using the school assessment procedures. In addition to this those children with SEND are assessed using a 'whole child' assessment (see Appendix). This is carried out half termly in line with the school assessment policy. The progress towards these assessments, and progress towards IEP are recorded in learning journey style books for those children with an EHCP (see picture below).
- EAL children will be regularly monitored and assessed against the assessments used to identify their needs for EAL e.g. Wellcomm or Language link.

Child Name:	Baseline	Autumn1	Autumn2	Spring1	Spring2	Summer1	Summer2
Speaking							
P4 Pupils repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols	3	3	3	3	3	3	3
They use single words, signs and symbols for familiar objects [for example, cup, biscuit], and to communicate about events and feelings [for example, likes and dislikes].	3	3	3	3	3	3	3
P5 Pupils combine two key ideas or concepts							
They combine single words, signs or symbols to communicate meaning to a range of listeners [for example, 'Mummy gone' or 'more drink']	3	3	3	3	3	3	3
They make attempts to repair misunderstandings without changing the words used [for example, by repeating a word with a different intonation or facial expression]	3	3	3	3	3	3	3
Pupils use a vocabulary of over 50 words.	3	3	3	3	3	3	3
P6 Pupils initiate and maintain short conversations using their preferred medium of communication							
They ask simple questions to obtain information [for example, 'Where's the cat?']	3	3	3	3	3	3	3
They can use prepositions, such as 'in' or 'on', and pronouns, such as 'my' or 'it', correctly.	3	3	3	3	3	3	3
P7 Pupils use phrases with up to three key words, signs or symbols to communicate simple ideas, events or stories to others [for example, 'I want big chocolate muffin']							
They use regular plurals correctly							
They communicate ideas about present, past and future events and experiences, using simple phrases and statements [for example, 'We going cinema on Friday']							

Appendices

SEN referral form

Little Thurrock Primary School Form

SEN Referral

Person referring to complete all of peach section. Send electronically to SA and CK

Child's Name	
Year	
Class	
Date of referral to SA	
Referred By:	
Reason for referral a) Background/context from Teacher	
b) Strategies / support currently in place	
c) Information from assessments already undertaken	
Date for meeting with SA (set within 1 week of referral)	

Actions from meeting with SA		Timescale/dates

Little Thurrock Primary School

SEN

Referral Form

Child's Name	Page 2
Information shared with family (if appropriate)	Date of meeting: Who to attend:
Feedback and Further Action Agreed Teacher/HK/Family	Timescale:

Any identified CPD needs for teacher or LSA	Timescale/Dates:
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Signed: _____ (class teacher) Date: _____

Signed: _____ (Inclusion Manager) Date: _____

EHCP 'Whole child' Assessment example

Speech and Language referral form



Allen Speech & Language Ltd

Referral form

SECTION A Personal information:

First Name: Surname/Family Name:

Date of Birth: ☐ Male ☐ Female

Written Consent obtained for assessment (please tick when received) ☐

SECTION B. Speech Language and Communication information

Please give a description of your concerns for this child in the following areas.

Attention & listening (1:1, small group, class group etc.)

--

Understanding spoken language (receptive language) (including following instructions)

--

Using spoken language (expressive language) (including putting words together, talking in sentences, telling stories)

--

Speech sound development (i.e. list of sounds that are difficult to say; general intelligibility; specific tricky sounds)

--

Stammering/fluency (how long they have been stammering, are they aware; are there sound repetitions/prolongations/getting stuck)

--

Social skills (interacting with others) e.g. do they seek others to join in their play/is there a lack of interest in playing with others?

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SECTION D Any other concerns or information

