

Brettenham



Primary School

Inclusion Policy

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Next Review: September 2023

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HARMONY

Through Honesty, Awareness, Responsibility and Respect

Inclusion Policy

It is the responsibility of the Governors to maintain and review this policy in conjunction with the Head Teacher/Inclusion Leader.

This policy is firmly rooted in the Special Educational Needs and Disabilities (SEND) Code of the practice (COP) Jan 2015 and the Rights, Responsibilities and Recommendations (The 3 R's) document published by Enfield Local Authority. Furthermore, it should be read in conjunction with **Brettenham School's Educational Information Report**, which can be found in the 'SEND' section on our school website and also in conjunction with the following policies:

- Teaching and Learning Policy
- Inclusive Behaviour Management Policy
- Safeguarding Policy
- Medical Needs Policy

Rationale

All children are welcomed and included at Brettenham Primary School and we endeavour to engage all pupils in all activities regardless of race, gender, aptitude or ability.

We value each individual and believe that the purpose of education is to challenge all children to develop to their very best intellectually, socially, emotionally, physically, spiritually, culturally, and morally. We are fully committed to ensure each child has access to a broad, balanced and inclusive curriculum. We understand that children learn and grow best within a caring and supportive environment and undertake to provide the best possible enriching and stimulating education. We are committed to challenging **all** children to do their best. All strengths and achievement will be recognised, valued and celebrated. We will expect everyone in our school, adult or child, to accept differences in others, acknowledging diversity as a strength of our school.

Our school community is diverse and we aim to support **all** children and their families according to their educational needs.

Brettenham welcomes and actively develop partnerships with parents, external agencies and the LA to meet the need of children experiencing barrier to achievement.

Definitions of Special Educational Needs and Disability (SEND)

The Children and Families Act 2014 defines SEND in the following way:

1. 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

2. A child or a young person of compulsory school age has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
3. For children aged two and over, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind
4. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 2 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 2014)
5. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEND is used across the 0-25 age range and includes LDD
6. A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home

Many children and young people who have SEN may have a disability under the Equality Act 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 activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’.

Aims and Requirements

We aim to minimise barriers to achievement by:

- Developing inclusive teaching strategies
- Enhancing the content of the school’s curriculum to ensure it is accessible to all
- Creating specific resources within the school which support the progress of **all** children
- Continually developing the awareness and knowledge of all staff through training and inset.

We are required to make reasonable provisions as stated by the Disability Discrimination Act (DDA) to ensure that disabled pupils are not at a substantial disadvantage. We will follow an adapted version of the guidance set out in the Enfield The 3Rs document:

- A vision and set values based on an inclusive ethos

- A “can do” attitude from all staff
- A proactive approach to identifying barriers and finding practical solution
- Strong collaborative relationships with pupil and parents
- Strong leadership by senior leadership and governors
- Effective staff training and development
- The use of expertise from outside school
- Building disability into resourcing arrangements
- A sensitive approach to meeting the needs
- Regular critical review and evaluation

We also recognise that barriers to learning are often environmental, therefore teachers regularly examine the context within which their pupils are expected to learn. Support is provided by the Assistant Head teacher/Inclusion Team.

Admissions

Pupils with Special educational needs will be welcomed into the school in accordance with the requirements of the LA Admissions Policy. All pupils will be welcomed in to the school and the school will make reasonable adjustments and arrange appropriate support to ensure that individual needs are met.

Roles within the School

Inclusion Governor - ‘There should be a member of the governing body or a sub-committee, with specific oversight of the school’s arrangements for SEN and disability’ (COP 6:3)

The Inclusion Governor will work with the Headteacher and the Inclusion Leader to ensure that the relevant information is passed on to the governing body to enable them to evaluate and monitor the education provided to pupils with special educational needs. The Inclusion Governor also assists and advises the governing body on fulfilling its responsibilities to pupils with special educational needs.

Headteacher - The Headteacher has the responsibility for the day-to-day management of all aspects of the school’s work, including provisions for children with SEND. The Headteacher will keep the governing body fully informed and also work closely with the schools Inclusion Leader.

Inclusion Leader - Our Inclusion Leader/ SENDCo (Special Educational Needs and Disability Co-ordinator) is a qualified teacher working at the school. We are aware that a newly appointed SENDCo **must** be a qualified teacher and, where they have not previously been the SENDCo at that or any relevant school for a total period of more than twelve months, they **must** achieve a National Award in Special Education Needs Co-ordination within three years of their appointment. (COP 6.85)

The role and key responsibilities of our Inclusion Team will include:

- Providing advice and practical support about approaches to identification, assessment and intervention within the SEND Code of Practice
- Providing day to day support, ensuring arrangements are in place to support children with SEND
- Strengthen the links between the setting, parents, schools, social care and health services
- Developing and disseminating good practice.
- Supporting the development and delivery of training for both individual settings and on a wider basis.
- Developing links with existing Inclusion/ SENDCo networks to support smooth transitions to school nursery and reception classes.
- Informing parents of and working with local impartial, Advice and Support Services, to promote effective work with parents of children
- Overseeing the day-day operation of the school's Inclusion policy
- Co-coordinating provisions for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early year providers, other schools, educational psychologist's health and social care professionals and independent and voluntary bodies.
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEND up to date.

