



S.E.N. AND INCLUSION POLICY

Record of Policy Amendment / History

Issue	Author	Reason for change/Detail
2014/15 Sept	Katherine Worthington	Re written to reflect new framework
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Introduction and Policy Statement

Plaistow Primary School is committed to providing an appropriate and high quality education for all learners. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad, balanced, academic and social curriculum, which is accessible to them. We believe that all teachers are teachers of SEN and expect all children at Plaistow to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination and develop an environment where all children can flourish and feel safe. At Plaistow Primary School we are committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We pay particular attention to the provision for, and the achievement of, different groups of learners for example ethnic minority and faith groups learners and those who need support to learn English as an additional language. (EAL)

At Plaistow we make every effort to narrow the gap in attainment between vulnerable groups of learners and others. 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

Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement).

This policy describes the way we meet the needs of children who experience barriers to their learning which may relate to sensory or physical impairment, learning difficulties, low levels of emotional / social development or the learning environment in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- Special educational needs and disability code of practice: 0-25 years, (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework, January 2014
- Ofsted SEN Review, 2010 "A Statement is not enough"
- Equality Act, 2010
- Education Bill, 2011
- Children and Families Act, 2014

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

a) have a significantly greater difficulty in learning than the majority of others of the same age; or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught

More details about the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

Additional information about services at a local level for children with SEN in Newham can be at:

www.newham.gov.uk/Pages/Category/Special-educational-needs.aspx

Information about services that the school offers for pupils with SEN is published on our school website in the SEN INFORMATION REPORT.

1 Aims and Objectives

1.1 Aims:

- To provide every child with access to a broad and balanced education, this includes the National Curriculum, in line with the Special Educational Needs Code of Practice.
- To promote independence, equality and consideration for others.
- To ensure that we celebrate the wide range of our students' achievement.
- To support all students to excel by offering multiple pathways for progression.
- To equip students with the skills and attributes necessary for adult life.
- To create a welcoming atmosphere for parents.

1.2 Objectives:

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the Inclusion Manager.

- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the Inclusion Manager and Leadership Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Plaistow Primary School receives further support from a range of different services including Schools and Families Specialist Service, Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS).
- Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, affiliation with sports teams and other clubs).

2. Responsibility for the coordination of SEN provision

The Headteacher, Janine St Pierre has overall responsibility for SEN and her contact details are

Email: JanineSt-Pierre@plaistow.newham.sch.uk

Phone: 020 8548 5620

The Inclusion Manager and person co-ordinating the day to day provision of education for pupils with SEN is Katherine Worthington

Email: KatherineWorthington@plaistow.newham.sch.uk

Phone: 020 8548 5620

The governor with responsibility for SEN is

Contact details:

3. Arrangements for coordinating SEN provision

The Inclusion Manager will hold details of all SEN Support records such as the SEN Register, provision maps, reports from professionals and individual learning plans. Class teachers have a file with their individual information as well as access to the following documents on the shared staff drive:

- The Plaistow Primary SEN Policy and SEN Information Report
- Guidance on identification of SEN in the Code of Practice.

- Information on individual pupils' special educational needs including individual learning plans and strategy sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through The Newham SEND Local Offer.
- By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils.
- This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

4. Admissions

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Upon transition, children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

5. Specialist SEN Provision

5.1 At Plaistow we aim to educate children in their class full-time using a differentiated curriculum. A small number of children with a high level of need are supported by an additional adult. We also offer;

- Periods of withdrawal to work with a support teacher or trained TA which are mapped out and timetabled across the academic year.
- Development and liaison with external agencies, including support from organisations such as educational psychology, behaviour support services and Autism Outreach.
- All staff have been involved in professional development to support the teaching and provision for children with additional needs within mainstream school.

5.2 Supporting Pupils at School with Medical Conditions

At Plaistow Primary School we recognise that pupils 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) or a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is then followed.

6. Facilities for pupils with SEN

To ensure access for pupils or parents with disabilities the school has a three year School Accessibility Plan that is reviewed annually. The school has appropriate signage inside and outside the school, a lift, sensory room, a hygiene room with

shower, and 2 accessible toilets (one in KS1 and 1 in key stage 2). The school has a disability parking area.

7. Allocation of resources for pupils with SEN

7.1 The Headteacher, leadership team and governors ensure that the needs of pupils are met by employing a full-time trained Inclusion Manager, Teaching Assistants, part-time speech Therapist, school counsellor and play therapist. The Head and Inclusion Manager devolve part of the school budget, the Higher Needs Funding for specific pupils and pupil premium to identify the areas of pupil need and to make appropriate provision and interventions. These are identified in the SEN Register.

The Inclusion Manager has access to the SEN Budget, which is spent to meet the wide variety of SEN needs. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The governors ensure that funds are set aside to develop resources in curriculum areas. In addition, the governors ensure that staff are kept fully up to date about SEN issues and undertake training.

7.2 SEN Information Report

Plaistow has an SEN Information Report available on our website which contains up to date information about Plaistow's provision. It details information on;

- Plaistow's school policies for identifying children and young people with SEN and assessing their needs
- Plaistow's school's arrangements for assessing and reviewing children and young people's progress towards outcomes.
- Plaistow's 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.

8. Identification of pupils needs

8.1 At Plaistow we believe that all teachers are teachers of SEN and expect children to be fully included in all aspects of school life. We have rigorous systems to ensure that children's special needs are identified and addressed.