EAL Progression and Stages

Stage	Skills	Support strategies and QFT approaches	Intervention outline
<p>Stage 1: Pre-production Silent period which can last up to 6 months. Up to 500 words in receptive vocabulary. Not yet fully able/confident in speaking. Some may parrot.</p> <p>Step 1/ NC English P Levels</p>	<ul style="list-style-type: none"> • Can listen attentively for 10 minutes. • Can respond to pictures • Understands and duplicates gestures and movements to show comprehension • Can link sounds to letters; initial blends/ CVC words 	<ul style="list-style-type: none"> • Adult support during group work in the class • Build receptive vocabulary- focus on nouns and verbs • Vocab scrap books with pictures • Place with more able buddy • Offer opportunities to join clubs etc to hear good language models and friendship • Immersion • Recasting mispronounced language (repeating correctly) • Tests are inaccessible 	<ul style="list-style-type: none"> • QFT • New to English Induction Program (daily) for 10 weeks, then reassess • Basic needs fan
<p>Stage 2: Early production May last up to 6 months. Receptive and active vocabulary of about 1000 words.</p> <p>Step 2/NC English Level 1</p>	<ul style="list-style-type: none"> • Can listen attentively for 10-20 mins • Can follow simple 1 step instructions- 'describe' 'tell-me' 'subtract' etc 	<ul style="list-style-type: none"> • Ask yes/no and either/or questions • Accept one- or two-word responses • Place with good language models and other students who speak L1 • Use visual clues to support listening-storyboards, video and role play • Record in their own vocab scrapbook; focus nouns, adjectives and connectives • Reading practice with simple books 	<ul style="list-style-type: none"> • QFT • Small Language steps program • Vocab scrapbooks

		<ul style="list-style-type: none"> • Support learning with graphic organisers and mind maps • Foster writing in English through writing labels and short sentences • Increase access by using bilingual dictionary, google translate, talking books • Offer opportunities to join clubs to hear good language models and friendship • Recasting mispronounced words (repeat correctly) 	
<p>Stage 3: Speech emergence Developed a vocabulary of about 3000 words and can communicate with simple phrases and sentences. This stage tends to last up to 3 years.</p> <p>Threshold > Secure / NC English Level 1 > 2</p>	<ul style="list-style-type: none"> • Can listen at an age appropriate rate • Can understand sequences of spoken instructions but may misunderstand parts or sometimes forget them • Can ask simple questions which may sometimes be grammatically incorrect • Can initiate short conversations when in supportive groups • Can understand simple stories when supported by pictures • Can access comprehension or written work with adequate differentiation 	<ul style="list-style-type: none"> • Encourage children to sound out words and use phonics • Provide opportunities for reading short texts across subjects • Encourage children to answer questions about charts and graphs > what does this show? • Provide dictionaries to support writing tasks • Plan starters to enable children to match academic vocabulary to simple definitions • Organise paired reading sessions • Use two-part instructions and explanations using the connectives 'then' 'with' and 'because' • Encourage short writing tasks based on personal experiences • Correct mispronounced/misunderstood language by repairing (encouraging children to correct their own speech through questions- Are you sure you said, that right? Can you say that again but change ---?) • Offer opportunities to join clubs etc • Continue to record in their own vocab scrapbook; focus on adjectives and connectives 	<ul style="list-style-type: none"> • QFT • Phonics Catch up • Chatterbox Concepts Box • Pre-teaching maths vocab
<p>Stage 4:</p> <p>Intermediate fluency Have developed a vocabulary of 6000 active words</p> <p>Consolidating > Competent/ NC English Level 3 > 4</p>	<ul style="list-style-type: none"> • Can hold a sustained dialogue with peers, and adults who do not overly use academic language • Can use more complex sentences speaking and are willing to express 	<ul style="list-style-type: none"> • Tasks requiring 'compare' 'analyse' and 'investigate' will need checking and demonstrating regularly • Prior to longer writing tasks spend time showing 'good' and 'bad' examples and talk through the features • Will benefit from spelling and phonics groups 	<ul style="list-style-type: none"> • QFT • Pre-teaching maths vocab • Pre-teaching SPaG

	<p>opinions and share thoughts</p> <ul style="list-style-type: none"> • Can ask questions to clarify what is being learnt in class • Can work in ability appropriate groups for maths, science and less literacy-based sessions • Are now fluent / free flowing in writing but will make errors as they are yet to master spelling and grammar. • Can understand abstract concepts taught in English but respond better to concrete content • Can distinguish between informal and formal language 	<ul style="list-style-type: none"> • Access to bilingual dictionaries and spell checkers would be beneficial • Continued contact with EAL reading buddy sessions and to support/ mentor less proficient children • Further assessments may be required if progress is limited even though speech is at this level 	
<p>Stage 5:</p> <p>Advanced fluency Have the range of listening skills necessary to participate fully within the curriculum and can be fairly assessed using the National Curriculum.</p> <p>Independent of QCA levelling / NC English Level 4 and above</p>	<ul style="list-style-type: none"> • Can participate in the academic setting using English • Usually do not require any EAL intervention 	<ul style="list-style-type: none"> • Continue to require some support if the only form of assessment is extended writing • When writing tasks are time-limited, extra time may be required to produce similar quality/quantity of work as their peers • Support is through regular class differentiation 	<ul style="list-style-type: none"> • QFT • Monitoring through progress meetings

Home-school-support team referral form

Referral to School Home Support Team

If you would like us to engage with a family please supply us with as much of this information as possible.

