

Incorporating Special Educational Needs & Disability Information
in compliance with Statutory Instrument :
Special Educational Needs and Disability Code of Practice (2015)

Legislative Compliance

This policy complies with the Statutory requirements laid out in The **Special Education Needs and Disability Code Of Practice 0-25 (2015)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEND Code of Practice 0-25 (DfE & DoH, 2015)
Children and Families Act (2014)
The Equality Act 2010: Advice and Guidance for Schools (DfE, 2010)
Schools SEN Information Report Regulations (2014)

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum through Quality First Teaching.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. In such cases we will endeavour that quick actions are taken to ensure that appropriate interventions are put in place to help these pupils catch up.
- Children identified as having special educational needs **may** also have lower-attainment. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.

- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Inclusion Leader (SENCO).

The Inclusion Leader (SENCO), Sarah Southall, is responsible for reporting regularly to the head teacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy. This role also includes strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The Designated Teacher for Looked After Children (Anna Fancey) has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

SEN INFORMATION REPORT

- **The kinds of Special Educational Needs which are provided for in our school:**

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success with a wide range of special Educational needs. Here at Stamshaw Infants we strive hard to ensure that appropriate interventions are put in place in order to meet the children’s individual needs. The range of needs to-date has included pupils with:

- | | |
|-----------------------|-------------------------------|
| - Dyslexia | - Autistic Spectrum Disorders |
| - Dyspraxia | - Visual Impairment |
| - Hearing Impairment | - Hyper mobility |
| - Physical Disability | |

In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil’s family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school’s devolved SEN budget. Thereafter we are aware of the process of applying for an EHC plan and additional funding if the pupil’s needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

SEN INFORMATION REPORT

- Our school's policies for identifying children and young people with SEN and assessing their needs
- Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.
- Our approach to teaching children and young people with SEN
- How adaptations are made to the curriculum and learning environment of children and young people with SEN
- How our school evaluates the effectiveness of its provision for children and young people with SEN.

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

"High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. "

SEND Code Of Practice (2015: Para 1.24)

"Disabled pupils and those with special educational needs are well supported and this helps them to make good progress towards their learning goals. Good involvement of their parents and a high level of pastoral care through, for example, nurture time in the Rainbow Room, ensure they achieve well both academically and personally."

"Teaching assistants contribute well to pupils' learning, particularly the learning of disabled pupils, those with special educational needs and those at an early stage of learning English. In one lesson, a teaching assistant was observed successfully developing the vocabulary of a small group of pupils. Pupils at an early stage of learning English also benefit from effective individual support."

"Regular, careful checks on the progress of all groups of pupils help to ensure that any pupils falling behind are quickly identified and given additional support to help them catch up."

Stamshaw Infants Ofsted Report (January 2015)

A Graduated Approach to SEND

The school provides a graduated response to each child dependent on their level of need. This approach is often referred to as waves of intervention model which is shown below.

Wave 1: Well-differentiated, quality first teaching delivered to all children.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will usually be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need

- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, Local Authority, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of additional funding. This provision map is updated termly through meetings between the teachers and Inclusion Leader (SENCO).
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching
- Applying Wave 1 / 2 / 3 interventions as appropriate
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual withdrawal
- Bilingual support/access to materials in translation
- Homework
- Pastoral Support

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the Inclusion Leader (SENCO) and senior leaders.
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher interviews with the Inclusion Leader (SENCO)
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with the Admin Officer.
- Regular meetings about pupils' progress between the Inclusion Leader (SENCO) and the head teacher

- Head teacher's report to parents and governors

Wave 2: Small Group Targeted Support (SEN Support)

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- Each Child on the SEN Register will have an Individual Learning Plan (ILP). These documents are not statutory but they are a way of relevant staff outlining exactly what needs have been identified, how to remove key barriers to learning effectively i.e what works; the clear outcomes to be achieved within an agreed time frame (half termly). Class teachers are responsible for maintaining and updating these records, evidencing the progress made according to the outcomes and sharing these with parents. The role of the SENCO is to advise, oversee and review this process. These documents are shared with relevant staff as part of pupil progress meetings.
- It may be decided that a very small number of the pupils on the SEN list will require additional funding from the Local Authority. This will initially commence with an 'SEN Support Plan' being put in place and will then be reviewed termly with parents/carers in order to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.
- Where a pupil has a significant, severe and sustained need, it may be necessary to consider the need for an Education Health and Care Plan.
- For those pupils on an SEN Support Plan pupils will automatically have outcomes to address which will be reviewed termly.
- Our approach to SEN Support Plans are as follows:
 - SEN Support Plans are seen as a working document which can be constantly refined and amended.
 - SEN Support Plans will be implemented when a child identified with SEND on our school's provision map requires deeper and more detailed monitoring and analysis.
 - Our SEN Support Plans will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the targets".
 - Our SEN Support Plans will be based on informed assessment and will include the input of outside agencies.
 - Our SEN Support Plans have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly. They will be time-limited and will be reviewed at least termly by class teachers in consultation with the Inclusion Leader (SENCO).
 - Our SEN Support Plans will have a maximum of three SMART targets set for or by the pupil and will specify how often the target(s) will be covered
 - Targets for SEN Support Plans will be arrived at through:
 - Discussion between teacher and Inclusion Leader (SENCO)
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional

