

# Inclusion Policy

## Redwell Primary School

(Incorporating the SEN Policy and Information Report)

Agreed by Head Teacher;

Date: ..... Signature.....



In compliance with  
Statutory Instrument: Special Educational Needs (Information) Regulations  
(Clause 65)  
and  
Special Educational Needs and Disability Code of Practice (2014)

**October 2020**

# Redwell Primary School Inclusion Policy

## 1. Aims

Our SEN policy and information report (appendix 1) aims to:

Set out how our school will support and make provision for pupils with special educational needs (SEN)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Redwell Primary School is committed to ensuring pupils receive a high quality education. Every individual is valued for who they are and what they contribute to the school. As such our inclusive practice aims to:

- Provide curriculum access for all
- Secure high levels of achievement for all
- Meet individual needs through a wide range of provision
- "...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)

## 2. Legislation and guidance

This policy and information report (appendix 1) is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO

## **Redwell Primary School Inclusion Policy**

The SENCO is Mrs. Fiona Hoskins (fiona.hoskins@redwellprimary.co.uk)

They will:

Work with the head teacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school

Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching

Advise on the graduated approach to providing SEN support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN Governor**

The SEN Governors are Mr. Trevor Kendrick and Ms. Moira Atkinson

The SEN Governor will:

Help to raise awareness of SEN issues at governing body meetings

Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

Work with the head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The head teacher**

The head teacher will:

Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school

Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

The progress and development of every pupil in their class

## Redwell Primary School Inclusion Policy

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEN policy

### 5. Identifying pupils with SEN and assessing their needs

#### 5.1 The kinds of SEN that are provided for

See SEND information report (appendix 1)

#### 5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

Is significantly slower than that of their peers starting from the same baseline

Fails to match or better the child's previous rate of progress

Fails to close the attainment gap between the child and their peers

Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

#### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents' concerns

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

#### 5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Further information on the schools graduated approach can be found in appendix 2.

### **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Further information is contained in the SEND information report (appendix 1)

### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Further information about the types of interventions we provide is contained in the SEND information report (appendix 1)

### **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Further detail can be found in the SEND information report (appendix 1)

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### 5.8 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions, support pupils on a 1:1 basis and also support pupils in small groups.

Further information about the agencies we work with provide support for pupils with SEN is contained in the SEND information report (appendix 1)

### 5.9 Expertise and training of staff

We have an experienced Pastoral Team comprising of a SENCO, HLTA and SEN Support and Pastoral Support TA.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in a range of approaches.

We use specialist staff for

### 5.10 Securing equipment and facilities

- See SEND information report (appendix 1)

### 5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

Reviewing pupils' individual progress towards their goals each term

Reviewing the impact of interventions after 6 and 12 weeks

Monitoring by the SENCO

Using provision maps to measure progress

Holding annual reviews for pupils with statements of SEN or EHC plans

### 5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- See SEND information report (appendix 1)

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### 5.13 Support for improving emotional and social development

- See SEND information report (appendix 1)

We have a zero tolerance approach to bullying.

### 5.14 Working with other agencies

- See SEND information report (appendix 1)

### 5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher and SEN Co in the first instance. If unresolved these will be dealt with by the Deputy Head and then the Head Teacher. They will then be referred to the school's complaints policy.

## Redwell Primary School Inclusion Policy

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

### 5.16 Contact details of support services for parents of pupils with SEN

- See SEND information report (appendix 1)

### 5.17 Contact details for raising concerns

- See SEND information report (appendix 1)

### 5.18 The local authority local offer

Our contribution to the local offer is: <https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/schools-and-education-providers/1393-redwell-primary-school>

Our local authority's local offer is published here:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SEN Co **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## 7. Links with other policies and documents

This policy links to our policies on:

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions

**Last reviewed date:**

**Written by:** *Fiona Hoskins* (SENCO)

**Review date:** July 2020

**Agreed by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Special Educational Needs Information Report

## **What is the SEND Report?**

All schools are required to publish information about services they provide for children with disabilities and Special Educational Needs. This is called the 'SEND Report'.