Staff aware: JC/CK/MD/SA/Class teacher

<i>Full name of parent</i>	
<i>Full name of child/children</i>	
<i>Contact details: Mobile/email/address</i>	
<i>Class/year group:</i>	
<i>Any known family details: Main carers/lone parent/two parents</i>	
<i>Any known family risk factors?</i>	
<i>Why do you want us to engage with this family? What presenting issues are being shown by parent/child?</i>	
<i>Any other information? Other agencies involved?</i>	
<i>Name of person making request</i>	<i>Date</i>

Picked up by: SHS Action:	Date:
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Little Thurrock Primary School Special Educational Needs and Disability (SEND) Policy

Introduction

This document is a statement of the aims, principles and strategies for identifying and supporting pupils with Special Educational Needs at Little Thurrock Primary School. It takes into account the principles and procedures outlined in the Special educational Needs and Disability Code of Practice (2014) on the identification and assessment of special educational needs.

Little Thurrock Primary School has a named inclusion manager (Mrs Sally Appleton-White) who is an experienced and qualified SENCo and member of the school senior leadership team.

As an inclusive school, Little Thurrock Primary School offers all children, regardless of their specific needs, inclusive teaching which will enable them to make the best possible progress in school and be a valued member of the wider school community. Teachers are responsible and accountable for the progress and development of all pupils in their class, including those with special educational needs or disability.

We ensure that teachers are able to identify and provide for pupils with special educational needs and disability, allowing them to join in all school activities together with pupils who do not have special educational needs or disability.

We provide more specific support, depending on level of need, for children whose difficulties fall within the four broad areas of need set out in the new SEND Code of Practice (2014).

These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

What are special educational needs?

A child or young person has SEN if they have 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:

- (a) has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) 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.

Special Educational Needs and Disability code of practice: 0 to 25 years 2014 xiv

Aim

To raise the aspirations of and expectations for all pupils with SEN, providing a focus on outcomes for children so that every child's potential is fully developed.

Objectives

- To provide an environment in which every child is able to have full access to a broad, balanced and relevant education, including an appropriate curriculum based on the Foundation Stage Curriculum and the National Curriculum.
- To identify at an early stage children who may have special educational needs and additional needs and provide high quality provision to meet their needs.
- To monitor progress and structure learning to meet the needs of every child with special educational needs
- To work within the guidance provided in the SEND Code of Practice 2014, working closely with health and social care services to ensure that support meets all the needs of the child.
- To take into account the views of the child and to recognize the role which parents have to play in supporting their child's education.

Admission arrangements.

Admission arrangements are the same for all children. No child is refused admission on the grounds of special educational needs or disability, in line with the guidance and legislation below.

The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- **must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures;
- **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs;
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan.

Special Educational Needs and Disability code of practice:0 to 25 years 2014 1.27

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

Identifying and Assessing pupils with SEN.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Special Educational Needs and Disability code of practice:0 to 25 years 2014 6.1

We recognise the importance of early identification of SEN, and use a range of methods and assessments to achieve this:

- Liaison with previous or pre-schools
- Concerns raised by parents
- Assessments on entry to Early Years, which give a baseline against which progress can be measured

- Half termly and on-going teacher assessment to measure progress, leading to identification of children whose progress is slow or whose attainment is significantly lower than that of their peers
- Concerns raised by teachers or other members of staff working with a child
- Specific assessments related to an area of concern, including co-ordination or attention difficulties
- Specific assessments focusing and celebrating progress of the 'whole-child', including non-academic progress
- Liaison with outside agencies
- Exploration of behaviour difficulties to identify underlying concerns

At Little Thurrock Primary School we consider the needs of the whole child.

We also recognise that there are issues which are not SEN but may impact on progress and attainment. These can include disability, attendance and punctuality, health and welfare, English as an additional language (EAL) or being a Looked After Child.

We acknowledge that concerns relating to a child's behaviour should be viewed as an underlying response to a need which must be identified so that the child can be supported effectively.

A graduated approach to SEN support

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching.

The quality of teaching for all pupils, including those at risk of underachievement, is regularly and closely reviewed; staff knowledge of different types of SEN and understanding of strategies to identify and support vulnerable pupils is also reviewed.

