

Riverside Primary School



**Riverside
Primary
School**



Inclusion and SEND Policy

The Governing Body adopted this Policy: September 2022

Signature: C Carr (Chair of Governors)

Signature: C Lahive (Head Teacher)



Inclusion and SEND Policy

At Riverside Primary School, we work hard to help remove barriers to learning. Riverside Primary School aims to enable all children the opportunity to achieve their best academically, emotionally and socially.

A. Inclusion

Inclusion is a process that entitles all learners to:

- a broad, balanced, inspiring and relevant curriculum
- a stimulating environment that maximises learning opportunities

'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'

Index for Inclusion – Booth and Ainscow 2000

Successful inclusion should result in every pupil feeling safe, confident and happy at school. Successful inclusive provision is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

B. Equal Opportunities

Riverside Primary School is a learning community where we grow together. Equality of treatment and opportunity operate regardless of background, ability, gender, religion, disability or ethnicity.

C. Definition of Special Educational Needs and Disability (SEND)

The school has regard for the definition of SEND as stated in the 'SEND Code of Practice: 0 to 25' (2015, p15-16, section xiii):

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

This special provision is 'additional to' or 'different from' that which is available to all children.

'A child of compulsory school age or young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of children the same age;*
or
- *has a disability which prevents or hinders him or her 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...'* (SEND CoP, 2015, paragraph xvi)

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xvi. Above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2015).' (SEND CoP, 2015, p15-16).

Children finding access to the curriculum difficult, solely because of a difference of language between home and school are not considered as having learning difficulties. However, these children are closely monitored.



Disability:

The 'SEND Code of Practice: 0 to 25' (2015, p16, section xviii) states:

'Many children and young people may have a disability under the Equality Act of 2010- that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day tasks'...This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions'.

A child or young person with such, above mentioned, conditions may not necessarily have SEN but if the nature of their disability requires them to have special educational provision, i.e.- visual aids or specialist equipment, they will also be covered by the definition of SEN.

D. The Aims of our SEN policy

The aims of our SEN policy are:

- To identify pupils with special educational needs and disabilities and ensure that their needs are met.
- To ensure that parents are informed of their child's special needs and the provision being made.
- To ensure that learners express their views and are fully involved
- To involve outside agencies, when appropriate and work in effective partnership with them to provide the best provision for all our children with SEND.
Parents are encouraged to discuss any issues and concerns with the class teacher and/or SENDCo

We believe that all practitioners are teachers of children with SEN and as part of quality first teaching, differentiate according to the needs of the children within their class.

E. Promoting and Supporting Inclusion

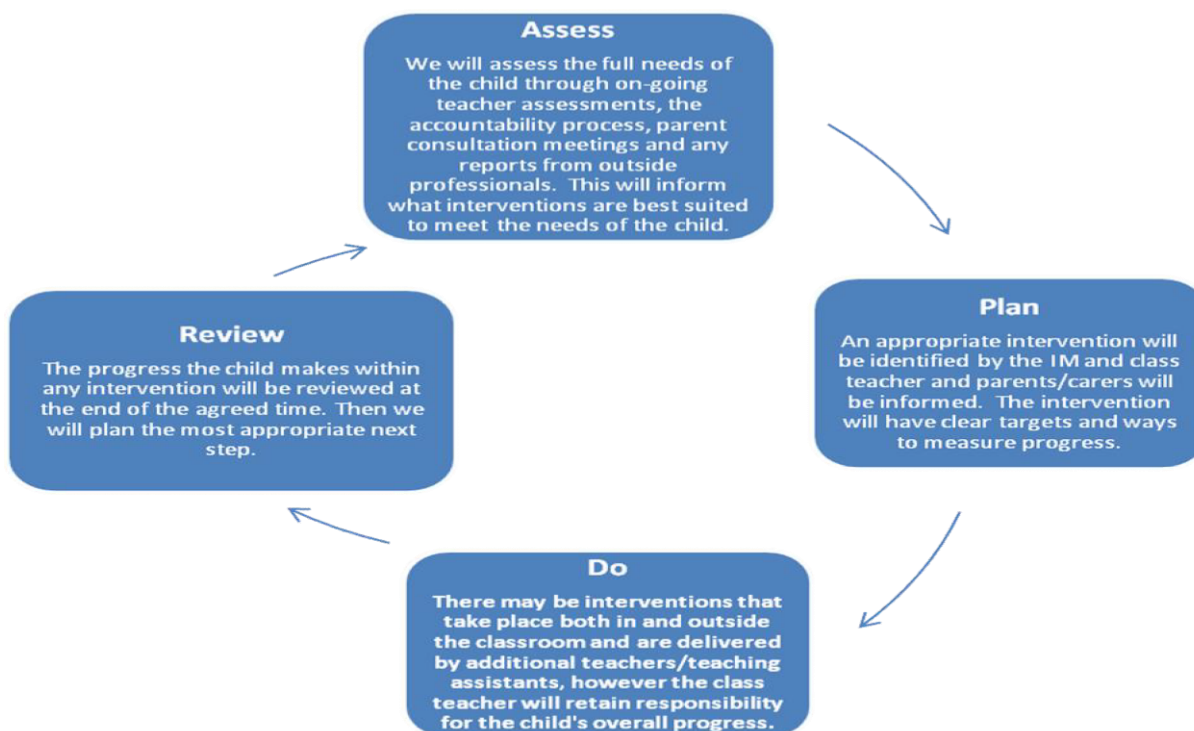
- It is the responsibility of the Head Teacher, Senior Leaders and the Governing Body to ensure that Riverside Primary School is an inclusive school.
- We aim to promote inclusion through all of our policies, systems and practices.