The intention is to offer choice and transparency for families, as well as providing a resource for professionals to detail the range of services and provision locally.

At Redwell Primary School we are committed to providing an appropriate and high quality education for all pupils.

In order to do this, many steps are taken to support pupils through their learning journey.

Quality teaching is vital: We believe that each child has unique and individual needs; however some children may require more support than others. If these children are to reach their full potential this must be recognised and planned for accordingly. The decision to provide additional support is made by the school, in close partnership with the parents. It is based on a variety of factors including academic progress and/or assessments carried out by teaching staff or other professionals. At Redwell Primary School we are able to provide specific support for pupils with; Learning Difficulties, Autism, Behavioural, Social, Emotional and Mental Health Difficulties, Physical disabilities and Medical Needs, Speech, language and Communication Needs, Visual and Hearing Impairment.

This report outlines the provision which we offer at Redwell Primary School and aims to answer any potential questions which you might have. A list of terms and abbreviations commonly used in relation to inclusion and SEND can be found at the end of this document, which should be read in conjunction with the Local Authority's Local Offer, available on the Northamptonshire Council Website.

## **Who is responsible for SEND?**

SENCO – Mrs Fiona Hoskins

HLTA and SEN Support - Mrs Sara Croot

Pastoral Support TA – Miss Lucy Jeffrey

Designated Safeguarding Lead – Mrs Anne Ansell

Deputy Safeguarding Leads – Simon Anderson, Claire Head, Sara Croot, Fiona Hoskins

Mrs Hoskins and Mrs Croot are also responsible for managing the schools responsibility for meeting the medical needs of pupils.

If you have any concerns relating to SEND matters do not hesitate to contact us.



## Redwell Primary School Inclusion Policy

### How does Redwell Primary School know if children need extra help?

We know when pupils need extra help if:

- Concerns are raised by parents, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- We have received information from other agencies who may already be working with the child before they join us.

### I think my child might have special educational needs what should I do?

- The class teacher is the initial point of contact for responding to parental concerns. We will listen to your concerns and draw on your own experience and observations that you will have as a parent of how your child is outside of school.
- If you have any further concerns, or would like to know more about a specific provision, then contact Mrs Fiona Hoskins who is our school SENCo.
- We can arrange for your child to be assessed either by ourselves, external partners who work with the school or by referral to external agencies who can provide a specialist assessment.
- We will be with you every step of the way to work with you and support you through this process and review provision to find out what works best for all our children.

### How will I know how Redwell Primary School supports my child?

- Each pupil's education programme is planned by the class teacher. When a pupil has been identified with special educational needs, their work will be differentiated or adapted by the class teacher to enable them to access the curriculum more easily.
- The child will be given small and measurable targets which will be discussed with the child and parents, and monitored regularly by the class teacher and SENCo. Targets may be discussed at parents evening biannually; half termly through a progress meeting or through specific review meetings. Parents are welcome to review progress more regularly through consultation with your child's class teacher.
- We may provide additional support in class from the teacher or support assistant. Support assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.
- If a pupil requires greater support in a particular area, for example, phonics, numeracy or literacy skills, then she/he will be placed in a small intervention group led by either the teacher or support assistant. All interventions are regularly reviewed by those delivering them and by the SENCo, to ascertain how effective they are being and to inform future planning.
- Regular monitoring is conducted by the class teacher and is shared with the Pastoral Team. This shared discussion may highlight any ongoing concerns and help to plan further support if required.
- Some pupils who require additional support are referred to external agencies and specialists such as Speech and Language Therapy or the Educational Psychology Service.
- If appropriate specialist equipment may be given to the pupils e.g. writing slopes, pencil grips, easy to use scissors, weighted cushions etc.
- Where necessary, classroom environments will be adjusted to meet the needs of individual children with regard to access, quiet areas, visual prompts etc. We also have designated areas in school where specialist provision can be made available so that the child can access more readily the support on offer.
- We regularly review our provision and as training courses become available we evaluate their likely impact and how relevant they are for our children, and direct staff as appropriate.
- We would like to also listen to your views about what you think will aid your child's progress and explore the type of provision that you think will work for your child and their individual needs.
- Provision is reviewed on an individual basis taking account of your child's specific needs.