Whole School Responsibility

We acknowledge 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. (COP 6:36) but will further nominate a person as Inclusion Leader who will further nominate a person inclusion Team who will be accountable to the Governors and Head teacher and responsible for the day to day coordination of provision.

We are aware that provision for minimising barriers to achievement is the responsibility of the whole school. All members of staff have important day to day responsibilities. All teachers are teachers of children with special educational needs. Within each class there is a continuous cycle of evaluation, assessment and planning, which takes into account a wide range of abilities, interest and learning styles of the pupils. The majority of children will learn and make significant progress within these arrangements. Pupils whose attainment falls significantly below the expected range have special educational needs. Outcomes and

provisions for such pupils will be planned and regularly reviewed by the teacher following discussion with the Inclusion Team, parents, the individual pupil and support staff.

Pupil Involvement

All pupils are actively involved in working with staff and parents/carers in setting and monitoring their outcomes, when appropriate. This includes pupils with special educational needs. For some pupils, this also includes regular discussions with the Inclusion Team or Nurture class teacher about their outcomes and the support they would like to enable them to achieve their targets. Pupils are involved in the planning and reviewing process and their views included and valued.

Parent/Carers

As a school we recognise that where a pupil is receiving SEN support the school will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. School will meet parents at least three times each year. (COP 6.65)

Parents/carers are considered to be the first educator of their children and class teachers will discuss concerns about the learning and development of their child with them, we aim to foster an atmosphere of mutual trust and openness.

Partnership with parents is essential when supporting with special educational needs, enabling pupils to make progress and become successful learners. The school values the partnership with parents/cares and is keen to support them in playing an active role in their children's education.

Parents/cares are encouraged to contact to contact the Inclusion Leader with any concerns relating to their child's development or progress so that a partnership can emerge in supporting their child's achievement.

Parents/carers are informed if the school feels that their child may be experiencing barriers to achievement/ they are then formally invited to termly meetings with the class teachers and if appropriate the Inclusion Leader or a member of Inclusion Team, to discuss the child's progress, target's and strategies used to support the pupil.

Early Identification and Provisions in the School

At Brettenham early identification of any SEND is crucial.

We will liaise with preschool agencies and nurseries to gather relevant information in order to ascertain those pupils who may require SEND provision. A member of the Inclusion Team will accompany foundation staff on home visits for those pupils. The knowledge and expertise and views of the parents will be actively sought and acknowledged.

We will make provision to include open days, parents meetings, parent conferences, information booklets and leaflets (some in a range of languages) and home visits to foster successful inclusion of all pupils and parents in the nursery/reception provision. Teachers of this age group will build on knowledge of previous attainment and experience. In addition, early years practitioners will use ongoing context based assessment to continue to monitor the progress of their targeted children.

Teachers in Key Stages 1 and 2 will access information on previous attainment, progress and experience via our MIS system (Scholarpack), teachers' records and professional reports. They will also monitor pupils' progress to identify those pupils who may require SEN provisions. Information gained will be used to:

- Develop an appropriate curriculum
- Identify and focus on action to support and ensure adequate progress within the class
- Identify individual strengths and barriers to achievement
- Provide regular feedback about the child's achievements and experience to inform future planning.
- Inform parent/carer in developing a partnership approach to the child's learning
- Seek advice and support from external agencies if appropriate

Links with Outside Agencies

The school maintains extensive links with support agencies and uses them for support and advice. There is close liaison with all outside agencies and regular multi-agency meetings take place. The school maintains an open and welcoming approach to other professionals working with our pupils.

<ul style="list-style-type: none"> • Enfield Advisory Service for Autism • Early Help • Speech and Language Service • Educational Psychologist • Strengthening wellbeing, Emotional health, Relationships and Readiness for Learning (SWERRL) • Child & Family Services (CAMHS) • Parent Support Services (PPS) • Educational Welfare Officer • Social Services • Enfield Joint Service - Children with Learning Difficulties and Disabilities • Enfield Special Schools Outreach Services 	<ul style="list-style-type: none"> • Early Years Intervention Service • SENDIASS (Information, Advice and Support Service) • Cheviots • Integrated Support Team • Physiotherapists & Occupational Therapists • Early Years Inclusion (EYSI) • School Nurse • Joseph Clarke Services for the visually impaired • Blanche Neville School and Service for hearing impaired children • Health Visitors • Pre-School Support Agencies/Playgroup • Consultant Paediatricians
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Links with Other Schools

We recognise the value of liaising with other schools in order to share general information and advice relating to individual pupils, especially those with special educational needs.