F. Identification of Special Educational Needs or Disabilities.

- Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case, then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at Riverside Primary School.
- When a concern is evident, the class teacher will assess the needs by using the SEN continuum of needs. Once this has been done, the teacher will use strategies to develop an Education Support Plan and personalise teaching to meet the needs of the pupil.
- Where appropriate, outside agencies will be involved and progress will be monitored.
- There are four broad areas that give an overview of the difficulties a pupil may have. However, it is important to note that a pupil's needs may cross one or more of the following:



- Communication and interaction
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Sensory and/or physical needs
- The SEN Code of Practice (2015) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. (see below)



G. The kinds of interventions within this 'graduated response' are as follows:

a) Universal – All pupils will benefit from:

- High quality learning through the provision of high quality teaching; both formal and informal.
- Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- On-going and timely assessments which inform any further provision needed.

b) Targeted Support – Some pupils may benefit from:

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention. This could be in class or supported by the inclusion team.
- Interventions, where progress is monitored by class teacher, adult leading the intervention, SENDCo. If a pupil has not made the required progress, then the appropriate referral will be made to outside professional support (see below).

c) Specialist Support – A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.



H. Outside Agencies who help us achieve inclusive practice and meet specific needs

In achieving provision, which will meet the wide range of pupils' differing needs at Riverside, we are supported by a number of specialised health or educational bodies.

Those agencies most commonly involved in supporting pupils are:

- School Nurse (0-19 team)
- Speech and Language Therapy
- Occupational Therapy
- Educational Psychologist
- Specialist outreach support – Gilbrook (behaviour support), ASC Team and Orrets Meadow (dyslexia support).
- CAMHS support (including weekly sessions for identified pupils)
- Integrated Front Door (social services support)
- Social Care Family Support Worker
- Wired Parent Partnership
- Early Help/ Community Matters
- Paediatricians – accessed via school nurse and/or GPs
- Local Authority EHCP team

I. Before making a referral

- Before making a referral to a specialised service, the school consults with parents or carers. An exception to this practice occurs when the school has information that indicates that a pupil may be at risk of harm. In such circumstance, we undertake our statutory duty by making a referral to the Children and Young People's Services.
- The school then takes instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.

J. Monitoring and Review

- In a minority of cases and only when a pupil presents with needs that are so 'exceptional' as to necessitate a very high level of additional support, the school will make representation to the Local Authority to secure additional funding.
- Subject to Annual Review, the funding is awarded to the school on behalf of the pupil to meet the costs of the necessary additional provision for the pupil. Parents/carers and the pupil (as appropriate) are invited to each Annual Review meeting to discuss their pupil's progress and the support which they receive.
- The SENDCo takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.
- The majority of SEND pupils will have their needs met through mainstream provision. However, parents are entitled to ask the Local Authority to conduct an Education, Health and Care (EHC) needs assessment. If it is felt that this is necessary, the LA will follow the statutory guidelines and produce an EHC plan. The school may also make the decision to discuss the possibility of an EHC plan.



K. Personalising the curriculum

- School Leaders at all levels; including Governors, Head Teacher, Assistant Head and Subject Leaders, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the school.
- The school currently uses the National Curriculum (2015), Foundation Stage Profile and Local Authority Religious Education Scheme of Work.
- Individual class teachers plan appropriate, differentiated activities for all pupils.
- School leaders also ensure that the principles of inclusion are applied to all activities, which pupils engage in at school or on educational visits.
- All members of the school community are expected and encouraged to adopt behaviours, which support the school's inclusive ethos.

SENDCo

Is responsible for:

- Liaising with class teachers and those leading interventions to ensure pupils transfer learning from interventions into their learning in class
- Liaising with members of the Inclusion Team to ensure provision is appropriate to need.
- Monitoring interventions and support their delivery
- Monitoring support plans and contributing to evaluations and the development of new ones.
- Sharing good practice and expertise amongst other staff
- Liaise with parents and carers

Inclusion Team

- The Inclusion team work to support children with SEND
- The Inclusion Team consists of:

SENDCo – Mrs. Benson

Mrs Airosa and Mrs Charles – Willows Inclusion Base Teachers

Miss Gordon – Willows Inclusion base Teaching Assistant

Mrs Weatherall- Ferns Inclusion base teacher

Miss Mansell- Ferns Inclusion base Teaching Assistant

Mrs Bowness – Pastoral Lead

Miss Evans- Attendance

The inclusion team target specific children with long and short-term interventions.

- Interventions may include wave 1, 2, 3
- EAL learners are assessed using the EAL steps (by the MEAS Team)
- The inclusion team work alongside outside agencies, where appropriate

L. EAL

Definition and Rationale.

- The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
- Newly arrived children refer to children who have arrived new to the country; these children may also be EAL.
- EAL pupils, from complete beginners to those with considerable fluency, will have varying



degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.

- Therefore, our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

Identification and Assessment

- Pupils who have EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low, then they will be assessed using the EAL Stages, supported by the MEAS service.
- This assessment will be done termly to record specific progress against EAL targets.
- Progress is monitored by the MEAS team, the SENDCo and the leadership team.

M. Higher attaining pupils

1. Definitions

'Higher attaining pupils' refers to students who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.

2. Identification

- We use a range of strategies to identify higher attaining pupils. The identification process is ongoing and begins when the pupil joins our school and involves staff, pupils, parents and carers.
- Data taken into account will include:
 - Information from parents and carers
 - Information from previous teachers or pre-school records
 - Discussions with pupils
 - Identification by staff using professional judgements, classwork and test and assessment results.

N. Consultation with Parents

Consultation with parents takes place on a regular basis during parent open afternoons and on an individual/group basis.

Monitoring and Review

The Head teacher and SENDCo will monitor the effectiveness of this policy on a regular basis.