Children's progress is discussed at half-termly progress meetings in school, and data is analysed half-termly for both progress and attainment. This should lead to identification of pupils making less than expected progress given their age and individual circumstances.

This could be:

- Significantly slower than that of their peers starting from the same baseline
- Failure to match or better the child's previous rate of progress
- Failure to close the attainment gap between the child and their peers
- Widening of the attainment gap.

Where a teacher has concerns they complete a referral form and send to the Inclusion Manager, so a meeting can be arranged to discuss these and decide on further action, possibly concluding that the pupil requires help over and above that which is normally available in the classroom.

The graduated response recommended in the Code of Practice (2014) of assess-plan-do-review, underpins the work in school. Thus, where a concern has been raised by a teacher, and consultation with parents and the Inclusion Manager suggest that a child may have SEN, further assessment to identify difficulties more precisely is used. This will involve observation and discussion as well as the use of reputable specific assessment materials. At

this point if the child is seen to have SEN, they will be placed on the SEN register at SEN support level.

Strategies to support a child at the SEN support level are then agreed and support planned to meet the child's needs, with specific targets set on an individual education plan (IEP). This support will then be reviewed regularly for attainment against the targets; further assessment will take place and planning for support changed to reflect the child's changing needs. Throughout this process parents and children will be asked for their views and included in the decision making.

Where more specialist assessment or advice is needed this will be sought through referral to outside agencies, including an educational psychologist, speech or occupational therapist or paediatrician. Advice may be sought because of lack of academic progress or attainment, or because of sensory, emotional or physical needs, or difficulties with communication or social interaction. Where intervention and support has had little or limited impact, after discussion between the teacher, Inclusion Manager and parents, a request for an EHC plan needs assessment may be made to the local authority. If this is agreed evidence will be gathered about the child's progress and attainment, and all agencies involved will meet together with parents to devise an EHC plan which identifies the child's needs and desired outcomes, and shows how education, health and care will work together to support working towards these outcomes. This plan will then be put forward for approval from the local authority.

All SEN statements have now been converted to EHC plans. EHC plans contain long term objectives and targets for the year, and a recognition of a child's strengths and needs, alongside planning to meet these needs, they are reviewed yearly at an EHCP review meeting where parents and outside agencies are invited to contribute.

Supporting pupils and families

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs are treated as partners and given support to play an active and valued role in their child's education. Class teachers meet termly with parents to discuss children's needs, support and progress. For children with SEND these meetings will be an opportunity for the class teacher and parents, often alongside the inclusion manager, discuss concerns raised by either the school or the parents. At this meeting any additional support will be planned, clear outcomes identified, and possible referrals, to outside agencies to gain further advice and support, discussed.

If parents have concerns about their child's progress, they can contact the class teacher initially to discuss these; where needs have already been identified the inclusion manager may also be involved in these discussions. Parents/carers also have the opportunity each month to attend SEN drop in sessions with the inclusion manager to discuss concerns.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They are encouraged to contribute to the assessment of their needs, the review and transition process. Prior to an SEN review meeting, which children may attend, they are asked for their views; these are shared at the meeting.

In consultation with parents, the school refers children to, and liaises with, a range of outside agencies. These include speech and language therapy, occupational therapy, physiotherapy and paediatricians. Children may also receive outreach support from specialists, or be assessed by an educational psychologist. The school nursing team is able to provide advice and support for specific health issues.

Families can be supported by the school family support team, and further support or advice for families of children with SEND, including counselling, can be accessed by completing a CAF describing the concerns to be presented to a multi-agency panel.

Transition arrangements

Early Years staff and the Inclusion Manager liaise with pre-school providers and parents of children due to start at Little Thurrock, to ensure that children with identified SEND have support arrangements in place, and that there is an awareness of any parental concerns.

Liaison with secondary schools includes opportunities for teachers and the Inclusion Manager to discuss specific pupils, passing on relevant information and organising school visits or meetings with parents as necessary, to ensure smooth transition for children with SEND. Where SEND children leave before Year 6, the Inclusion Manager ensures that all relevant information is passed on and liaises with the new school regarding any specific arrangements or support.

Where children transfer from other schools, the Inclusion Manager liaises with those schools as necessary to ensure that children's needs are known and appropriate support put in place.

When children change classes in school transition paperwork is completed by the previous class teacher and all SEN information is passed on. Parents may be invited to a meeting where both teachers are present.