We liaise extensively with pre-school settings and support agencies to foster the inclusion of parent/cares and their children even before they start school.

We work closely with the local secondary schools for which we are a major feeder primary school on a variety of projects. We arrange meetings and projects to support children during secondary transition. Visits to and from receiving schools are welcomed and encouraged.

We also work closely with special schools in the area, and have close links with Joseph Clarke School for the visually impaired, Blanche Neville School for the hearing impaired, Fern House, Russet House School, West Lea and Oaktree School.

The Inclusion Team regularly attends meetings and shares information with other schools. They also attend the local authority Inclusion meetings and conferences and has been involved in piloting initiatives.

Identifying when SEND Support is required

When a pupil is recognised as having a SEND need the teacher and/additional members of staff will provide interventions that are additional to or from those usually provided as part of the normal differentiated curriculum.

This stage is called **SEND Support**. The triggers for using SEN Support are as follows:

In identifying a child in need, SEND support staff, working with the Inclusion Team will carry out a clear analysis of the pupils needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. It should also draw on other subject teachers' assessment where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupils own views and, if relevant, advice from external support services. Brettenham will take seriously any concerns raised by a parent. These will be recorded and compared to the settings own assessment and information on how the pupil is developing.

In some cases external services are required and are accessed by referring the pupil through an Enfield Early Help from which is sent to the Children's Portal. Parental consent will be obtained for direct assessment and/or work with a pupil. The agencies will be involved in providing advice and/or carrying out assessment and in some cases to work with the pupil directly. However, the management of the Individual Education Plan (IEP), provision and their review, will continue to be the responsibility of the class teacher with support from the Inclusion Team, EYFS team, Learning Support assistant (LSA) or teaching assistant (TA).

The Inclusion Team will have regular discussions at Pupil Progress meetings and at other times with the class teacher, early year practitioner or teaching assistant, parents/carers and relevant professionals on the outcome of interventions.

Reception and KS1 children with social, emotional and mental health difficulties requiring specific nurturing intervention are assessed and, with parental agreement, can spend up to a maximum of 4 terms in the nurture group. These children are still members of their mainstream class and have close liaison with class teacher and parents is essential to enable their successful reintegration.

Graduated Approach

We use the Graduated Approach model, as set out in the Code of Practice, to identify need and put specific interventions in place to aid progress. This approach is based on an '**Assess, Plan, Do, Review**' cycle.

Assess - Entry profiles, curricular and standardised tests and teacher's ongoing assessment of each child, together with context based assessments, will provide information about areas where a child is not making adequate progress (Refer to Assessment Policy).

Plan - When areas of need and/or gaps are identified, a plan for where additional intervention or provision needed will be put into place. This will be discussed in a meeting which may include class teacher, parents/carers, a member of the Inclusion Team, the school Educational Psychologist and/or other outside agencies.

An Individual Education Plan (IEP) will then be drawn up, which contains the following information:

- Pupil's learning style/ interests
- Area of need
- Up to 3 Short-term outcomes
- Strategies/ Interventions to be used
- Goal Based measure of where the pupil is for each outcome

Do – Teachers, support staff (Learning Support Assistants and Teaching Assistants) and/or outside agencies will provide the targeted strategies and interventions outlined in the IEP, which may include:

- Support with differentiated work in the classroom
- Small targeted group work
- Specific individual support

This will be monitor over a term by each individual working with the pupil.

Review – The class teacher, Support Staff and Inclusion team will liaise regularly to discuss the pupil is progress and at the end of each term, or date specified on the IEP, an IEP Review meeting will be held. This will include parents/ carers, a member of the Inclusion Team and where possible everyone involved in creating the IEP or working closely with the pupil. They will use a Goal Based Outcome Measure to assess the amount of progress the pupil has made, both at school and at home were applicable, and discuss if further assessments and observations may be required. Alternative strategies, resources, teaching methods and styles

may also be discussed to support the pupil's learning. This will also be discussed with the Headteacher during termly Pupil Progress meetings.

If it is clear that adequate progress has not been made during this time, the Inclusion Team and class teacher will again work together to review the strategies that have been implemented. This may lead to the conclusion that the pupil requires help over and above what is normally available within the class or curriculum area and may require an Education, Health and Care Plan.

Education, Health and Care Plan (EHCP)

An EHCP is a statutory document and covers the child from birth to 25 years if the young person remains in education or training. An EHCP looks at the education, health and care needs of a child and focusses on outcomes. It will look at services and support to help the child achieve their outcomes, and will be an opportunity to think more creatively about support.

