

**Jesmond Gardens Primary School**

**Inclusion Policy**



**Date Implemented – September 2008**

**Date Reviewed – September 2016**

**Date of review – September 2018**

## Our Vision

**To be world-class leaders of learning,  
life changing for each and every learner.**

## Our purpose

**Nurture curiosity**

**Cultivate enjoyment**

**Inspire success**

## Our Promises

**Be nurturing:** A parent's most precious gift, entrusted into your care. To be looked after as if they're your own.

**Be aspirational:** Somewhere between exceptional and phenomenal should do it! Expect it of yourself, our children and our community.

**Be inspiring:** Create that buzz, promote curiosity ... help children find their niche.

**Be generous:** Make the time to say thank you, to laugh out loud, to be honest with one another, and to help others wherever we can.

**Be professional:** You're someone who is an expert in their work, someone who can point the mirror at themselves and demand 'How can I get better?' In short - all a success at all we do.

# Inclusive Education Policy

## Jesmond Gardens Primary School

**This document includes the Special Educational Needs Policy and indicates links with other school policies and practise.**

**This policy was updated at the same time the new SEND code of practice was published. Elements of this policy do not match the new code but as we change our procedures and go through a period of transition this policy will be updated to reflect this.**

At Jesmond Gardens Primary School we value each child's uniqueness and welcome the wide variations of talent and ability occurring in a large collective group. The children in our charge are individuals and our aim for all the children is that they reach their potential. The school vision is:

'To ensure that every child in Jesmond Gardens Primary School has access to quality teaching and learning and that staff maintain their commitment to raising standards.'

### **Principles and Objectives**

The aims of the Inclusion Policy are:

- To promote an inclusive ethos throughout the school;
- To enable pupils with SEND to have their needs met;
- To take into account the views of the pupils with SEND;
- To encourage good communication with parents of children with SEND;
- To facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum, for pupils with SEND.

To attain this, members of staff at Jesmond Gardens Primary School will:

- Recognize the needs of the individual;
- Differentiate teaching methods to suit individual needs;
- Differentiate the curriculum content so that it is attainable by all;
- Take consideration of the new *2014 SEND Code of Practice*;
- Acquire appropriate specialist support whenever possible;
- Provide a stimulating and positive environment;
- Develop working partnerships with parents;
- Provide suitable and adequate resources;
- Pass information and expertise through SEND procedures and meetings.

In school there are children from a number of different groups, including girls and boys, minority ethnic and faith groups, children with English as an additional language (EAL), gifted and talented pupils and those with Special Educational Needs (SEND).

Teaching children with SEND is a whole school responsibility. The Governing Body, the Headteacher, Deputy Headteacher, Assistant Head teachers and all other members of staff have important day-to-day responsibilities in relation to children with Special Educational Needs (SEND).

## Definition of Special Educational Needs

In any school population, some children will have greater difficulty in learning than others.

*Definition of SEND*

*Children have Special Educational Needs if they have a learning difficulty, which calls for special educational provision to be made for them.*

*Children have a learning difficulty if they:*

- a) Have a significantly greater difficulty in learning than the majority of children of the same age; or*
- b) Have a disability which prevents or hinders them for making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority*
- c) Are under compulsory school age and fall within the definition of a) or b) above or would so do if special educational provision was not made for them.*

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

*Special educational provision means:*

- a) For children of two or over, educational provision which is added to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area*
- b) For children under two, educational provision of any kind.*

(SEN Code of Practice, 2001, p.6)

## The Role of the Team Leader's

The role of SENCO is carried out by the Team Leaders in each unit (currently all Assistant Head teacher's) in conjunction with the Inclusion Manager. They are responsible to the Headteacher and Governing Body for the co-ordination of all work relating to children with Special Educational Needs in the school.