Wave 3: Specialist 1:1 Intervention or Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan
 - Transport

and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Criteria for Exiting the SEN register

If a child is seen to be managing to access the curriculum and progress with just quality first teaching in place then at termly review meetings it would be discussed if this child should be taken off the SEN register.-this would be shared with parents. At this point the usual class monitoring systems would continue and the child's progress would be tracked and monitored termly in line with pupil progress meetings.

Roles and Responsibilities

Headteacher

- The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The head teacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Leader (SENCO).
- The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT)
 - pupil progress meetings with individual teachers
 - regular meetings with the Inclusion Leader (SENCO).
 - discussions and consultations with pupils and parents

Inclusion Leader (SENCO)

In line with the recommendations in the SEND Code of Practice 0-25 (2015), the Inclusion Leader (SENCO) will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Identifying on this provision map a list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of additional funding and those with statements of Special Educational Need or Education Health and Care plans.
- Setting up and termly reviews of the SEN Support Plans
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Contributing to the in-service training of staff
- Implementing a programme of the new Person Centred Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- Overseeing the smooth running of transition arrangements and transfer of information for pupils on the vulnerable learners' provision map
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- Meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and Inclusion Leader (SENCO) to ensure that these meetings occur).

- Liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Attending area SENCO network cluster meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- Liaising closely with a range of outside agencies to support vulnerable learners.

- Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- Maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- Managing other classroom staff involved in supporting ethnic/linguistic minorities including Bilingual Assistants from the Ethnic Minority Achievement Service
- Overseeing the initial and on-going assessment records on all children with EAL
- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Attending pupil Progress termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- Evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- Contributing to the in-service training of staff
- Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- Attending EMA Co-ordinator network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Head of Pastoral Care and Behaviour

- Working closely with children to boost self esteem, encourage appropriate social behaviour and listening/questioning skills through a range of targeted clubs and groups
- Early identification of children with pastoral needs through observations alongside the Inclusion Leader (SENCO)
- Responsibility for coordinating the provision of Teaching Assistants and 1:1 supports to effectively meet the range of needs present in the school at any one time
- Responsibility for the completion of CAFs and coordinating TACs/TAFs, liaising closely with the Inclusion Leader (SENCO) along the journey.
- Partial responsibility, along with the Head Teacher, for Child Protection.
- Working closely with parents, offering support and engaging about issues that may be affecting the wellbeing of their children.
- Set up and coordination of the School Council each year.
- Shared workload with the Inclusion Leader (SENCO) for Lead Professional role.

Class teacher

- Liaising with the Inclusion Leader (SENCO) to agree :
 - Which pupils in the class are vulnerable learners
 - Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
 - Identifying which pupils may have an SEN Support Plan

- Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans)
- Securing good provision and good outcomes for all groups of vulnerable learners by :
 - Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely:

“...different from or additional to that normally available to pupils or students of the same age...” (SEND Code of Practice 0-25, 2015:285)

- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Speech & Language Specialist

- Working closely with children who have various levels of speech, language and communication problems.
- Devising activities and implementing and monitoring relevant treatment programmes
- Advising & training teachers and 1:1 Support Assistants on implementing treatment programmes in the classroom.
- Monitoring and evaluating childrens' progress,
- Working with children on a one-to-one basis, and in groups, to deliver treatment programmes
- Writing and maintaining confidential children's case notes for the Inclusion Leader (SENCO), Speech and Language Therapist and other professionals,
- Managing the need in school taking account of priority cases, successful outcomes, and the referral and discharge of children from Speech and Language Therapy.

Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through
 - Daily monitoring and assessment
 - Termly Pupil Progress meetings with Head teacher / Deputy Head teacher / Head of Pastoral Care and Behaviour/ Inclusion Leader (SENCO) / class teachers and year leaders
 - Termly evaluation of the effectiveness of interventions on the provision map At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
 - Half termly reviews, followed by at least termly reviews with Parents / Carers of those pupils on SEN Support Plans
 - Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice 0-25 (2014)

SEN INFORMATION REPORT

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (EG: educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. This is also regularly monitored by Subject leaders and /or senior leaders during observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

SEN INFORMATION REPORT

Support for improving emotional and social development, including extra pastoral arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

Stamshaw Infants recognise all its pupils as equal individuals and are committed to developing an inclusive and supportive learning environment that removes barriers to learning and in which all learners achieve their full potential.