### How will my child be included in activities outside the classroom including school trips?

- Activities and trips are made as inclusive as possible and available to all children.

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- Where necessary, individual risk assessments are carried out and procedures put into place to enable all children to participate.
- If it is felt that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.
- Redwell Primary School has a variety of extra-curricular clubs. Details of participating pupils are cross referenced with those with SEND to ensure all pupils have access to the clubs.
- The school has an Accessibility Plan.

### **What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for all pupils and more specifically those who are encountering emotional difficulties. These include:

- All class teachers are readily available for pupils who wish to discuss issues or concerns.
- Mrs Croot (HLTA and SEN Support) and the Pastoral Team work closely with children and families to provide pastoral support. We also work closely with families who have an EHA or are receiving Social Care support.
- Some interventions are available for children who need help to develop their social skills, self-esteem, anxiety or anger management techniques.
- Worry monsters are located in every classroom and are monitored by class teachers. There are also worry boxes available in the libraries, these are monitored by the Pastoral Support TA.
- A meet and greet is available for pupils who find leaving parents difficult in the morning.

### **How does Redwell Primary School support children with medical needs?**

- If a child has a medical need, then a care plan is compiled with support from and in consultation with parents. Outside agencies are consulted as necessary. This is then shared with all staff who are involved with the pupil.
- Staff receive training as necessary from the school nurse or health care professional, for example Epipen training and epilepsy medication training.
- Where necessary, and in agreement with parents, medicines are administered in school, but only where a signed medicine consent form is in place to ensure the safety of both the child and the staff member.
- A dedicated medical treatment area is available when necessary.
- Staff receive basic first aid training, with some members of staff trained in paediatric first aid.
- The school has a comprehensive Medicines in School policy.

### **What specialist services and expertise are available at or accessed by the school?**

In consultation with parents it may at times be necessary to consult with outside agencies to receive their more specialised expertise. Individual children may be referred through school, or through their G.P. The agencies currently used by the school and our families include:

- SALT (Speech and language therapy support)
- Behaviour Support
- EHA – Early help Assessment Helpline
- CAMHS (Child and Adolescent Mental Health Service)
- RMC – Referral Management Centre
- Child in Need (CIN) practitioners
- EIPT – Educational Inclusion Partnership Team
- Educational Psychologist
- IASS – Information, Advice, Support Service for parents
- NPPS – Northamptonshire Parent Partnership Service
- Health Visitors for our Early Years Team
- Sensory Impairment service
- Links with the NSPCC
- MASH (Multi Agency Safeguarding Hub)
- Kettering General Hospital (Paediatricians)
- Occupational Therapy
- Physiotherapy

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- Specialist Support Service
- School Nurse, Specialist Epilepsy, Diabetes and Enuresis nurses as appropriate
- Social Care
- Sunflower Centre
- Women's Aid

**The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.**

*(Please refer to our school's Safeguarding Policy for details of how we access the EHA team and Multi-Agency Safeguarding Hub)*

### **Links with Other Services:**

Effective working links will also be maintained with:

Educational Psychology Service: Contact Number: 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Entitlement Team: Contact number: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Virtual School for Looked After Children: Contact number: 0300 126 1000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

The Parent Partnership has changed its name: The new name for this service is IASS and their web address is [www.iassnorthants.co.uk](http://www.iassnorthants.co.uk)

Information about the local offer can be accessed at: [www.northamptonshire.gov.uk/localoffer](http://www.northamptonshire.gov.uk/localoffer)

Primary Behaviour Outreach Support (Kings Meadow Team or Maplefields Team): Contact numbers: Kings Meadow 01604 773730. Maplefields 01536 409040

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

### **How accessible is the school environment?**

As a school we are happy to discuss individual access requirements and adapt our Accessibility Plan as required so that it meets the needs of all of our pupils.