Between the Team Leaders and the Inclusion Manager (Mrs Sue Dixon), who provides **one or sometimes two** days a week to track pupil progress, monitor the impact of SEND provision, carry out assessments, advise staff and complete high need/Education Health Care plan reviews. **She is assisted by Mrs Nicola Lee who carries out some specific duties for a group of children.**

The 2001 Code of Practice states that:

*Provision for children with special educational needs is a matter for everyone in the setting. In addition to the setting's Headteacher or manager and the SEN co-ordinator (SENCO) all other members of staff have important responsibilities. In*

*practice, the division of day-to-day responsibilities is a matter for individual settings. (P.13, 1:29 SEN Code of Practice 2001)*

The Team Leader's responsibilities include:

- Overseeing the day-to-day operation of the school's Inclusion Policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Supporting and advising teaching assistants
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational Psychology services, health and social services, and voluntary bodies.
- Monitoring the progress of SEND children
- Ensure that appropriate resources are purchased
- Consulting support services and attending SEND courses in order to keep up to date with regulations and practices
- Assisting the Headteacher in monitoring and evaluating the effectiveness of the provision for SEND (see also job description)

## **English as an additional language and SEND**

The identification and assessment of the special educational needs of children whose First language is not English, requires particular care. Where there is uncertainty About an individual's progress, teachers will look carefully at all aspects of the child's performance to establish whether the problems arise from SEND or are due to difficulties in acquiring English. In this case, specialist assessment would be sought. The LA's support teacher for children with English as a second language will be contacted.

The school will attempt to locate interpreters to assist parents and pupil at reviews and will try to provide advice on the SEND Code of Practice in the home language.

## **Identification, assessment and review procedures**

Assessment is an ongoing and integral part of school life and the following methods of assessment will help to identify a child's special educational needs:

- Nursery entry profiles
- Performance Scales assessment (National Curriculum P scales)
- Performance Indicators for Value Added Target Setting (PIVATS)
- Foundation stage profile
- National Curriculum Standard Assessment Tasks (statutory in Years 2 and 6)
- Internal assessments made throughout the academic year (see school assessment timetable and files)
- Observations from teachers and teaching assistants

At the heart of the work of every primary school class is a continuous cycle of assessment, planning, teaching and re-assessment. At Jesmond Gardens, this cycle takes account of the wide range of capabilities, aptitudes and interests of children. The majority of children will learn and make satisfactory or better progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Once a problem has been identified, parents will be invited into school to discuss ways forward. Further assessments will be made - these will be specific to the child's difficulties. These assessments will then be used to target support for the areas of difficulty experienced by the child.

## **Provision for children with SEND**

There is a continuum of special educational needs. To meet these needs, the school will adopt a graduated response with increasing support and specialist advice. The school will record the steps taken to meet the needs of individual children. The Inclusion Manager will have responsibility for ensuring that the records are kept and are available as needed. If the Headteacher refers a child for a statutory assessment the LA will be provided with a record of the school's work with the child.

The school's SEND system reflects the stages found in the SEN Code of Practice 2001. In September 2014 this has changed as follows

Currently, following assessment, there are a number of options:

- A child may be monitored
- Placed at Medium level needs
- Placed at High level needs
- Consideration of assessment for an Education Health Care Plan

**Medium Level Needs** – Children who do not make progress by means of the normal differentiation and supported group work which is usually available in school. Additional provision may be made in the form of additional specialist equipment.

Children, whose behaviour is having a significant impact on their educational progress, will require an IEP to provide appropriate individual planning and targets, beyond the school's normal disciplinary measures. This may include pupils for whom a pattern is emerging of fixed term exclusions largely related to classroom-based incidents.

The involvement of external agencies does not mean a child should automatically be moved to high level needs. External agencies may be involved in medium level needs to undertake discrete assessments, offer advice/consultation but they do have ongoing involvement directly with the child.

Children at medium level (unless medical or social) do not have an IEP. This is because the teachers and children use a system of "catch up" through the immediate assessment of day-to-day work. These children are then "picked up" in the afternoon by teachers for additional 1 to 1 support/group work. This additional support is well documented and it was agreed that an IEP became out-dated quickly so was less effective than the immediacy of our catch up procedures through good AfL/Rapid Response procedures.

**High Level Needs** - A move to high level needs will be indicated when children make little or no progress whilst receiving targeted support at medium level. High level needs may involve the pupil receiving individual withdrawal support or support in a very small group in addition to that received at medium level.