- When children are first admitted to the school an Admission Form is completed. If special needs are identified then an interview with the SENCO is arranged and a possible home visit proposed. Information is then sought from relevant professionals, agencies and medical / educational establishments.
- Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Through the above actions it can be determined which level of provision the pupil will need.
- If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
- The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
- Pupil progress meetings and inclusion meetings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

8.2 SEN Support:

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- **Assess**
- **Plan**
- **Do**
- **Review**

8.3 Assess

When a child has been identified as needing SEN support a clear analysis of the pupil's needs is made by the class teacher and inclusion manager. This should draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

8.4 Plan

After assessing the child a plan is made detailing the adjustments, interventions and support that are required to meet the child's needs. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. These plans may take the form of an IEP, support or behaviour plan. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

8.5 Do

Teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

8.6 Review

Reviewing pupil progress will be made at pupil progress meetings and inclusion meetings. The review process will evaluate the impact and quality of the support and interventions. The Inclusion Manager will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and teachers.

8.7 Referral for an Education, Health and Care Plan or High Needs Funding

A very small number (but not all) of the pupils on the SEN register will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed.

In some cases an Education, Health and Care Plans will be needed to fully support the learner. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. Plaistow Primary School will comply with all local arrangements and procedures when applying for an Education, Health and Care Plan

8.8 Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by Newham Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

9 Access to the curriculum, information and associated services

Quality First Teaching: 'The baseline of learning for all pupils'.

At Plaistow every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. The Inclusion Manager and Senior Leaders are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10 Inclusion of pupils with SEN

The Headteacher oversees the Inclusion Policy and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision. The school will seek advice where appropriate around individual pupils and will refer to outside agencies where appropriate. Early Help Unit and the Multi-Agency Safeguarding Hub are also available for Safeguarding Officers to access. Where a behavioural incident warrants exclusion the relevant Headteacher and members of SLT will consider the incident in line with the School Exclusion Policy.

11 Evaluating the success of provision

Pupil progress is monitored three times a year at pupil progress meetings. Teachers also provide data to senior leaders five times a year. Children who are not making progress are discussed and plans are made to support them. The Learning Support Department offer an Open Door policy where parents can access the Inclusion Manager regularly without making an appointment. Further feedback from parents can be given at any time through email contact available on the school website. A formal evaluation of the effectiveness of the school SEN provision and policy culminates in an SEN Report. The evaluation is carried out by the SENCo in consultation with the Headteacher, link SEN governor and Head of Learning Support. Information is gathered from different sources such as pupil and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ report feedback forms.

12. Complaints

Please refer to the general Complaints Procedure. If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Inclusion Manager or the Senior Leadership

Team who will be able to offer advice on formal procedures for complaint if necessary.

13. In service training (CPD)

At Plaistow we recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The Inclusion Manager, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities.

The Inclusion Manager attends regular cluster meetings to update and revise developments in the area of SEN and Inclusion. Where there is a requirement to meet a pupil's additional needs or an issue of inclusion the school will set targets to meet those needs In-Service training and individual professional development is arranged matched to these targets.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development and the Inclusion Manager will ensure tailor-made training is provided where appropriate.

14. Links to support services

Plaistow has built strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. We recognise the important contribution made by external support services in the identification, assessment and provision for pupils with SEN.

These include the following services:

- Behaviour Support Service (BSS), Language Communication Interaction Service (LCIS), Learning Support & Dyslexia Team (LSDT), Sensory Service, Child and Family Consultation Service (CFCS), and the Educational Psychology Service.
- Health Service providers include the following: School Nurse Service, Occupational Therapy Service, Speech and Language Therapy Service, Physiotherapy Service, Wheelchair Service and the Child and Adolescent Mental Health Service (CAMHS). The school nurse is also in school regularly to see all pupils about whom there is a medical concern.
- The Social Service sector supports pupils in social need and includes children under the Safeguarding Team, Child Protection regulations and Looked After Pupils. We have close contacts with the local Social Services Department

15. Parents

Plaistow firmly believes in developing a strong partnership with all parents/carers to enable children to achieve their full potential. We recognise that parents/carers have a unique overview of the child's needs and how best to support them and this gives them a key role in the partnership.

- We consider parents/carers of pupils with SEN as valued partners in the SEN process.

- Pupils depending upon age and appropriateness, pupils with SEN will be encouraged to participate in any decision-making affecting them.
- Details of how to contact the Parent Partnership Service will be made available to all parents/carers of children with SEN in compliance with the SEND Code of Practice 0 – 25 (2014).
- At review meetings with parents/carers we will try always to make sure that the child's strengths as well as difficulties are discussed. Where we make suggestions as to how parents/carers can help at home, these will be specific and achievable and that all parents/carers leave the meeting clear about the action to be taken and the way in which targets will be monitored and reviewed.
- Parents/carers will be provided with a copy of the IEP, Support Plan or Behaviour Plan following the meeting.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents'/carers' evenings provide regular opportunities to discuss concerns and progress.
- Parents/carers are able to make other appointments on request.
- Regular communication between our school and home will ensure that concerns are promptly acted upon.

16 Links with other schools/transfer arrangements

- Reception staff will meet with parents/carers and staff from any partner nursery schools prior to pupils starting at our school. Concerns about particular needs will be brought to the attention of the Inclusion Manager after this meeting. Where necessary the Inclusion Manager will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the Inclusion Manager will telephone to discuss the child's needs further.
- When children with SEN transfer from Plaistow Primary School to new schools, details of particular needs and additional required provision will be shared accordingly. The Inclusion Manager will supply any further information upon request.
- When children with SEN are transitioning to secondary school a review is held must be held in order to ensure that on their entry to year 7, all necessary support is in place, and that the transition is as smooth as possible. All relevant information is transferred.

To be reviewed in Autumn Term 2019