At present as a school we have:

- All classes, except Year 6, are accessible either at ground level or via a ramp
- One disabled toilet
- Sinks with adapted taps
- Single level outdoor area to EYFS, KS1 and KS2 playgrounds
- We can provide a translation service for those parents whose first language is not English
- Doors are wheelchair accessible and accommodation can be tailored where feasible to meet specific needs
- A disabled parking bay is provided to facilitate entry to the school
- We can access specialist equipment if required

### **How will you help me support my child's learning?**

All parents are encouraged to contribute to their child's education. On a day to day level we give the children detailed feedback in their books which we encourage our children to respond to. Children in KS2 and some children in KS1 are aware of their next steps targets to improve their learning development.

You may also approach the class teacher informally if you would like to talk to them about your child's progress in between our more formal parents' evenings. We encourage all pupils to attend parents meetings so that they are able to contribute meaningfully to this process. For more regular support we are able to set up a home-school communication book. This helps you to keep in touch with your

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child's class teacher regularly so we know how they are doing at home and we can tell you how they are doing in school. We hope that this will ensure that we are working together to support your child both at home and at school. We can suggest activities and games that you can do with your child to support their learning.

On a more formal review level, parents will be invited to discussions and review meetings with a member of the Pastoral Team and other professionals. At reviews children are supported and encouraged to join in with the discussion to make their feelings known.

### How will I know how my child is doing?

Your child's progress is continually monitored by his/her class teacher on a daily basis through their class work. A variety of assessment tools are used to keep track of their progress which is discussed with senior staff at regular meetings. This is to ensure that all of our children are making good progress and we can review the provision to reflect if it needs to be adjusted. We share their attainment and progress with parents at termly parents meetings and specific SEND provision is monitored by the Pastoral Team. Children will be given specific targets to support their learning and to help them to understand their next steps. At the end of each Key stage all children are formally assessed using Standard Assessment Tests (SATs) and the National Phonic Screening at the end of Year 1. This is something that the government requires all schools to do and the results are published nationally.

In July each year your child will be provided with a written report which details their attainment in line with these levels.

### How will the school prepare and support my child when joining Redwell Primary School or transferring to a new setting or secondary school?

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Transference of records and other communication between schools prior to the pupils leaving or joining.
- Pupil visits arranged as required. Some children may need more transition visits than others.
- The SENCo or a member of the Pastoral Team will be more than happy to meet parents before a child starts at Redwell Primary School.
- We liaise with other agencies where there is a wider involvement in the family.
- When a pupil who may have more specialised needs is preparing for transition to secondary school, a separate meeting is usually arranged with the Redwell Primary School SENCo, the secondary school SENCo, parents and where appropriate the child. In partnership with the secondary school we provide additional transition events which are tailored to the needs of the individual.

### What do I do if I have a complaint about my child's education at Redwell Primary School?

If any parent is unhappy with the education their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher as soon as possible. Where an issue cannot be resolved informally, an appointment will be made with the SENCo or Deputy Head first followed up by a meeting with the Head teacher should the issue not be resolved.

### Glossary of Terms and Abbreviations Used in relation to Inclusion and SEND

Acronym	Definition
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional and Social Difficulty
EHA	Early Help Assessment
CAMHS	Child and Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
EAL	English as an Additional Language
EP	Educational Psychologist
HI	Hearing Impaired

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<b>HV</b>	<b>Health Visitor</b>
<b>KS</b>	<b>Key Stage</b>
<b>MLD</b>	<b>Moderate Learning Difficulty</b>
<b>MSI</b>	<b>Multi-Sensory Impairment</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>PD</b>	<b>Physical Disability/Difficulty</b>
<b>Physio</b>	<b>Physiotherapist</b>
<b>SALT</b>	<b>Speech and Language Therapist</b>
<b>SLD</b>	<b>Severe Learning Difficulty</b>
<b>PRU</b>	<b>Pupil Referral Unit</b>
<b>SEN</b>	<b>Special Educational Needs</b>
<b>SENCo</b>	<b>Special Educational Needs Coordinator</b>
<b>SLA</b>	<b>Service level Agreement</b>
<b>SLCN</b>	<b>Speech, Language and Communication Need</b>
<b>SpLD</b>	<b>Specific learning Difficulty</b>
<b>SW</b>	<b>Social Worker</b>
<b>SA</b>	<b>Support Assistant</b>
<b>VI</b>	<b>Visual Impairment</b>
	<b>Gender Dysphoria</b>