Supporting pupils at school 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 Special Educational Needs (SEN) and may have a Statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information please refer to the Supporting children at school with Special Medical Needs.

Monitoring and evaluation of SEND

The school's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

The Inclusion Manager monitors through:

- Referral forms
- Half termly progress meetings with class teachers and senior staff

- Termly updating of the SEN register
- Attendance at review meetings
- Checking the effectiveness of resources allocated to children
- Tracking pupil progress through assessment data
- Tracking achievement of targets.
- Gathering of parent and pupil views

The SLT monitors through:

- Half termly progress meetings with each teacher and the Inclusion Manager.
- Weekly inclusion meetings
- The monitoring and analysis of attainment and progress data on a half termly basis

Governors monitor through:

- School Improvement plan updates at Governors' meetings
- The yearly SEN report to the Governing Body by the Inclusion Manager giving an update of progress and current initiatives.
- Governor's termly review days and visits, particularly by the named governor

Education provided for pupils with SEN is effective when: -

- Children with SEN are identified at an early stage and are placed appropriately on the SEN register.
- Individual needs are carefully assessed.
- Individual targets are agreed and implemented and progress towards targets used to inform future learning
- Targets are reviewed regularly and parent and pupil opinions are sought and documented, and any concerns addressed.
- Support and advice from outside agencies is used effectively.
- Resources, including LSA support, are used effectively.
- Children with SEN make accelerated progress with the enhanced provision

Training and resources

The school is fully aware of the importance of having a well-trained staff to meet the needs of all children.

The Inclusion Manager regularly attends Local authority network meetings in order to keep up to date with local and national developments in SEND. The Inclusion Manager meets with all new teachers and support staff as part of their induction to explain the school systems and structures in place for children with SEND and to discuss the needs of individual pupils.

The Inclusion Manager supports and advises class teachers in planning and meeting the needs of children with SEND. The Inclusion Manager also meets regularly with support staff to discuss concerns and advise on interventions and ways to meet the needs of these children. Additional specialist training is given as appropriate.

Individual training needs are also identified and met through the Performance Management cycle.

The school works closely with any external agencies relevant to individual children's needs in school, including: - school nurse, clinical psychologists, paediatricians, speech & language therapists, occupational therapists, physiotherapists, outreach services, social services and Educational Psychologists.

Where children with SEND require specific equipment or resources to support or improve their access to learning advice is sought from relevant agencies or professionals, to ensure that the most appropriate equipment is provided. Support for children with SEND is provided from within the school budget, although children with an EHC plan, and those with existing Statements of SEN may also have more specialist provision funded wholly or partly from the Local Authority's high needs funding.

Roles and responsibilities

Provision for children with special educational needs or disability is a matter for the school as a whole and all members of staff are responsible for the children with whom they work. In addition to the Governing Body, the school's head teacher and senior leadership team, including the Inclusion Manager determine the strategic development of SEN policy and provision in the school.

The role of the Inclusion Manager involves:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Being a key point of contact with external agencies
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

Special Educational Needs and Disability code of practice: 0 to 25 years 6.90

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

Storing and managing information

Information relating to a child's SEND, including confidential information, is kept in individual pupil files stored within a locked filing cabinet in the Inclusion Manager's office.

Relevant information (including targets or current IEPs) concerning children in a specific class is kept in a folder in each classroom

Reviewing the policy

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Accessibility

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All children on the special needs register have an Individual education plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we work with small groups, or in a one-to-one situation outside the classroom.

Children with SEND are encouraged to take part in the wider curriculum of the school, including participation in clubs and day or residential school visits. Where necessary written information is adjusted to be more accessible to children with disabilities; a font might be increased, the amount of text on a page limited, or a different colour background used, for example.

Dealing with complaints

Any parent who is dissatisfied with the special educational needs provision their child is receiving has the right to make a complaint. All complaints should follow the procedure listed below: -

1) The Informal Stage

Initial concerns should normally be expressed to the class teacher.

If the issue is not resolved parents should discuss this with the Inclusion Manager.

Where there are still concerns parents should make an appointment to meet with the head teacher.

If parents are still unhappy, a complaint should be put in writing to the head-teacher.

2) The Formal Complaint

Where a more formal complaint needs to be made this should be done in line with the school complaints policy and procedures.

Other associated policies

Anti-bullying policy

Behaviour policy

Equality objectives statement

Health and Safety policy

Child Protection policy

Supporting pupils with special medical needs policy

This policy is updated yearly by the Governing Body during the Autumn Term.