There will be significant involvement from external agencies; for example, a therapist or specialist teacher will be seeing the child on a regular basis for direct therapy or teaching. Advice from external agencies will be incorporated into the child's IEP

In some cases, it may be appropriate to place a child at high level where they are on the priority waiting list to see an external specialist but the service concerned has not yet been able to see the child.

Pupils who are receiving additional support from the LA but without an EHCP will be placed at high level. This will include pupils who are receiving individual support assistant time to facilitate inclusion into mainstream foundation stage or school.

Children with significant emotional, social and behavioural difficulties (ESBD), which impacts on their progress in school, will also be placed at high level. This may include pupils with a history of exclusions, where the school is seeking advice from external agencies. Children who are receiving therapy from the Acorn team or Child and Adolescent Mental Health Service (CAMHS) will usually be placed at high level.

**LA Criteria for Statutory Assessment (One Plan - EHCP)**– Children who fail to make progress despite targeted intervention over time may need to be considered for statutory assessment to determine whether the LA should issue an Education Health Care Plan

Key issues relating to the decisions to assess and issue a EHCP are given below:

- Centile scores for attainment and cognitive skills below the 2<sup>nd</sup> centile
- A very large discrepancy in scores in relation to specific learning difficulties such as language or literacy difficulties e.g. area of difficulty at or below 1<sup>st</sup> centile with skills in other areas within the average range
- Evidence of targeted support from school, illustrating the persistence of the difficulty and failure to make progress despite help provided
- Adverse emotional/behavioural reactions to lack of progress
- Lack of progress in all areas, learning and behaviour
- Evidence that behavioural difficulties are significantly impeding learning
- Vulnerability caused by frequent changes of school and adverse personal circumstances e.g. spending time in foster care
- Needs cannot be met in Hartlepool e.g. a child who requires signing for instruction across the curriculum and to communicate with peers or a child who requires teaching by tactile methods
- Profound, multiple difficulties which are evident from birth or soon after and indicate need for specialist nursery or a very high level of support in mainstream nursery
- Children with complex communication and social difficulties
- Children with severe physical disabilities or severe medical conditions which are long term and which require regular medical interventions and a high level of additional support in school to gain access to the curriculum.

(Taken from LA guidance March 2002)

## **SEND Register**

The Code of Practice 2001 does not require the school to keep a register of pupils with SEND; however, at Jesmond Gardens School a register will be maintained. The register will contain information about the child's needs and level of support and will enable the Headteacher, Governors, Inclusion Manager and teaching staff to monitor any children whose learning or behaviour causes concern. Parents will be informed of concerns before their child's name is placed on the register. The Inclusion Manager will ensure that it is regularly updated.

Children will be on the SEND register for a variety of reasons:

- Initial concern about a child's progress
- Any child who is receiving support at medium level
- Any child who is receiving support at high level
- Any child with an EHCP

## **Management**

Each child has a file in which relevant paperwork is kept (SEND registration forms, IEPs (if applicable), Learning Support Reports, Educational Psychologist reports and any other reports from external agencies). These files are kept centrally in a locked cabinet. Each registration teacher has a file with copies of information relevant to children in their groups.

Children who have an EHCP or are at high level have review meetings at the end of each term. Parents of children at medium level are invited to attend normal consultation evenings in the autumn and spring terms. In addition to this, there are annual reviews for children with high level needs and those with an EHCP.

## **The role of the Governing Body**

The Governing Body will, with the Headteacher establish appropriate staffing and funding arrangements to meet the needs of SEND children.

## **Provision**

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through from the Early Years setting. The Inclusion Manager and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.

## **Curriculum**

The National Curriculum states that:

'Schools have a responsibility to provide a broad and balanced curriculum for all pupils...'

It goes on to set out three principles that should be taken into account in order to develop an inclusive curriculum:

- A        *Setting suitable learning challenges*
- B        *Responding to pupils' diverse learning needs*
- C        *Overcoming potential barriers to learning and assessment for individuals and groups of pupils*

The school aim is to provide full access to the Primary curriculum for all children. At times, after assessment and careful consideration, some children may be withdrawn on a part-time basis from some lessons (mainly Foundation subjects) in order to access guided reading and writing intervention, one to one reading intervention, intervention for children with dyslexia or key objectives intervention

In the case of Physical Education, access and Health and Safety must be considered for children with Special Educational Needs, as they are with all children before activities can be undertaken. All reasonable adjustments will be made to ensure as full participation as possible.