## Appendix 2

### Graduated approach to SEND

**STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a provision map.**

- All learners will have access to quality first teaching.
- All vulnerable learners will be included on detailed provision maps which outline and monitor all additional intervention across the school. The provision maps 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
  - Demonstrate to all staff how support is deployed
  - Inform parents, LA, 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:

- Classroom-based assessment and monitoring arrangements through the cycle of **plan, do and review**. *SEN code of practice, (2014)*
- 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, which clearly identifies pupils receiving additional support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly.
- 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 SEND, 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
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support and/or individual withdrawal if necessary
- Further differentiation of resources
- Access to nurture provision to support children's emotional development
- Access to specifically designed intervention programmes to address individual needs

#### **Monitoring and Evaluation**

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

- Classroom observation by the SENCO and senior leaders
- Ongoing assessment of progress made by intervention groups
- Work sampling on a termly basis
- Scrutiny of planning, working records and interventions
- Teacher interviews within Pupil Progress Meetings (PPMs)
- Informal feedback from all staff
- Pupil interviews when setting new Personal Learning Plans (PLP) targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school processes)
- Monitoring PLPs and PLP targets, evaluating the impact of PLPs on pupils' progress
- Attendance records and liaison with Education Entitlement Service (EIPT)
- Regular meetings about pupils' progress between the SENCO and SLT

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### **Stage 2 Additional SEN Support**

- Pupils will be offered additional SEND 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. When they have a special educational need as defined by the SEND Code of Practice 2014
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support (but will be on the school's provision map)
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using Personal Learning Plans (PLPs)
- It may be decided that a very small number (not all) of the pupils on the SEND list 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. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND descriptors published as part of the Local Offer
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan

Our approach to PLPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

- Our PLPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended
- Our PLPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”
- Our PLPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”
- Our PLPs will be based on informed assessment and will include the input of outside agencies,
- Our PLPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly
- Our PLPs will be time-limited – at termly review, there will be an agreed “where to next?”
- Our PLPs will have a maximum of four short term SMART targets set for or by the pupil
- Our PLPs will specify how often the target(s) will be covered
- Our PLPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period
- Our PLPs will be reviewed every term by class teachers – targets will not be used for longer than a 12 week period

### **Stage 3 Education Health and Care Plan**

Pupils with an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their plan.

Our school will comply with all local arrangements and procedures when applying for;

- High Needs Block Funding
- An Education Health and Care Plan

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.

## Appendix 3

### 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 SEN Co is the designated teacher at our school. 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. (These are usually held at six monthly intervals or more frequently if there is a concern)
  - 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 work closely with the county's Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.



## Appendix 4

### Inclusion of pupils who are very able

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level in a specific area. Those children who are very able have very well-developed learning skills across the curriculum or the arts or socially & emotionally.

Within our school we have a wide range of pupils who are very able and through our Quality First Teaching (QFT) we meet their needs and deepen their understanding. We encourage approaches that allow children to deepen their knowledge and skills, for example through the Mastery approach in Maths and storytelling in English.

As an inclusive school we nurture every child's abilities both academically and creatively. Therefore we do not hold a separate Gifted and Talented register as we consider all of our pupils are gifted or talented in one way or another.

#### **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:

- A common activity that allows the children to respond at their own level;**
- 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.**

## Redwell Primary School Inclusion Policy

### Appendix 5

#### Mental Health and Emotional Wellbeing

At Redwell Primary School, we are committed to supporting the emotional health and wellbeing of our whole school community (children, staff, parents and carers).