Request for a Statutory Assessment

A child will be considered eligible for an EHCP if:

- He/she has severe and/or complex long-term needs that affect everyday life
- Requires provision and resources that are not normally available in a mainstream school
- Requires intensive help and support from more than one agency
- Evidence that despite high levels of support is making limited or no progress
- Evidence that despite graduated response: i.e. appropriate intentions, support and resources available through the Local Offer and educational settings have already been put in place.

A request for statutory assessment is made by the school or the parent following a discussion with all agencies working with the child including Educational Psychologist. As part of the request the following information will be provided by the school to support the referral:

- Evidence of the child or young person's academic attainment (or developmental milestones in younger children) and rate of progress
- Information about the nature, extent and context of the child or young person's SEN
- Evidence of the action already being taken by the early years provider, school or post-16 institution to meet the child or young person's SEND
- Evidence that where progress has been made, it has only been as the result of much additional support over and above that which is usually provided.
- Evidence of the child or young person's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies (COP 9.14)

Statutory Assessment involves consideration by the LA and includes two Panel meetings and multi-agency meeting led by the school.

This assessment and planning process is a person-centred approach and should:

- Focus on the child or young person as an individual.
- Enable children and young people and their parents to express their views, wishes and feelings
- Enable children and young people and their parents to be part of the decision-making process
- To be easy for children and young people and their parents to understand, use clear ordinary language and images rather than professional jargon
- Highlight the child or young person's strengths and capabilities
- Enable children and young person, and those who know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- Tailor support to the needs of the individual
- Organise assessments to minimise demands on families
- Bring together relevant professionals to discuss, and agree together the overall approach, and deliver an outcomes-focused and co-ordinated plan for the child or young person and their parents (COP 9.22)

The whole process of the EHCP needs assessment and development, from the point when assessment is requested (for a child or young person is brought to the local authority's attention) until the final EHCP is issued, must take no more than 20 weeks (COP 9.40)

Reviewing an EHCP (Annual Reviews)

EHCPs will be used to actively monitor children and young people progress towards their outcomes and longer term aspirations. They **must** be reviewed by the local authority as a minimum every 12 months. Reviews **must** focus on the child or young person's progress toward achieving the outcomes specified in the EHC plan. The review **must** also consider whether to consider these outcomes and supporting strategies remain appropriate. (COP 9.166)

Pupils with an EHCP will have short term outcomes which are set in consultation with parents/carers and the pupil. These will include outcomes identified in the EHCP. These outcomes will be set out in an IEP and implemented as far as possible in a classroom setting. The delivery of interventions recorded in the IEP will continue to be the responsibility of the class teacher with support from the Inclusion Team, EYFS Team, Learning Support Assistant and Teaching Assistant. IEPs will be reviewed termly involving liaison with relevant staff, parents and pupil.

Staff Development

As part of staff development, we regularly identify where further knowledge is needed. The Inclusion Team and other members of staff attend designated LA courses on Inclusion and SEND. The information is disseminated at staff meetings and INSET days or to groups of staff

or individual staff where appropriate. The Inclusion Team meets with staff to assist in writing IEPs and setting outcomes. Meetings are also arranged between class teachers and outside professionals, which are necessary in order to inform their planning and teaching.

As appropriate all teaching and non-teaching staff will be involved in the development of the Inclusion policy and fully aware of schools procedures for identifying, assessing and making provisions for the pupils with SEND.

Resources

Brettenham has an amount of money identified within our overall budget, called the notional SEN budget, this is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. (COP 6.96)

Brettenham, as part of its normal budget planning, determines its approach to using their resources to support the progress of pupils with SEN. The SENCO, Head teacher and governing body will establish a clear picture of the resources that are available to the school. They will consider their strategic approach to meeting in the SEN in the context of the total resources available, including any resources targeted at particular groups, such as a pupil premium pupils.

Our budget is used to support increased inclusion. Money allocated to SEND is used for provisions that is additional to, or different from, provisions made generally for pupils in the school.

Record Keeping

The Inclusion Leader will have the responsibility for ensuring that the records of pupils with SEND are properly kept and available as needed.

The pupil records for children with SEND will contain certain information relating to the following:

- Academic progress including assessment
- Behaviour
- School's communication with parents/ carers
- Medical information
- IEPs
- Ongoing records
- Outside Agency reports
- Previous school history

English as an Additional Language (EAL) - Pupils with English as an Additional Language will be recorded on our MIS system (Scholarpack). Only those that have special educational needs, as defined in the Code of Practice, alongside English as an Additional Language will be included on the SEND database.

Complaints

Brettenham Primary School strives to work closely with parents/carers. Should a parent have a concern they are encouraged to discuss it with the class teacher, Assistant Headteacher, a member of the Inclusion Team Leader or Headteacher.

If the matter is not satisfactorily resolved, then the LA Policy for dealing with Complaints against Community Schools should be referred to.