



Oakfield Primary School
SEND and Inclusion Policy

2023-24

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Introduction

At Oakfield Primary School, we are committed to providing an appropriate and high quality education for all our children. We believe that all children, including those identified as having special educational needs, are entitled to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

The school is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys,
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who receive Pupil Premium
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and / or Physical

or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

The school has an Inclusion Manager, who takes the lead role in relation to inclusion, and as a member of the SLT, reports regularly to the group on this area.

The named SEND governor reports regularly to the Academy Improvement Committee.

Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum* through differentiated planning by class teachers, Inclusion Manager, and support staff as appropriate. (*Except where disapplication, arising from a Statement / EHC Plan occurs; disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils on the SEND register: **SEND Support.**
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on to high school well equipped in the basic skills of English, Maths and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEND provision

The Inclusion Manager will meet with each class teacher on a termly basis to discuss additional needs concerns and to review SEND targets for **SEND Support**. At other times, the Inclusion Manager will be alerted to newly arising concerns through informal discussion with staff. Where necessary, reviews will be held more frequently than termly for some children.

Desired outcomes arising from **SEND Support Review meetings** in which parents and children are in attendance will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.

The Inclusion Manager, together with the Headteacher and SLT, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation. SEND support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the Inclusion Manager and by teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed termly, by the Inclusion Manager, in line with current pupil needs. Additional support is funded through individual allocations from the LA. Support staff, class teachers, Inclusion Manager and outside agencies liaise and share developments in order to inform reviews and forward planning.

Specialised Provision

At Oakfield Primary School, we have a 16 place Resource Base to support Key Stage 1 and 2 pupils with statements / EHC Plans for moderate learning difficulties. The class is staffed by a teacher and teaching assistants.

Each class has a Teaching Assistant (TA), part of whose role is to work with pupils requiring

additional support within the mainstream classroom. Teaching Assistants receive training to support them in the delivery of specialised intervention programmes.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by

- Baseline assessment results
- School's internal progress measures
- Attainment in relation to age related expectations
- Progress measured against the P level descriptors
- Standardised screening and assessment tools
- Observations of Social, Mental and Emotional Development
- An existing Statement / EHC plan
- Assessments by a specialist service, such as Educational Psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, Inclusion Manager and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through **SEND Support**

Differentiated Curriculum Provision

In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the following definitions of adequate progress:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at **SEND Support** level may need to be made.

SEND Support

SEND Support would be provided where there is evidence that the pupil:

- Continues to make little or no progress in the areas of concern
- Continues working at a level significantly below that expected of children of the same age
- Continues to have difficulty in developing skills in English and Maths
- Has social, mental or emotional needs which regularly and significantly interfere with the child's or others' learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the SEND Support Plan for each child to have an individual target/s.

Provision will run concurrently with differentiated curriculum support. The group may be taught by the class teacher and also supported by a TA. The responsibility for planning for these children remains with the class teacher, in consultation with the Inclusion Manager.

A child receiving **SEND Support** will have individual targets identified at **SEND Support Review meetings** which are held with staff, parents and the child.

Provision at this level may include the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services contribute to the planning, monitoring and reviewing of the child's progress.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of SEND Support, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to provide an EHC plan for the child.

The school is required to submit evidence to the LA whose panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education, Health and Care Plan (EHC Plan)

A child who has an EHC Plan will continue to have arrangements as for SEND Support, and additional support that is provided using the funds made available through the EHC Plan.

There will be an Annual Review, chaired by the Inclusion Manager, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHC Plan or to the funding arrangements for the child.

In-Service Training for SEND and Inclusion

The Inclusion Manager attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion.

Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets.

In-house additional needs and Inclusion training is provided through staff meetings by the Inclusion Manager.

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

Support staff are encouraged to extend their own professional development and the management team will ensure training where this is appropriate.

Outside agencies

The Educational Psychologist visits the school, following discussion with the Inclusion Manager as to the purpose of each visit.

The LA Advisory Teacher visits, following consultation, to provide specific information, share resources and provide in-service training. Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example, in relation to children with dyspraxia, dyslexia etc.

Teachers from the Sensory Impairment Team work in school to support children, both with and without EHC Plans, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on an EHC Plan. Class teachers plan alongside these specialist teachers.

Teachers from the Communication, Language and Autistic Spectrum Support (CLASS) service work in school to provide support for both pupils with communication difficulties and the staff who work with them.

The Inclusion Manager / Pastoral Manager liaise frequently with a number of other outside agencies, for example:

- Children's Social Care
- Education Welfare Service
- LA Inclusion Officer

- School Nurse
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

Staff and parents/carers work together to support pupils identified as having additional needs. Parents/ carers whose children are being recorded as having additional needs are invited to make an appointment to meet with the Inclusion Manager and/or class teacher and take part in the education planning process.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

SEND targets include targets to work towards at home, and parents/carers are invited to contribute their views to the review process. All targets and reviews will be copied and sent to parents/carers after meetings.

Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Inclusion Principles

Staff at Oakfield Primary School value pupils of different abilities and support inclusion. Within the school, staff and pupils are constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child. Within each class, teaching and learning styles and organisation are flexible to ensure effective learning. Grouping to support children identified with additional needs is part of this process.

Where appropriate, links with partner special schools are made and children included into either the resource provision or the mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

Access to the Environment (see also School Access Plan)

Oakfield Primary School is a single site school, with Nursery occupying a separate building to the main school. The school is built on two levels with a short flight of stairs connecting the two levels. Pupil entrance to the building is from the playground, where there is a ramp. However, wheelchair access to the lower level of the building is only possible from outside, using the circuitous route to the main entrance. The school has shower facilities but, at the present time, there are no wheelchair accessible toilet facilities. Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

Details of our plans and targets on improving environmental access are contained in the Access Plan.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

At Oakfield, we ensure that all children have access to a broad and balanced curriculum which is flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.) Learning opportunities are absorbing, rewarding and effectively differentiated and the teaching styles are diverse. Staff work in a way to avoid the isolation of the children they are supporting, and encourage peer tutoring and collaborative learning.

Curriculum maps and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording are also planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty access the curriculum through specialist resources such as ICT where this is appropriate.

We ensure that extra-curricular activities are barrier free and do not exclude any pupils.

Access to Information (see also School Access Plan)

All children requiring information in formats other than print have this provided.

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

We use a range of assessment procedures within lessons (such as word processing, role-play and drama, filming, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. Prior to starting school, parents/carers of children with a EHC Plan or EHC Plan pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity.

We work with the children to understand the impact of the words they use, and deal seriously with

derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy. We also try to make sure we have positive images of disabled children and adults in displays, resources etc. We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Disability equality and trips or out of school activities

At Oakfield Primary School, we try to make all trips inclusive by planning in advance and using accessible places. We offer all Year 6 children the opportunity to take part in an outdoor pursuits weekend, and provide additional TA support for individual children as required. All children are welcome at our after-school activities.

Monitoring and Evaluation

The Headteacher and Inclusion Manager share the responsibility for monitoring the standards of provision for pupils with additional educational needs. This is done through classroom observation as well as monitoring of children's books, discussions with children and through planning documents, in accordance with the school's monitoring policy.

This policy should be read in conjunction with the school's Pupil Premium, Anti-Bullying Relational Behaviour and Attendance Policies.

Heather Farrell
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