Within school we have a range of support networks. These include:

- Pastoral Support: to enable pupils to discuss views and concerns in a non-judgmental environment
- Friendships / Behaviour / Social and Emotional groups within Rainbow Room.

SEN INFORMATION REPORT

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

- The Inclusion Leader (SENCO) at Stamshaw Infants is a Qualified Teacher who will complete the National Accreditation for Special Educational Needs Co-Ordinators in November 2016.
- The Inclusion Leader, Speech and Language Specialist and Head of Pastoral Care and Behaviour will regularly attend local network meetings and / or Cluster groups.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money).
- Stamshaw Infants has a full time Speech and Language Therapist who supports children with severe / moderate language delay/disorder. Our 1-1 staff receives training from our specialist in order to teach / deliver the targets set out for these pupils.
- Stamshaw Infants has commissioned 4 full days from our Education Psychologist. Further days are able to be booked depending on the demand for this service.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

SEN INFORMATION REPORT

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will set up an SEN Support Plan which will be reviewed termly to identify needs / and funding levels required before finally submitting an application for an EHCP.
- Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

SEN INFORMATION REPORT

- **Arrangements for consulting parents of children with special educational needs and involving them in their child's education**
- **Arrangements for consulting young people with SEN and involving them in their education**

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Supporting parents through involvement with our Family Pastoral Worker / Pastoral Team / School Nurse and Inclusion Manager.
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
 - Identify their own needs and learn about learning
 - Share in feedback marking across the curriculum so that they know what their targets are and why they have them (link to Marking Policy)
- Monitor their success at achieving the targets on their SEN Support Plan (not required for all pupils with special educational needs)

SEN INFORMATION REPORT

- **How our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families**
- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
 - We seek to respond quickly to emerging need and work closely with a wide range of outside agencies including :
 - Joint Action Team (JAT)
 - Children and Adolescent Mental Health Service (CAMHS)
 - Educational Psychology Service (EP)
 - Solent NHS Trust
 - Speech and Language Therapists (SALT)
 - Portsmouth Inclusion Team
 - In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with SEN Support Plans and Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
 - Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (EG: Autism, Visual impairment etc).
 - We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the SENCO or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.

SEN INFORMATION REPORT

Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood (effective transition)

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase

destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and support from our Pastoral Team. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo will liaise

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*please also see Admission policy for the school, as agreed with the Portsmouth Local Authority*)

SEN INFORMATION REPORT

The contact details of all support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 can be seen on the Portsmouth Local Offer website at:

www.portsmouthlocaloffer.org

For Stamshaw Infants School ‘Offer’ Please see the school website on:

<http://stamshawinfant.co.uk/>

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help

in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: The following provision can be expected:

- Initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- Pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEN pupils unless SEN is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both A Language in Common (where below English NC level 2) and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator or SENCO. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format. We offer parent conferences to New to the UK Arrivals which involves meeting with the new parents and finding out a bit more about their child's previous schooling and any other relevant information. These meetings aid in supporting a smooth transition and help to settle any questions or concerns the new parents may have.

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :

- Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
 - Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - Ensuring that children who are 'looked after' have access to the appropriate network of support
 - Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - Preparing a report on the child's educational progress to contribute towards the statutory review.
 - Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
 - Liaising with the child's social worker to ensure that there is effective communication at all times
 - Celebrating the child's successes and acknowledge the progress they are making.

Our school will, where necessary, work closely with the The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

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|-----------------------------|--|
| Physical talents | sports, games, skilled, dexterity |
| Visual/performing abilities | dance, movement, drama |
| Mechanical ingenuity | construction, object assembly (and disassembly), systematic, working solutions |
| Outstanding leadership | organiser, outstanding team leader, sound judgements |
| Social awareness | sensitivity, empathy, |
| Creativity | artistic, musical, linguistic |

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

Identification

Before identifying any child 'Very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- An enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- The opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, specialist teaching and partnership with other Infant schools.

Self-evaluation and monitoring arrangements

We are committed to ongoing self-review of our inclusive practice using arrangements that have been devised by the Portsmouth Local Authority. We have a formal self-review that takes place every October and will be led by the Inclusion Manager / SENCO. This process supports our self-evaluation submission to the Office for Standards in Education (Ofsted).

Complaints

Any complaints relating to the Inclusion Policy will be dealt with under the school's normal complaints procedure, which is detailed in the parent's information booklet.

Date of Policy: October 2016

Signed: Chair of Governing Body:.....

Date for Review: October 2017

Signed: Headteacher:.....