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children to feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they are valued
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks
- recognise that mental health is a crucial factor in overall wellbeing and can affect learning and achievement

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect
- Access to appropriate support that meets their needs

We support emotional health and wellbeing through:

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder

#### **Lead Members of Staff**

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

Anne Ansell – Headteacher and DSL

Claire Head – Deputy Head and DSL

Simon Anderson – Deputy Head and DSL

Fiona Hoskins – SENCo, DSL and Pastoral Team (Mental Health First Aider)

Sara Croot – DSL and Pastoral Team (Mental Health First Aider)

Lucy Jeffrey – Pastoral Team (Mental Health First Aider)

#### **Teaching about Mental Health**

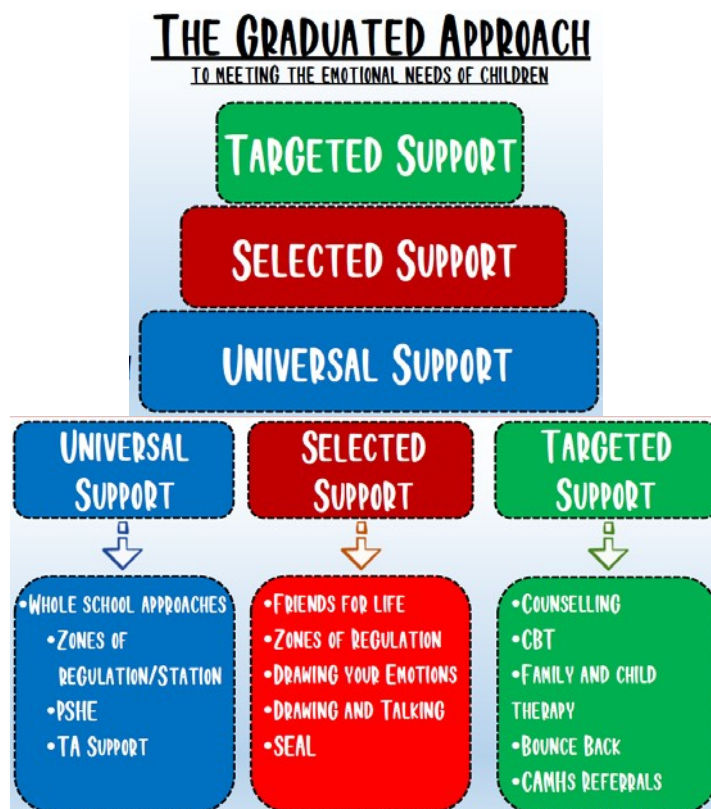
Our school has developed a range of strategies and approaches including:

- Campaigns and assemblies to raise awareness
- Buddy stop
- Worry boxes (KS1/KS2 Library)
- Worry Monsters (Classrooms)
- Displays and information about positive mental health and where to go for support
- Zones of Regulation

Through PSHE we teach the skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe. They learn how to be resilient and develop their understanding of mental health.

#### **Targeted support**

The school will offer support through a graduated approach for individual pupils or groups of pupils.



The school will make use of resources to assess and track wellbeing as appropriate including:

- Termly wellbeing assessment
- Strengths and Difficulties questionnaire
- The Boxall Profile
- Leuven scales

### Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

### Identifying Needs and Warning Signs

All staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health.

Staff may become aware of warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the DSL or Pastoral Team as appropriate.

Possible warning signs include:

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

### Working with Parents

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children.

In order to support parents we will:

- Highlight and communicate sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g. through the Pastoral Team

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- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child
- Make our emotional wellbeing and mental health information easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

### **Working with other agencies and partners**

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- School Nurse
- Educational Psychology Services
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Specialist Support Service
- Social Workers and Family Support Workers

When it is the most appropriate support for a pupils specific needs, school referrals to a specialist service will be made by the SENCo in consultation with parents/carers.

### **Support for Staff**

Promoting staff health and emotional wellbeing should be an integral part of the whole-school approach to mental health and wellbeing.