## **Resources**

In allocating the annual budget for SEND the Head Teacher will consider the needs of those pupils with SEND and aim to prioritise the purchase of relevant materials. Also, it is the responsibility of all subject leaders to purchase materials to meet the needs of all children. The staffing budget is made of funds from a range of sources - LA, school budget, additional grants. These are reviewed annually.

## **Child Protection**

Jesmond Gardens Primary School recognises that vulnerable children and those with special needs may be more susceptible to abuse and exploitation. Staff are vigilant towards such children and our social inclusion assistant is proactive at working with all children who are considered vulnerable regardless of whether they have special needs or not (see also diversity profile).

## **Admissions**

The school's admissions policy is non discriminatory. (See Admissions Policy).

## **Access**

The new Jesmond Gardens Primary School has full disabled access and an induction loop system in the hall. We are well placed to support children with physical needs.

## **Links**

The staff at Jesmond Gardens welcome and facilitate links with mainstream primary and secondary schools and special schools.

## **Parents**

As with all other areas, the aim of school with regard to children with SEND is to work in partnership with parents in order to achieve the best for their children.

This partnership includes:

- Keeping parents fully up to date with SEND issues including provision made for their child
- Inviting parents to regular review meetings to discuss progress being made and to discuss new targets for their child
- Seeking parents views about the quality of support for their child
- Organising meetings between parents and external agencies who can advise on specific needs - physical, learning, behavioural, communication or sensory

## **Pupils**

At Jesmond Gardens School every effort is made to enable pupils to participate in decisions. We listen to and value the views of all learners. Children are enabled and encouraged to participate in decision-making by:

- Expressing their feelings
- Joining in discussions e.g. about choice of schools, how school can help them improve their progress

## **Complaints**

If a parent felt it necessary to complain, the procedure would be to discuss the problem with the Team Leader. If the matter is not satisfactorily resolved, the Headteacher must be consulted. If parents feel that their concerns have still not been addressed, they may contact the governor responsible for SEND. School is always willing to listen to parents and provide opportunities for consultation if they have a concern. Should the issue not be resolved, parents can contact the Education Department of the HBC.

## **Inset/Staff development**

The attendance of courses will include both teachers and teaching assistants and will help in the continuing professional development of all staff. When relevant, SEND will be included in staff performance management targets.

## **External Support**

External support is a valued part of SEN procedures. A variety of external agencies support staff, parents and pupils, these include:

- LA SEND manager
- Hearing impaired teacher

- Behaviour Support teacher
- Visually impaired teacher
- Educational psychologist
- Speech and language therapist
- Audiologist
- Physiotherapist
- Occupational therapist
- School nurse
- School medical officer
- Educational social worker
- Acorn therapeutic team
- Mental health team (CAMHS)

## **Transition arrangements**

When children with Special Educational Needs transfer to another school, any SEN information will be passed on to the SENCO of that school. Year 6 reviews will be completed during the autumn term in order that the LA and secondary schools can be aware of all relevant information when arranging admissions and transfers.

Jesmond Gardens has a positive relationship with Dyke House School and High Tunstall School, where pupils transfer for their secondary education. The SENCOs from Dyke House and High Tunstall are invited to the Year 6 review meetings to assist their planning of their provision. Dyke House and High Tunstall support staff visit the pupils before the end of the year to talk about how the school will help them and to address any anxieties before they start their new school.

## **Criteria for evaluating the success of SEND provision at Jesmond Gardens School**

The SEND work in school will be seen as successful if there is:

- Clear evidence of satisfactory or better progress (personal development, IEP targets achieved, improved general attainment)
- Tolerance and harmony, respect of the views and beliefs of others
- Full access to all opportunities provided
- Open and purposeful communication between parents, staff and other agencies
- Confidence amongst children, parents and staff in the SEND procedures
- Accurate records
- Well defined and realistic IEPs with achievable and measurable targets
- An effective partnership between parents and school

Medical and personal information is handled sensitively to maintain the dignity of individual children. Confidential information is shared following parental consent and in some instances, the consent of the child.

**Policy updated – September 2016**