This is promoted through:

- Training
- Signposting to materials about mental health and emotional wellbeing
- Open door policy to senior leadership
- Access to APL
- Supervision
- Appraisal
- Encouraging a work-life balance

### **Training**

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep students safe.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

### **This information should be read in conjunction with:**

Supporting Children with Medical Needs policy

SEND policy in cases where pupils mental health needs overlap with these

Behaviour policy

Anti-bullying policy

PSHE policy

Child Protection/Safeguarding policy

### **Information and guidance about the issues most commonly seen in school-aged children**

The links will take you through to the most relevant page of the listed website. Some pages are aimed primarily at parents but they are listed here because they are useful for school staff too.

Support on all of these issues can be accessed via Young Minds ([www.youngminds.org.uk](http://www.youngminds.org.uk)), Mind ([www.mind.org.uk](http://www.mind.org.uk)) and (for e-learning opportunities) Minded ([www.minded.org.uk](http://www.minded.org.uk)).

### **Self-harm**

Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

Online support SelfHarm.co.uk: [www.selfharm.co.uk](http://www.selfharm.co.uk) National Self-Harm Network: [www.nshn.co.uk](http://www.nshn.co.uk)

Books

- Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers Keith Hawton and Karen

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Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers

- Carol Fitzpatrick (2012) *A Short Introduction to Understanding and Supporting Children and Young People Who Self-Harm*. London: Jessica Kingsley Publishers

### Depression

Ups and downs are a normal part of life for all of us, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

Online support

Depression Alliance: [www.depressionalliance.org/information/what-depression](http://www.depressionalliance.org/information/what-depression)

Books

- Christopher Dowrick and Susan Martin (2015) *Can I Tell you about Depression?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers

### Anxiety, panic attacks and phobias

Anxiety can take many forms in children and young people, and it is something that each of us experiences at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed.

Online support

Anxiety UK: [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

Books

- Lucy Willetts and Polly Waite (2014) *Can I Tell you about Anxiety?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers
- Carol Fitzpatrick (2015) *A Short Introduction to Helping Young People Manage Anxiety*. London: Jessica Kingsley Publishers

### Obsessions and compulsions

Obsessions describe intrusive thoughts or feelings that enter our minds which are disturbing or upsetting; compulsions are the behaviours we carry out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

Online support

OCD UK: [www.ocduk.org/ocd](http://www.ocduk.org/ocd)

Books

- Amita Jassi and Sarah Hull (2013) *Can I Tell you about OCD?: A guide for friends, family and professionals*. London: Jessica Kingsley Publishers
- Susan Connors (2011) *The Tourette Syndrome & OCD Checklist: A practical reference for parents and teachers*. San Francisco: Jossey-Bass

### Suicidal feelings

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

Online support

- Prevention of young suicide UK – POPYRUS: [www.papyrus-uk.org](http://www.papyrus-uk.org)
- On the edge: Child Line spotlight report on suicide: [www.nspcc.org.uk/preventingabuse/researchand-resources/on-the-edge-childline-spotlight/](http://www.nspcc.org.uk/preventingabuse/researchand-resources/on-the-edge-childline-spotlight/)

Books

- Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers
- Terri A. Erbacher, Jonathan B. Singer and Scott Poland (2015) *Suicide in Schools: A Practitioner's Guide to Multi-level Prevention, Assessment, Intervention, and Postvention*. New York: Routledge

### Eating problems

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Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

### Online support

- Beat – the eating disorders charity: [www.b-eat.co.uk/about-eating-disorders](http://www.b-eat.co.uk/about-eating-disorders)
- Eating Difficulties in Younger Children and when to worry: [www.inourhands.com/eatingdifficultiesin-younger-children](http://www.inourhands.com/eatingdifficultiesin-younger-children)

### Books

- Bryan Lask and Lucy Watson (2014) Can I tell you about Eating Disorders? A Guide for Friends, Family and Professionals. London: Jessica Kingsley Publishers
- Pooky Knightsmith (2015) Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies. London: Jessica Kingsley Publishers
- Pooky Knightsmith (2012) Eating Disorders Pocketbook. Teachers' Pocketbooks